



## Article

### EVALUATION OF SCHOOL LIBRARY DEVELOPMENT IN AYAMELUM LOCAL GOVERNMENT COUNCIL OF OTUOCHA EDUCATIONAL ZONE

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#### Abstract

*The purpose of this study is to evaluate the school library development in Ayamelum Local Government Area of Otuocha Educational Zone. Specifically, the study examines the staffing, collection, accommodation, finance and Information and Communication Technology (ICT) development in the secondary schools studied. Recommendations are made for the actualization of standard school libraries.*

#### Introduction

##### Background of the Study

This paper focuses on “*Evaluation of School Library Development*”. Libraries occupy a significant position in the educational programme of the school system from primary to tertiary institutions as the center of learning. Elaturoti (1999), sees school library as that place within the school that provides organized collections of print and non-print media, especially collected to support the educational programme of the school to facilitate and promote learning. The school library should be the heart of the school with a variety of educational resources. These resources include; books, newspapers, pamphlets, recordings, maps, films, photographs and paintings, computer terminals with access to audio-visual resources from a main information storage center and equipment such as camera, projectors and tape recorders for school projects. Different designations are being used to refer to the school library. Such designations include;

media resource center, learning resource center etc, all of which refers to the same concept and can be used interchangeably. For this paper, the term school library is used.

The staff required in the 21st Century school library include: School Librarian, technical staff in the area of audio-visual resources and media productions, library assistant, secretarial staff, security, cleaners and messengers. All the cadres listed above will be needed in regional and zonal school library that provides services to a number of schools in the vicinity or defined geographical area; this individual school library may not be able to afford all the cadres of staff listed above, but as a necessity, it should have a school librarian and if possible assistant who will be doing the non professional jobs in the school library like accessioning, stamping, shelving and shelf reading among others. He takes charge of the library when the librarian is on other assignments outside the library. However, Kolade (2000), points out the need for the availability and adequacy of trained school librarians in schools. She maintains that not so many schools in Nigeria have competent and qualified school librarians. She argues that teacher librarians are used as substitute to school librarians in most school libraries in the country. In the same vein, Elatuori (2001), states that a school library without a trained librarian is as good as a library without books. He further stresses that a minimum qualification of Diploma in Library Science is recommended for a school librarian in primary schools and a bachelor's degree for librarians in the secondary schools. A background in education is also considered relevant.

Dike (2001), writing on collection development states that collection needs include: shelving for books and journals, display racks for newspapers and magazines, filling cabinets for pamphlets, clipping files, storage for large graphic media, audio-visual resources and equipment. She maintains that one also needs space for viewing and listening to certain media, large tables for maps, computer stations, carrels, chairs and so on.

Dike (2001), discussing accommodation, states that we are likely to first to think of school library facilities in terms of an accommodation to house the collection, as well as staff and users. She posits that while this represents a limited view of a library, it is very necessary. It is very difficult to develop a library without a location. Even an undeveloped room reminds people that a library is supposed to be part of a school and provides a place to begin storing library materials. If the place is to function as a library, it needs to be devoted to only that purpose. The accommodation should have

conditions favourable to the maintenance of the collection, such as good ventilation, enough light but protected from direct sunlight, temperature and humidity controls as far as possible, and a reasonably quiet location.

In Nigeria, there appears to be a perennial shortage of funds for the education system at all levels. A certain percentage of the budgetary allocation should be allocated to the development of school libraries in each educational zone. However, politicians, economists, and academics are in constant search for answers to such questions as who should pay for educational support from different tiers of government. It must be categorically state here that funds must be sought for library development by government, corporations, community and individuals.

### **Information and Communication Technology (ICT) in School Libraries**

Despite the much-mouthed increase in information technology activities all over the world, Nigeria school libraries are yet to fully embrace ICT, (Arua, 2005). Due to this, they deprive their users of unending benefits that technology offers. Ekere (2001), summarizes the benefits as follows: it enhances the participation of learners; it helps to educate more people in less time; it lends support, authority and authenticity to teaching. It helps in focusing attention and motivating learners etc. The information and communication technology comprises the personal computers, telephones, televisions, radios and so on.

### **Research Questions**

- i. What is the strength of your library staff?
- ii. What are the school library resources available in your library?
- iii. What are the means for raising funds for development of your school library?
- iv. What are the modern types of technology used in you library?

### **Methodology**

- a) **Research Design:** The study is a survey research aimed at evaluating the school library development in Otuocha Educational Zone.
- b) **Area of Study:** The area of the study is the secondary school libraries in Ayamelum Local Government Area of Otuocha Educational Zone.
- c) **Population:** The population of the study consists of all the librarians and principals of the four secondary schools studied in the area. There are nine secondary schools in the Local Government Area, out of which four

secondary schools were selected because they are the first generation schools in the area with same sort of space called a library.

**Table 1: Distribution showing the spread of the population**

S/N	Name of School	Population
1	Community Secondary School, Omor	2
2	Ogbe High School, Anaku	2
3	Community Secondary School, Umumbo	2
4	Riverside secondary School, Umerum	2
	<b>Total</b>	<b>8</b>

- d) **Sample and Sampling Technique:** No sampling of this population was carried out. The entire population was used due to the smallness of the population size (Nworgu, 1991).
- e) **Instrument for Data Collection:** Questionnaire was used for data collection in the study. Questionnaire entitled Evaluation of School Library Development Questionnaire (ESLDQ) was used for the study. It was utilized in eliciting responses from the respondents, the questionnaire was divided into five sections. These are sections A-E, the questionnaire was developed through extended literature review based on the research questions.
- f) **Method of Data Collection:** In order to ensure high percentage of return, the questionnaire was administered to the respondents directly by the researchers in each of the schools studied.
- g) **Methods of Data Analysis:** The data for the study was presented in tables and analyzed using simple percentages and frequencies. It was computed as follows:

$$\frac{NR \times 100}{TP}$$

$$= \text{Response rate}$$

NR = Number of Respondents: TP = Total Population.

### **Analysis and Presentation of Data**

The data were analyzed and presented based on the five research questions of the study.

**Research Question 1:** What is the strength of the library staff in your school library?

**Table 2: Do you have a qualified school librarian?**

S/N	Statement	No. of Respondents	%
A	Yes	-	-
B	No	8	100

This table shows that all the 8 respondents representing 100% posit that they have no qualified librarian.

**Table 3: What is his/her qualification? (Tick as apply)**

S/N	Statement	No. of Respondents	%
A	Master's degree in library science	-	-
B	Bachelor's degree in library science	-	-
C	HND in library science	-	-
D	NCE in library science	-	-
E	Diploma in library science	-	-
F	No library science qualification	-	-

Table 3 reveals that those who are in-charge of all the school libraries studied have no library science qualification. This is revealed by the 8 respondents representing 100%.

**Research Question 2:** What are the school library resources available in your library?

**Table 4: How many books are in your library?**

S/N	Statement	No. of Respondents	%
A	Under 500 books	-	-
B	500-1000 books	7	87.5
C	1000-2000 books	1	12.5
D	Above 2000 books	-	-

The above result indicates that 7 respondents representing 87.5% maintain that their libraries have between 500-1000 in stock. While a respondent representing 12.5% states that his library has between 1000-2000 books in stock.

**Table 5: Which of the following resources are in your library? (Tick as apply)**

S/N	Statement	No. of Respondents	%
a	Books for general reading	3	37.5
b	Textbooks	8	100
c	Reference books	3	37.5
d	Newspaper	2	25
e	Charts and painting	5	62.5
f	Maps	5	62.5
g	Slides and films	-	-
h	Radio/cassette	-	-
i	Television	-	-
J	Video	-	-
k	Computer	-	-
l	Telephone	-	-

Table 5 depicts that none of the school libraries studied has slides and films, radio/cassette, television, video, computer and telephone. However, 8 respondents representing 100% believe that in their libraries, textbooks are available. Also, 5 respondents representing 62.5% respectively agree that charts and paintings, and maps are available in their libraries.

**Table 6: Are materials in the library balanced in terms of various subjects being taught in your school?**

S/N	Statement	No. of Respondents	%
a	Balanced	-	-
b	Fairly balanced	2	25
c	Not balanced	6	75

The above table indicates that 6 respondents 75% posit that the library materials in their libraries are not balanced in terms of various subjects being taught in their schools. While 2 respondents representing 25% maintain that the library materials in their libraries are fairly balanced in terms of various subjects being taught in their schools. No respondents indicate that his/her school has balanced materials in the library.

**Research Question 3:** What is the nature of your school library accommodation?

**Table 7: Do you have a school library?**

S/N	Statement	No. of Respondents	%
a	Yes	8	100
b	No	-	-

The above reveals that all the respondents representing 100% indicates that they have school libraries in their schools.

**Table 8: What is the size of your school library?**

S/N	Statement	No. of Respondents	%
A	Smaller than a room	3	37.5
B	One classroom	4	50
C	Two classroom	1	12.5
D	Larger than two classrooms	-	-

The table above shows that 4 respondents representing 50% concur that the estimated size of their school libraries is one classroom, while 3 respondents representing 37.5% agree that the size of their school libraries are smaller than a room. One respondent representing 12.5 asserted that the size of her school library is two classrooms.

**Research Question 4:** What are the means of raising funds for the development of your school library?

**Table 9: In what ways does your school raise money to equip the library with relevant resources? (Tick as apply)**

S/N	Statement	No. of Respondents	%
A	Grants from government	-	-
b	Donations from philanthropists	8	100
c	School fees	-	-
d	Services charges	3	-
e	Gifts	8	100

Table 9 depicts' that all the 8 respondents representing 100% respectively agree that they raise money through donations from philanthropists and also equip their libraries

through gifts from individuals or organizations. None of the schools receives grants from government for the development of libraries.

**Research Question 5:** What are the modern types of information and communication technologies used in your library?

**Table 10: What information and communication technology tools do you use to enhance your library operation? (Tick as apply).**

S/N	Statement	No. of Respondents	%
A	Computers	-	-
B	Televisions	-	-
C	Radio	-	-
D	Videos	-	-
E	Telephones	-	-
F	None of the above	8	100

Table 10 shows that none of the school libraries studied has the ICT tools in the school library to enhance its operations.

### **Discussion of Findings**

The results of the data collected are discussed here. It is based on the five research questions guiding the study.

**Research question 1:** What is the strength of the library staff in your school library? Table 2 and 3 reveal that all the school libraries do not have qualified or competent school librarians, besides, the staff manning the libraries have no library science qualification. This is in line with what Kolade (2000), emphasis that not many schools in Nigeria have qualified and competent school librarians. She stresses that most of the school libraries employ teacher librarians who have no library science qualification to substitute the professional librarians.

**Research Question 2:** What are the school library resources available in your library? In answering this question, table 4 indicates that most of the libraries have between five hundred to one thousand books in their libraries. Table 5 maintains that none of the school libraries studied slides and films, Radio/cassette, television, video, computer and telephone. However, the table reveals that these libraries have textbooks, charts



and paintings, and maps in their stocks. Table 6, depicts that the materials in the library is not even balanced in the terms of various subjects being taught in these schools.

**Research Question 3:** What is the nature of your school library accommodation? Here, table 7 posits that all the schools studied have libraries; while table 8 asserts that the size of most of the libraries is one classroom or smaller than a room.

**Research Question 4:** What are the means of raising funds for the development of your school library? Table 9 depicts that all the schools raise money through donations and gifts from philanthropists, individuals or organizations. The schools deny receiving grants from the government for the development of their school libraries.

**Research Question 5:** What are the modern types of information and communication technologies used in your library? Table 10 answers the above question, and maintains that none of the schools studied has ICT tools in their school libraries to enhance their library operations. This result agrees with Arua (2005), who posits that despite the much-mouthed increase in information technology activities in the world over, Nigeria school libraries are yet to fully embrace ICT.

### **Recommendations and Conclusion**

Based on the result gathered from this study, we make the following recommendations for the improvement of school libraries in Ayamelum Local Government Area in particular, and Anambra State in general.

- Schools should endeavour to employ competent and qualified school librarian who must have library qualification or background.
- State and local government should release adequate funds to the will be well equipped with all the relevant materials for efficient teaching and learning.
- Schools management should note that a library is supposed to be part of the school, thus they should provide accommodation that should be devoted to library purpose only and nothing else. The library should have conditions conducive and favourable to reading and research.
- The state government should provide adequate funds for the development of school libraries if the state is to attain the Millennium Development Goals (MDGs) by the year 2020.
- The state government should also provide these schools with computers and other ICT tools. The recent donation of computers to secondary schools in

Anambra state by the present administration should be extended to schools in Ayamelum Local Government Area.

From the aforesaid, library development in Ayamelum L.G. is still at its lowest ebb. All the concerned, both the government, schools management and other stakeholders must have determined resolve to have the library development meet up with the current ICT trends.

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