# An Evaluation of State of School Libraries in Kebbi State

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**Abstract**
*School libraries are defined as libraries attached to primary or secondary schools. The scope of this research is secondary schools in Kebbi state. There are 139 secondary schools in Kebbi state, out of this, 133 have school libraries while 6 doesn't have This research intended to go deep into issues affecting school libraries in Kebbi state. The research is important because it would provide the government and other stake holders with adequate knowledge about the problems faced by school libraries in the state. Using a questionnaire, a descriptive research method was adopted by the researchers. The questionnaires were distributed to all the secondary schools under the study. Findings reveal that majority of the problem faced by school libraries were funding, power supply, lack of manpower and lack of adequate information resources. It is recommended that qualified staff should be employed into School libraries in Kebbi state in order to manage their affairs. Adequate funding, power supply and resources should also be made available. This is in order to enhance service delivery. The conclusion was that if these problems would be tackled, school libraries in the state would have a significant improvement in their services delivery.*

**Keywords***:* School Libraries, Information resources, Funding, Power supply, Man power.

**Introduction**
A school library is defined as a facility located in and administered by a school (secondary or primary) that organized and circulate collection of printed, audio visual or computer-based resources, or a combination of both Library research services (Emmanuel, 2013). These are libraries attached to schools, (Oluwaseyi, 2015). Examples include primary and secondary school libraries. The libraries are to serve the educational needs of the pupils and their teachers. The role school libraries play in advancing the knowledge of pupils/students cannot be over emphasized.

School librarians teach the skills of gathering information evaluate the information and use it to create new knowledge. They also create a safe haven for students to think, create, share and grow. They can also be a hub of learning and favorite spot for students. School libraries under the direction of a certified librarian have been linked to improved student achievement levels, in addition, students need to develop the information literacy skills that librarians model and teach. Certified school librarians make the whole school libraries more effective. They teach students how to learn and help teachers drive student success.

School Libraries according to Ogbonna, (2009) are libraries established in the primary and secondary schools mostly by the authorities of the schools to serve the pupils/students, the
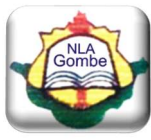
teachers and other staff members of the schools. I n a school library, learning resources such as books and audio-visual materials are systematically collected and organized for the use of the students and the teachers. The new educational trends require the utilization of non-book resources such as flash cards, slides, filmstrips, films, records and computers in the teaching and learning processes. This is because emphasis is no longer on the subject matter but on the leaner.

In Nigeria, the school library has not been largely incorporated as an integral and indispensable part of the formal teaching-learning process, (Atade and Bamise (2017). The school library also performs such functions as keeping up to date on curriculum needs, assisting teachers in selecting materials, giving instruction in library use to students, and providing an organized collection of books and non-book materials in other countries, (Kojo et. al 2018). Its objectives include: (1) providing books and audio-visual materials which will supplement the classroom teaching, (2) acquainting the pupils with books and other learning resources so as to inculcate in them a permanent desire for reading and knowledge, (3) preparing pupils for independent study and learning skills, (4) providing reading materials that will develop the pupil's reflective thinking, sound attitudes, critical and independent thoughts, (Kojo et. al 2018).

The objectives of a good educational system are to equip individuals to be able to play their role in the society effectively, .Kumar, (2008)  A school library attempts to advance these objectives, It serves as a resource centre. Audio-visual aids are fascinating from the point of children. Therefore, reference books provided for school children should contain sufficient illustrations. The tress should be to acquire illustrated encyclopedias and dictionaries, picture books, globes, maps, photographs, slides, film strips, films, gramophone records, etc.

The resources in the library include books, reference materials like Dictionaries, Encyclopedias, Almanacs, Atlases, Yearbooks, Magazines, Newspapers, Fictions, Visual materials, Recording of all types, Slides, Computer, Study-kits, and other information-bearing resources are housed for use by teacher and pupils for leaning, recreational activities, personal interest and interpersonal relationships of children in school, , (Kojo et. al 2018).

**Goals and Purposes of School Libraries in Nigeria**
Although school library media specialists collaboratively establish library media program goals relevant to the needs of individual schools, "to ensure that students and staff are effective users of ideas and information" (Ifidon, 2008). A library media specialist is a trained professional who works in schools to help students and staff members find materials and learn to do research. These individuals generally need a master's degree in library science. Many states require that library media specialists also possess teaching certification which can be obtained from an approved undergraduate or graduate teacher preparation program).

**Personnel for School Libraries in Nigeria**
Qualified school library media personnel are fundamental to successful programs that contribute to student learning, and a program's level of professional and support staffing is based upon a school's instructional program, services, facilities, and the quantity of students and teachers. Basic, building-level staffing for an effective program necessitates at least one certified or licensed school library media specialist per building.
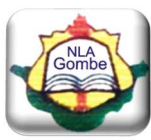
**Importance of School Libraries**

According to Cruz, (2014) the Importance of school libraries are as follows:

1. Impact positively on the academic achievement of the students. Students can perform better during examination by reading various books.
2. Facilitate the work of the classroom teacher and ensures each student has equitable access to resources, irrespective of home opportunities or constraints.
3. Run independent learning programs, which integrate information resources and technologies.
4. Equip students with the skills necessary to succeed in a constantly changing technological, social and economic environment.
5. Collaborate with classroom teachers to plan, implement and evaluate inquiry-based programs that will ensure students acquire skills to collect, critically analyze and organize information, problem-solve and communicate their findings.
6. Provide and promote quality fiction to develop and sustain in students the habit of reading for pleasure and to enrich students' intellectual, aesthetic, cultural and emotional growth.
7. Cater for differences in through the provision of, and equality of access to, a wide range of curriculum resources-fiction and non-fiction, digital, print, audio and video.
8. Provide teachers with access to relevant curriculum information and professional development materials within and outside the school; and opportunities to cooperatively plan, implement and evaluate learning program

**Methodology**

This research employed quantitative research method. Using questionnaire, respondents were sorted out from the 133 school libraries in the state. The questionnaire was divided into two sections, (demography of the respondents and the second section which comprise of the six research questions). Using krejcie and Morgan sample size, the sample of 133 is 97. A total of 97 questionnaires were distributed, 78 were returned given a return of 80.4%. The data was analyzed using SPSS (version 20). The data was analyzed using frequency and percentages table (descriptive statistics).
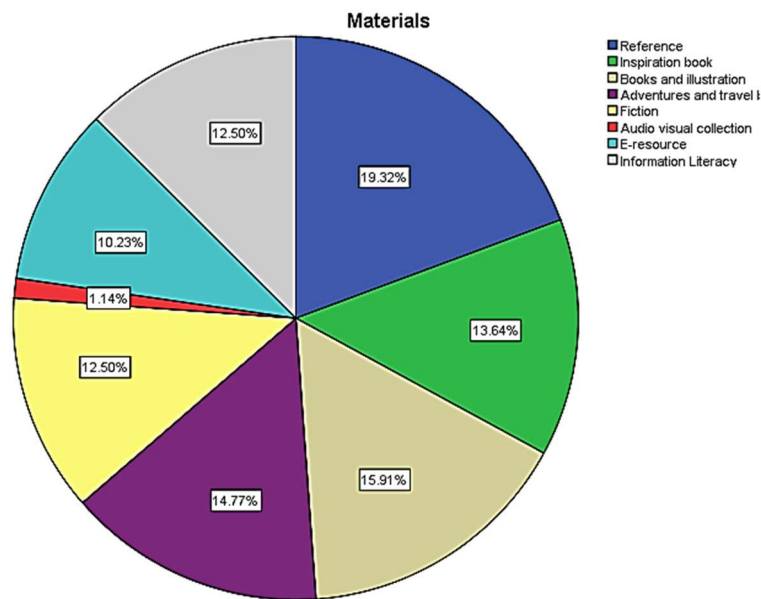
**Research question one**

The research question wanted to know the level of qualification of all the staff attached to the libraries in Kebbi state. The chart shows that 27.27% of the respondents have Degree as their highest qualification while 11.36% have SSCE as their highest qualification. Majority of the respondents (30.68%) are NCE holders. Only 1.14% have master's degree. 5.68% have PGD while 19.32%] have Diplomas in different fields.

*Nigerian Library Association, Gombe State Chapter*
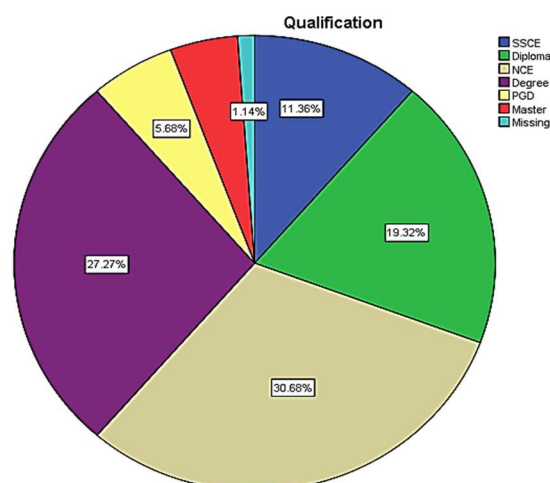
**Research question two**
Research question number two deals with the types of materials the school libraries have. The most common among them is reference materials which accounts for 19.32% of their collections. Followed books and illustrations which cover 15.91% of the total collections. Books on adventures and travels account for 14.77% while inspiration books accounts for 13.64%. E Resources accounts for 10.23%. Materials on fiction and information literacy shared 12.50% each while audio visual collections account for a meager 1.14%.

These findings have indicated that reference materials are more in the school libraries than other information Resources. It also indicates that Audio Visual materials that are important to pupils are not in large quantity in those Libraries under study

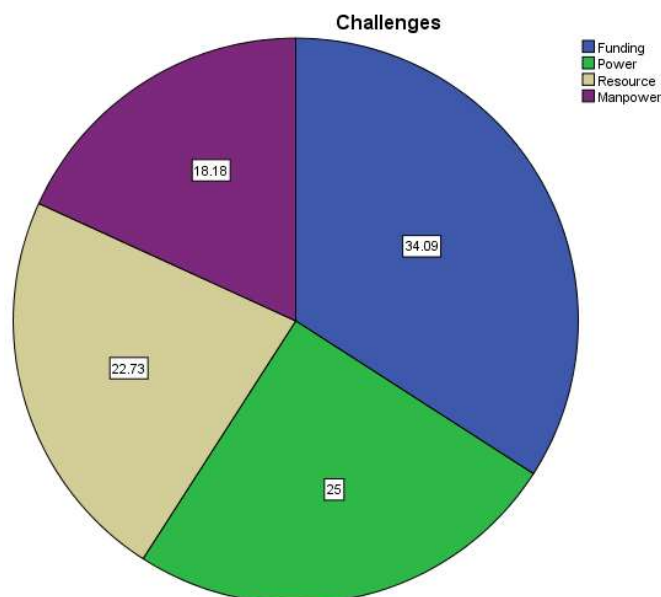

**Research question three**
Research question three asked respondents questions on the type or services their libraries offer. 20.45% say they offer story telling competitions while 19.32% offers spelling contest and vocabulary development as some of their services. 15.91 offer story telling competition while 13.36% have formation of book club as part of their services.

Only 11.36% have quiz competition offered as a service. The findings here have indicated that the school libraries in Kebbi state provide story telling competitions, spelling competitions, vocabulary development as part of their services. These are among the services expected to be provided by School Libraries.

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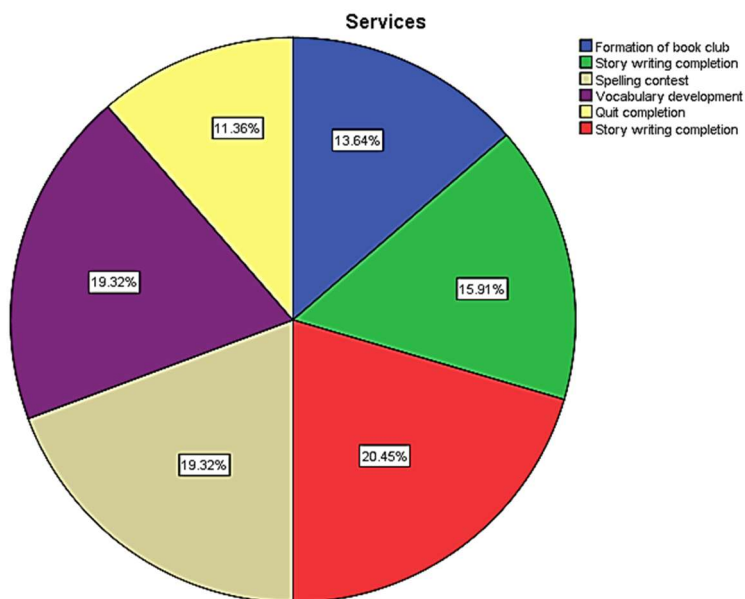
**Research question four**

Research question number 4 asked respondents what are the challenges they are having in their work place. Options of power, funding, resources and manpower were given. 34.09 selected funding as their major challenge. 25% see power as their own challenge while 22.73 and 18.18% see resources and manpower as challenges they are facing. The findings indicated that funding is the major problem of school libraries in Kebbi state, followed by power, Resources and manpower. The implication is that with adequate funding, enough power supply, provision of Resources and manpower can improve services delivery in school libraries within Kebbi state.
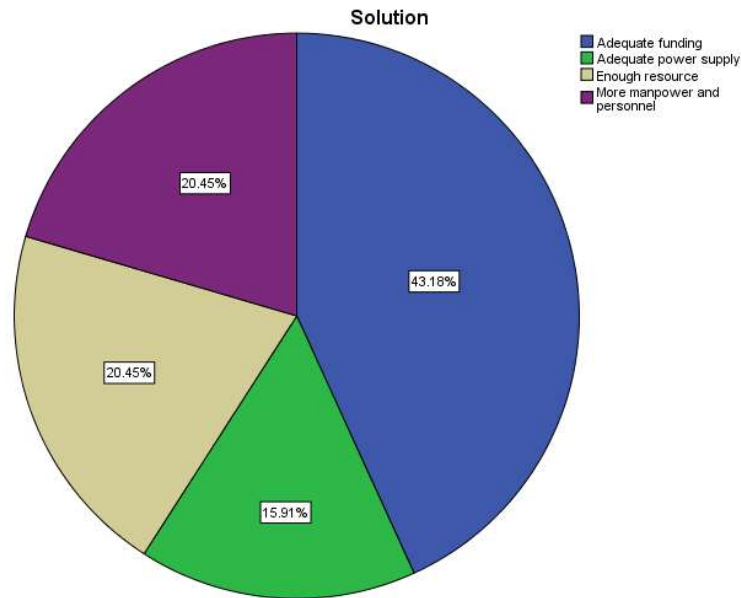


**Research question five**

This question was about possible solutions to the challenges mentioned in research question 5. 43.16% of the respondents see adequate funding as a the solution while 20.45% indicated resources and manpower respectively. Adequate power supply have 15.19%. The findings of

this research question has clearly indicated that funding, power supply, inadequate resources and lack of qualified personnel are the major problems of school libraries in Kebbi state. The solution to this problem is to provide the libraries with all the issues raised in research question number of (challenges facing school libraries).



## Discussion

The five research questions postulated in this research were all answered. On research question number one, it clearly indicated that majority of school libraries in Kebbi state are not managed by qualified staff with over 30% of staff having NCE qualification. The second research question asked about materials available in these school libraries. Reference materials were found to be more than any other information resource in those libraries followed by books and illustrations. Most of the libraries offer story telling competitions and spelling contest. These are very good for the development of the pupils/students. On the challenges faced by these libraries, funding is found to be common in all these libraries with power coming second. Majority of the respondents considered adequate funding, qualified staff, and enough power supply, and enough resources as the solutions to these problems highlighted earlier.

## Conclusion

Going through the data above, it is clear that the major issues of school libraries in Kebbi state are funding and adequate power supply. The data clearly shows lack of qualified personnel in terms of qualification to manage these personnel to manage these libraries and the resource. These problems are common ones among libraries in Nigeria. An alternative source of funding, employment of more qualified staff and supplies of adequate information resources could go a long way in solving some of the problems affecting the school libraries in Kebbi state.

## Recommendations

1. It is highly recommended that qualified staff should be employed to take the responsibility of ensuring professional service delivery in school libraries in the state.
2. Adequate power supply should be provided in these libraries in order to enhance service deliver.
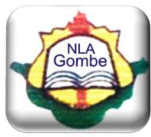
3. Enough information Resources should be made available to these libraries. This will improve the utilization of these resources by their patrons.
4. An alternative source of funding should be provided in order for the Libraries to have enough funds in managing the affairs of the libraries.

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