

Investigating the Contributions of Human and Material Resources into Service Delivery in School Library Media Centres in Nigeria

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Abstract

This study investigated the contributions of human and material resources into service delivery in school library media centres in Nigeria. Data for the study were collected over a period of two years from participants that attended the school library conference held at Abeokuta, Ogun State and Ado Ekiti, Ekiti State in year 2010 and 2011 respectively. The study revealed poor state of service delivery in SLMCs in Nigeria as “reading within the library” was the only service being commonly delivered in SLMCs in Nigeria. The study further revealed ICT resources, human resource and accommodation as the best predictors of service delivery in SLMCs in Nigerian schools just as ICT and learning resources were found to be strongly related to service delivery. Human and material resources were found to have jointly contributed 44.1% to the total variance in service delivery in SLMCs in Nigerian schools. The study suggested the need for government and proprietors/proprietresses of schools in Nigeria to ensure provision of adequate ICT facility, personnel and suitable accommodation for effective and efficient service delivery in SLMCs in Nigeria.

Keywords: Human resource, Material resources, Service delivery, School library media centre.

Introduction

The school library media centre is an essential ingredient in learning. However, it requires essential inputs and ingredients in to be able to perform its roles in teaching and learning. The school library can be described as a type of library with the sole commitment to the development of the basic and post-basic education sector. The basic and post-basic education sector is the

foundation of any educational set-up, hence there is every need for adequate provision of information materials, staff, infrastructural facilities and accommodation which are essential for school library to perform its role effectively. Markless and Streatifield cited in Sote, Aramide and Gbotosho (2011) emphasised that school libraries are established to support the educational curriculum of schools, which could only be achieved through various means such as the provision of relevant library resources, which are relevant with the school curricula, provision of various information services ranging from technical to readers services.

The quality, quantity and adequacy of inputs into any system determine the functionality and/or output produced by the system. The school library media centre (SLMC) cannot be an exception. It is expected that any system with the right inputs, in right quantity and quality would perform optimally, all other things being equal. The school library media centre (SLMC) must have the right inputs in terms of human and material resources to function effectively. Such inputs required of the SLMC include the personnel (professional and support staff), learning resources (print, non-print and electronic resources), and accommodation and spaces. It is on the basis of the availability of these resource inputs in right quantity and quality that the SLMC is expected to perform optimally in service delivery. Service delivery is the main purpose of establishing the SLMC.

Effective service delivery in the SLMC revolves around provision of facilities and resources to support curricula and co-curricula implementation within the school. According to Ojoade (1992) SLMC's services and facilities include the provision of recorded knowledge relevant to the academic and recreational needs of pupils and teachers within the school community and available in various formats of print and non-print resources. However, Adetoro (2005) in his study on comparative analysis of school library development and use in Ogun state established the use of improvised accommodation, lack qualified personnel, and infrequent use of the school libraries as dominant situations in Nigerian schools.

Steps taken in the past by the Federal government of Nigeria to improve SLMC services as documented in minimum standards for school libraries included, the introduction of young of young readers' clubs in unity schools; training of teacher/librarians through organized seminars and workshops; physical development of libraries through conversion of classrooms and school halls to libraries; computerization and creation of greater awareness among students in the unity colleges on how to use library (Ojoade, 1992). The foregoing precisely emphasised the importance of accommodation and ICT in effective service delivery in SLMCs.

The importance of human and material resources in effective service delivery had been emphasized in various scholars though no empirical study to establish authenticity of this assertion. The few studies (Adetoro, (2005); Nnadozie (2006); Akanya (2012) focused only on aspects of human and material resources and in specific locations. None of the study had taken a national and holistic approach in investigating this assertion. Kolade (1998) highlighted human resource inputs required in SLMCs to include, teacher/school librarian, library assistant, library helper, clerk, graphic artist, and cleaner among others. She further outlined material resource inputs of SLMCs to include, learning resources, accommodation and spaces, and electronic/ICT based resources. This study, therefore, intends to investigate the contributions of human and material resources (i.e learning, accommodation and space, and ICT resources) inputs into service delivery in SLMCs in Nigeria. The specific objectives of the study are to:

1. establish the types of library services available in SLMCs in Nigeria?
2. find out the relationships that exists among human resource, material resources and service delivery in SLMCs in Nigeria
3. find out the joint contributions of human and material resources to service delivery in SLMCs in Nigeria
4. find out which of the human and material resources (learning resources, accommodation and spaces, and ICT facilities) actually predict service delivery in SLMCs in Nigeria.

The following research questions are addressed in the study:

1. What types of services are delivered in SLMCs in Nigeria?
2. What types of relationships exist among personnel, material infrastructural resource inputs and service delivery in SLMCs in Nigeria?
3. What is the joint contribution of human and material resource inputs to service delivery in SLMCs in Nigerian?
4. Which of the human and material resources (learning resources, accommodation, and ICT resources) predict service delivery in SLMCs in Nigeria

Literature Review

The SLMC is a core component of a school that houses all the resources, including ICT resources, needed for effective teaching and learning and has the capability to inspire teachers and students alike (Barrett and Douglas, 2004). School library media centres' have evolved in schools in place of the traditional school libraries to meet the requirements of the modern philosophy of education that stresses the need for individualized instruction and the use of multimedia resources in implementing the curriculum.

The minimum standard for school libraries cited in Elaturoti (2001) listed the range of resources required in SLMCs as including books, periodicals, magazines, and newspapers, films and filmstrips, videotapes, recording of all types, slides, computers, study kits, and other information resources for use by teachers and pupils for learning, recreational activities, personal interest and inter personal relationships of children in school. This range of information resources is necessary to enable the SLMC to deliver its services and fulfill its functions of systematically providing information resources required for the school's educational programmes and to assist in improving and increasing the reading skills and learning habits of students (Arua and Chnaka, 2011). IFLA/UNESCO (2002) reiterated in its minimum guidelines for school library collection that a reasonable collection of book resources including materials for leisure purposes such as popular novels, music, computer games, video cassettes, video laser disks, magazines and posters should be acquired by the SLMC. Jiagbogu et al. (2011) findings revealed only story books, reference books, textbooks, magazines, newspapers, and maps as learning resources available in government owned schools in Anambra State.

Nnadozie (2006) study revealed book materials as constituting the dominant learning resource in school libraries in Owerri Municipality while Adetoro (2005), in his study, established the availability of insufficient and inadequate resources in public and private school libraries in Ogun state. Furthermore, Elaturoti and Aramide (2012) established through their findings that books, newspapers, and magazines are the learning resources that are commonly available in SLMCs in Nigerian schools.

Furthermore, the strong educational role of SLMC must be reflected in the accommodation facilities, furniture and equipment, and it is of vital importance that the function and use of the school library media centre is incorporated when planning new buildings and reorganizing existing ones (IFLA/UNESCO, 2002). Dike (2001) emphasized that accommodation should have conditions favourable to the maintenance of the collection, such as good, ventilation enough light but protection from direct sunlight, temperature and humidity controls as far as possible, a reasonable quiet location. To facilitate the establishment of libraries in the schools, at least a classroom should be set aside to accommodate the school library collection and provide the service point for media use in the school though Islam (1998) reiterated a multi-purpose built library building as an ideal accommodation for school libraries and should be planned and provided to serve a cluster of schools (Islam, 1998). Sote et al. (2011) reiterated the need for adequate provision of infrastructural such as air conditioners and fans among others to make the users feel comfortable using the library.

Moreover, Olajojo (2013) findings established the various types of SLMCs available in schools to include, purpose-built, classroom collection, and lock-up shelves types. The school library media centre (SLMC) becomes functional when there is adequate space to accommodate the learning resources, personnel, and users. Elaturoti and Oniyide (2000) reiterated the need to make space provisions for display area (for shelves and catalogue cabinets), reading area, circulation desk, workroom, production unit, audio-visual unit, multi-purpose room, toilet facilities and staff rooms. However, Adetoro (2005) findings on analysis of school library development and use in private and public school libraries in Nigeria revealed existence of dilapidated library facilities in the schools surveyed.

There is no gainsaying that personnel resource plays a central role in service delivery in SLMCs and by extension in the execution of any educational programme of excellence. The effectiveness and success of the school library media centre's programme depends not only on the physical and learning resources but also on the personnel in charge. IFLA/UNESCO (2002) emphasised the importance of well-trained and highly motivated staff made up of sufficient number of members according to the size of the school and its special needs for library services. This is because the richness and quality of the library provision depend upon staffing resources available within and beyond the school library. A very competent and effective library staff is the corner stone of any good SLMCs. Minimum of two members of staff (Librarian and attendant) are essential in all school libraries irrespective of their size and age. All schools, irrespective of the number of accessible to students registered, should be provided with a library organized on modern lines and supervised by a qualified trained librarian. The provision of adequate supporting staff is very much essential in achieving excellence in library and information services.

The school library media centre should have adequate and efficient staff because the effectiveness and success of the school library media centre's programme depends not only on the physical facilities but on the competency of the staff (Sote, Aramide, and Gbotoso, 2011). These competent staff should possess good temperament and good sense of human relationship. Aguolu and Aguolu (2002) posited that work in a school library requires staff of various categories and levels of education and training which should include librarian employed as school librarian with or without any teacher qualification, library officers, library assistants, library attendants, and library prefects.

According to Elaturoti (2001), the school librarian is the professional and qualified staff of the SLMC responsible for planning and managing the SLMC supported by as many adequate staff as possible, working together with all members of the school community and liaising with the public library and other institutions. A minimum qualification of Diploma in Library Science is recommended for school librarians in primary schools and a Bachelor's degree for librarians in secondary schools (Elaturoti, 2001). Ogunbote and Odunewu (2008) in their study of school

library and utilisation in the Ijebu North local government area of Ogun state, Nigeria established that teachers and clerks who have no librarianship training are in charge of school libraries.

The minimum standard for school libraries (1992) stressed that every school library should be equipped with a school librarian, library assistant, the typist, the technician, cleaner, and security. Aguolu and Aguolu (2002) while assessing the school library situation in Borno state established that school libraries in Borno state were managed by unmotivated, ill-qualified library assistants with Teacher Grade II Certificate, WASC or equivalent qualification that are erroneously called librarians. Findings from Nnadozie (2006) findings corroborated Aguolu and Aguolu (2002) as it established deplorable staffing situation in the secondary school libraries in Owerri municipality, Imo state. Findings from the World Bank study as cited in Oyewusi (2012) revealed that most schools in Africa are with functional libraries managed by using a junior teacher to do extra work as teacher-librarian as it is in rare occasion that schools can afford to hire even a partly trained librarian.

The areas of application of ICT/Internet in libraries according to Internet World status cited in Ukpanah and Akpan (2012) include, supporting a library wide information system; delivering improved information service; delivering more information electronically and remotely; aiding distance education; offering librarians a new role in teaching; permitting interactive user education; promoting electronic publishing; aiding greater collaboration; improving work processes electronically; improving library research; changing staffing needs; changing use of physical space; and aiding services for the disabled. Jiagbogu (2012) in their study established that only few schools have computer and Internet facilities in SLMCs in Anambra State.

The SLMC is a core component of a school that houses all the resources, including ICT resources, needed for effective teaching and learning and has the capability to inspire teachers and students alike (Barrelt and Douglas, 2004). Clabo (2002) in his own view described the typical SLMC as a “centralized information and ICT centre” designed to support the school’s curriculum and provide resources that meet the educational and recreational needs of both the teachers and the students. Interestingly the SLMC can play an important role in the school community, especially when ICT was integrated in its services. The recent technological

innovation has created a significant evolution in role of the school library media centre in the school over the last few decades.

The output derivable from SLMC is effective service delivery. School library services could be a highly efficient way of ensuring that clusters of schools maximise their value for money by having access to the resources, information and expertise they need to develop children's reading and literacy, and offering access to knowledge (Bouazza and Al-Mustapha, 2005). Ayeni and Oyebanji cited in Okiy (2004) revealed that school library media centres' services in most states in Nigeria were still very inadequate because there were no financial allocations made to school libraries even though financial allocations were being made to schools. This financial allocation to SLMC may however be considered in the line of the resources it is meant to provide.

Elaturoti cited in Arua and Chinaka (2011) posited that the effectiveness of service delivery and usefulness of any SLMC depends on its maximum utilisation by students otherwise it is as good as wasted. Bello and Issa (2005) established in their study that the SLMC facilities and resources still leave much to be desired. To a great extent, it is not in doubt that there exists a considerable space of room for improvement. Dike (2001) emphasized the provision opportunities for further reading such as story hour, book talk, reading seminar, film shows, and interlibrary loan, provision of materials for learning and recreation, lending service, and provision of up-to-date information to keep staff and students abreast of new development as major services that can be available through the SLMC. The services are aimed at supporting the total development of the students. Also, Sote et. Al. (2001) established the provision of reading materials, lending service, and provision of conducive environment for study by pupils as major services available in SLMCs in south west, Nigeria while Jiagbogu et. al. (2012) study revealed that services being provided in SLMCs in Anambra State include circulation/lending, computer teaching/training, exhibition/special display, reference, information retrieval and Internet browsing services.

Research Methodology

This study is part of a larger study on the assessment of school library media programme in Nigerian schools carried out in a period of two years, 2010 to 2011. The survey research design method was adopted for the study. A total of 132 copies of questionnaire designed for the study

were administered on the participants that attended the 25th and 26th Annual Conferences of the Nigerian School Library Association held at Abeokuta, Ogun state and Ado Ekiti, Ekiti State respectively. The participants at the Conference included school librarians/school library media specialists, teacher-librarians, heads of libraries, education officers etc from federal government colleges, military schools, private schools, public schools, federal and state ministries of education, NNPC staff schools, and Police schools among others.

The validation of the questionnaire designed for the study was done by giving it to experts in the field of library and information studies and school media studies. Amendments were made to the instrument based on the suggestions and recommendations of the experts. Thereafter, the instrument was trial-tested on school/teacher librarians from SLMCs in three selected secondary schools in Oyo State which were not part of the larger study. One school each was selected from federal government owned, state government owned, and privately owned schools. The result of the analysis of the data collected from the trial test gives a reliability coefficient of 0.71 which is considered adequate for this study.

Data Analysis and Discussion of Findings

Research question 1: What types of services are being delivered in SLMCs in Nigerian schools?

Table 1: Services available in SLMCs in Nigeria

Library service	Federal Government-Owned Schools (N = 31)	State Government-Owned Schools (N = 51)	Privately-Owned Schools (N = 42)
Lending	13 (41.9%)	41 (81.1%)	14 (33.3%)
Reading within the library	31 (100.0%)	51 (100.0%)	42 (100.0%)
Library orientation	16 (51.1%)	8 (15.7%)	-
Exhibition	31 (100.0%)	21 (41.2%)	42 (100.0%)
Library education	-	-	-
Story hour	-	15 (29.4%)	-
Book talk	-	-	-
Inter library loan	-	-	-
Film shows	-	-	-

Effective and efficient service delivery is what every SLMC aims to achieve because it is the basis on which the performance and relevance of the SLMCs are assessed. Information presented in Table 6 on the types of services being delivered by SLMCs in Nigerian schools revealed “reading within the library” as services that are commonly delivered by all categories of SLMCs in Nigeria with hundred percent response rates from the various categories of SLMCs surveyed viz federal government owned, state government owned, and privately owned schools. Also “exhibition” service was available in most SLMCs from federal government and privately owned schools with hundred percent response rates from each category. Library orientation service and lending service were only available in SLMCs in federal government owned schools (16 or 51.1%) and state government owned schools respectively. This finding is at variance with Sote et al (2011) which established the provision opportunities for further reading such as story hour, book talk, reading seminar, film shows, and interlibrary loan, provision of materials for learning and recreation, lending service, and provision of up-to-date information to keep staff and students abreast of new development as major services that can be available through the SLMCs. The absence of lending service in most SLMCs in federal government and privately owned schools may be due to the limited learning resources available within the SLMCs in these schools. Library services aimed at promoting reading culture of pupils such as book talk, story hour, and library education were found to be absent in SLMCs in all the categories of school surveyed.

Research question 2: What relationships exist among accommodation, human, learning, and ICT resources and service delivery in Nigerian schools?

Table 2: Summary of Test of Significant Relationships among Variables of Interest

Variables	Mean	Std. Dev	1	2	3	4	5
School library service	1.52	0.50	1				
Human resource	2.43	1.35	0.149	1			
Learning resource	1.76	0.42	0.910	-0.523	1		
Accommodation resource	1.32	0.46	-0.193	-0.028	0.380	1	

ICT resources	1.77	0.42	0.568	-0.230	0.545	-0.021	1
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Table 2 presents information on the relationships between human resource, learning resource, accommodation, ICT resource and service delivery. A strong positive relationship was established between learning resources and service delivery ($r = 0.910$) as well as between ICT resource and service delivery ($r = 0.568$). On the other hand, a weak negative relationship (-0.193) and weak positive relationship (0.149) were established between accommodation resource and service delivery and human resource and service delivery in SLMCs. The implication to be drawn from this is that an increase in the number of personnel as well as increased provision of learning and ICT resources would lead to increased effectiveness and efficiency in service delivery in SLMCs in Nigeria. On the other hand, a decrease in the accommodation resource provided for SLMC would lead to an increased service delivery.

Research question 3: What is the joint contribution of human and material resources (personnel, learning resources, accommodation and ICT facility) to service delivery in SLMCs in Nigeria?

Table 3: Summary of Regression analysis between dependent and independent variables

Model	Sum of Squares	df	Mean Square	F	Sig
Due to Regression	10.118	4	2.529	17.140	.000
Due to Residual	12.839	88	0.148		
Total	22.957	92			

$R = 0.664$, $R^2 = 0.441$, Adjusted $R^2 = 0.415$, $SEE = 0.384$

Information on the joint contribution of the resource inputs viz: human resource, learning resources, accommodation and spaces, and ICT resources to service delivery in SLMCs in Nigeria showed that the resource inputs jointly contributed 44.1% to the total variance in service delivery in SLMCs in Nigeria. This contribution of 44.1% by resource inputs to service delivery means that there are other important resource inputs that determine service delivery in SLMCs in Nigeria. The information from the Table 8 further affirmed a joint significant relationship between human, learning, accommodation, ICT facility, and service delivery in SLMCs in Nigeria schools ($F = 17.14$, $p < 0.05$).

Research question 4: Which of the human and material resources (learning resources, accommodation, and ICT facility) predict service delivery in SLMCs in Nigeria?

Table 4: Summary of Independent Variable Prediction on Dependent Variables

Model	R	R Square	Adjusted R Square	Std Error of the Estimate
ICT facility	.568	.323	.315	.416
Human resource	.636	.405	.392	.392
Accommodation resource	.659	.434	.415	.384

Table 4 revealed ICT resources, human resource, and accommodation resource as major predictors of service delivery in SLMCs in Nigeria. ICT facility was found to be the best predictor of service delivery by contributing 32.3% to the total variance in service delivery in SLMC. Human resources was found to have contributed 8.2% to total variance to service delivery in SLMCs in Nigeria but together with ICT facility contributed 40.5% to the total variance in service delivery in SLMC. The last predictor of service delivery in SLMC is accommodation resource that added 2.9% to the total variance in service delivery in SLMC but together with ICT facility and human resource added 43.4% to service delivery in SLMC in Nigeria. This implies that ICT facility contributes more to service delivery in SLMCs than every other resource inputs which emphasized the importance of ICT facility in the 21st century SLMCs in Nigeria. With ICT facilities provision and access to learning resources can be guaranteed while the stress in the work of human resource can be reduced. In most cases, ICT facility can reduce dependence on spacious accommodation as users may be able to have access to school SLMC resources outside the library.

Conclusion and Recommendations

Reading within the SLMCs was found to be the only service that is commonly being rendered in SLMCs in Nigeria. However, service such as library orientation and lending services are available in SLMCs in federal government and state government owned schools respectively while exhibition service is commonly available in federal government and privately owned schools in Nigeria. Other library services tending towards the development of information

literacy skills and reading culture of pupils such as story hour, book talk, and library education/orientation were absent in most SLMCs in Nigeria. This is not too good for the SLMCs because information literacy skills and reading development are at the core of the functions of SLMCs aimed at developing a total man in the pupils.

Also, the positive relationship between human, learning, ICT resources and service delivery as established by the study suggest that adequate attention should be given to the provision of human, learning, ICT resources to guarantee effective service delivery in SLMCs in Nigeria. This clearly revealed the relevance and importance of these resources as key resource inputs required by the SLMC for it to be able to measure up to performance required as set out in the various guidelines for the establishment of school library media centres. ICT facility was found to be the major and best predictor of service delivery in SLMCs in Nigeria. ICT facility can be used to leverage on other resource inputs to endure effective and efficient service delivery in SLMCs.

The following recommendations were made based on findings from the study:

1. The provision of purpose-built library accommodation in Nigerian schools in sacrosanct to effective service delivery, hence government and proprietors/proprietresses of schools should ensure the provision library accommodation that would accommodate provision of spaces for the key activities and operations of the SLMCs and eliminate limitations of space.
2. The integration of ICT facility into service delivery in the 21st century SLMCs in Nigeria is not negotiable. Automation and/or computerisation of SLMCs would ensure and guarantee efficiency and effectiveness in their service delivery and reduce stress on the part of the library staff. Computerisation and integration of Internet in the SLMCs would enable the library to be able to leverage on the strength of other SLMCs through resource sharing.

3. The role of personnel as the coordinator of other resource input is very important if the SLMCs is to achieve the goals and objectives for which it is set up which includes provision of effective and efficient service to users. The possession of requisite qualification should be sine-qua-non for recruiting personnel or deploying personnel to work in SLMCs, therefore, government should ensure that only personnel with qualification in librarianship are recruited to work in SLMCs in Nigeria. This recommendation is particularly suggested to correct the negative trend in SLMCs in government owned schools where unqualified personnel are in charge of the SLMCs. The privately owned schools fared better in the recruitment of qualified personnel into their SLMCs.
4. In order to make the personnel that are already working in SLMCs to be professionally qualified relevant, government and proprietors/proprietress of schools should support and send such personnel for training and re-training programmes in institutions established to carry out such training programme. The Abadina Media Resource Centre, University of Ibadan is one of such training centre in Nigeria. The centre has programmes specifically designed to train personnel in charge of SLMCs to become qualified school library media specialist (SLMS). Such programmes are available at the Diploma (Diploma in School Media) and postgraduate (Master in School Media/Media Resource Management) levels. The programmes are specifically designed for librarians/library media specialists working within or aspiring to work within the school settings.
5. School library media centres in Nigeria should incorporate other dynamic and interesting services geared towards the development of information literacy skills and reading culture of Nigerian pupils in their service delivery programmes. Emphasis should be laid on services such as story hour, book talk, film shows, and library education, that are aimed at developing informed and information literate pupils. The focus on traditional library services of lending library orientation, and reading within the library only in SLMCs in Nigeria is not good for the development of Nigerian pupils.

6. The joint contribution of learning, accommodation, ICT, and human resources to service delivery affirmed the importance and relevance of these resource inputs in effective and efficient service delivery in Nigeria, therefore, government, proprietors/proprietress and other stakeholders in education should collaborate to ensure adequate and sustainable provision of these resource inputs in SLMCs in Nigeria. The adequate provision of these resource inputs would guarantee improved performance in service delivery in SLMCs in Nigeria.

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