



A STUDY OF GOVERNMENT PROVISION AND DEVELOPMENT OF SCHOOL LIBRARIES: A CASE STUDY OF GOVERNMENT TECHNICAL COLLEGE BALI.

DANIEL M. MARKE

Federal Polytechnic Bali Library, Taraba State.

Abstract

This study is a case study carried on Technical college Bali, Nigeria with a view to ascertain the level of government provision and development of school libraries. The importance of school libraries is recognized in Ekpo (2004) and Aramide and Gbotoso (2011), who view the provision of school library information services as very

Keywords

Provision, Technical College, School Libraries, Development, Study.

important and indispensable. The library is an extension of classroom activities with the purpose of making education more effective. Clerk (2010) argued that the most attractive elements of provision for pupils are

INTRODUCTION

A library is defined as a collection of print and non-print materials carefully selected, acquired, organized and made available to users. There are various types of libraries such as: academic library, public library, special library, national library and school library. The school library which is the focus of this study is defined by Opaleke, Olayemi, and Aina (2006) as a "collection of books and other resources organized in designated rooms for use by both teachers and pupils or students alike" (Amanze 2008 p. 2). It could be argued that the school library helps children to enjoy reading, learning and using resources as lifelong habits and gives them the chance to evaluate and use

reading materials. The study design was used, management of school Nigeria National Policy and it involved use of library services which on Education (2004) questionnaires lead to the ineffective identified libraries as administered to use of the school one of the most students as the main library. This study, important educational data gathering therefore, recommends services that a procedure, supported that a qualified government must by data from interviews librarian is crucial to provide for its citizens. with the principal and good library services, It emphasized that all the Executive secretary, that the school schools in the country and observation of management board should have a school library space and employ a trained library and be provided equipment which offer librarian to take charge with suitable textbooks, a systematic illustration of the day-to-day trained librarians and of the standpoint of responsibility of school library assistants for view of the students. library operations, the services. Drawing The findings revealed providing up-to-date from Campello's (2010) that there is a mismatch materials that are theory known as between the national technological in their "school library as a policy on education and support of learning. space for knowledge the provision, production". A case development, and

information.

The school library means a building within a school environment with a collection of books and non-book resources to be used for reading and to support teaching activities. Therefore, the provision of information resources by the school libraries is an essential ingredient in the educational development of students. Fayose (1995 p.) stated that "school library as part of the school where a collection of books, periodicals, magazines, newspapers, films, filmstrip, videotapes, recording of all kinds etc are housed for the use by the teachers and students" strengthening Elaturoti (1990) view that the school library is an integrated teaching and learning processes of the school, providing a variety of books and non-books materials which have been selected, acquired and organized are in support of the entire school programs.

Ekpo (2004) and Aramide and Gbotoso (2011) view the provision of school library information services as very important and indispensable. The library is an extension of classroom activities with the purpose of making education more effective. (Oguntuase 2004 p. 89) perceives the school library as the heart of the school around which all other school programs revolve. He further states that the "quality of any school library services in Nigeria will be largely influenced by the availability of human, materials and financial resources". echoing this view, he suggested that "Every school library should be able to provide adequately the following level of services: selection and acquisition of library materials, the organization of stock, circulation or loan services, current awareness services, reference service, production of instructional materials, promotion activities and library use education".

Similarly, according to Aguolu (2002), every Nigerian child has an inalienable right to good education whose quality is chiefly influenced by the quality of the academic program, the availability of appropriate learning resources and their effective utilization and the availability of adequate physical facilities.

Therefore, the primary objectives of school libraries are to implement, enrich and support the educational programs of the school system. School libraries should aim at providing materials of all types and on all subjects at various levels of pupils' developmental stages. Emphasis should be on developing a child who plays an effective role in the society. For an educational program, especially at primary and secondary schools level to achieve its objective, there must be a provision of adequate information resources for use and services.

The Nigeria National Policy on Education, (2004) identified libraries as one of the most important educational services that government must provide for its citizens. It emphasized that all schools in the country should have school libraries and to be provided with suitable textbooks, to train librarians and library assistants for the services. In line with this, the Federal Ministry of Education in support of the crucial role of school libraries in enhancing the quality of instruction in our schools recognized the need to standardized school library practice in Nigeria. In 1992, the Federal Ministry of Education formulated a standard known as minimum standards for school libraries in Nigeria.

The minimum standards serve as a guideline for school libraries to improve their school library programs, services, and functions. The standards can only be achieved if the school libraries provide information resources and services to the user as required by the minimum standards for school libraries in Nigeria.

The importance of well-developed school libraries is enormous. They select, organize, preserve and disseminate information. They also serve as the fountain of recreation and contribute in nation building which enhances the production and development of intellectuals of great repute in the society. Obadan, (2004, p. 93) stated that "no longer can the school library be a source of information but rather as a place where attributes are developed, understanding is broadened, social changes take place and leisure pursuits are developed." School Libraries Work, (2008, p. 4) has emphasized that "a school library with books, computers resources and more, makes students learn more, get better grades and score higher on standardized test scores than their peers in school without good libraries".

Otong (2012) reveals that only a few schools effectively introduce their students to the school library. Studies (example Salaam (2011), Nwagwu, (2011) and Adetoro (2004) reported crisis of educational funding brought about by the oil glut in the world market in the early 1980s which led to a sudden decline in Nigeria's revenue from petroleum products that had accounted for approximately 80% of its income from exports. The result was unpaid teacher salaries and degradation of education facilities at all levels.

The lack of enforcement policy, lack of qualified staff, inadequate funding, inadequate information resources, services, accommodation and negligence of government are the challenges associated with the provision of adequate information resources and services to their users. This observation was supported by (Ayeni, (1977) and Oyebanji, (1978) who argued that School libraries in Nigeria were still the most neglected owing to inadequate funding in most states of the country.

Aim and Objectives

This study aims to assess government provision and development of school library in Government Technical college Bali, Taraba state.

The objectives of the study are as follows:

Evaluate the school library structure, quantity and quality of resources available in Government Technical college Bali.

Examine library related activities provided for students and teachers.

Recommend possible solutions that may improve the standards of the school library.

Research Problem

Policy for school libraries is a guiding framework for the provision, development, management, and practice. Nigeria has been an independent nation for the past fifty-nine years with policies on Education and school Libraries development but the existence of such policy has yet to guarantee the development of efficient and functional school libraries. The quality of education and the reading habit of the young people continue to deteriorate throughout the years.

Babalola Sote Aramide and Gbotoso, (2011), observed that, though Nigeria has a good policy on Education and standards for school Libraries, it has not been implemented. The unsatisfactory state of reading habit among young people in Nigeria is the resultant consequence of lack of proper implementation of the National Policy on Education and the minimum standard for school libraries by the Federal Ministry of Education. They argue that, up till date, most public post primary school libraries in Nigeria do not have libraries that can really be called standard libraries. In most cases, they are usually not functional which implies that they do not meet the requirements of the minimum standards for school libraries in Nigeria.

(Adeyemi 2010, p2) who argued that "Libraries in Nigeria are perhaps either obsolete or archaic in nature. No much priority has been placed on the development of school libraries most especially those in public schools". Previous Research suggested that many schools were established without a library, where one exists they are poorly stocked.

(Aguolu and Aguolu, 2002, p23) have depicted the situation that: School libraries from the professional stand-points do not exist except in one or two schools. The school libraries are totally divorced from teaching and learning processes, judging by the quality and quantity of their collections and by the calibre of staff entrusted with their management. Therefore, there is a high degree of uncertainty bedevilling the provision of information resources and

services in Nigerian school libraries. This gap needs to be filled with the concern of the young ones who are the future leaders of tomorrow.

Therefore, these have shown that if every library in school will be adequately funded, will make available information resources and services that will provide daily access to teachers and students to utilize self-selected materials that will enable them to excel in not only the state but national examinations. Failure in senior secondary school certificate examinations (SSCE) will be drastically minimized in the college.

Significance of the Study

The purpose of the study was to examine the value of school libraries, the interaction between the school library and the students. It is envisaged that, this study, will be of great use and advantage to Taraba state ministry of education, Nongovernmental Agencies (NGOs) and other stakeholders on education in Nigeria (i.e. policy makers) to serve as a basis for policy making and planning on education.

Similarly, the study will proffer necessary solutions for combating the problems affecting library provision by the post primary school Board in Taraba state. This study will also serve as useful contributions to the literature of school libraries and librarianship in general. This is because to the best of the researcher's knowledge no any empirical study on this topic that was carried out in the study area (Bali, Taraba state) as such the findings will fill in the existing gaps, and provide an avenue for further research into school libraries by subsequent researchers.

Limitation

Though the study may be considered a holistic view of government provision of school libraries, but restricted to just one part of a research study; the assessment of government provision of school libraries in Technical college, Bali, Taraba state of Nigeria owing to time constraints. The absence of reviews of trade book in relation to the expo-nature of information sources paused a challenge in identification and rating of specific titles. This is further compounded by the inadequacy of National bibliographic control.

The findings in this study may not be used as a basis for generalization on school library provision in Taraba state but have offered a ground for further

investigations into government provision and development of school libraries in Taraba state.

Review of Related Literature

The library resources play an important role in the existence of any library be it public, academic, special, national or school, no librarian can function effectively without adequate and up-to-date library stock. (Amkpa, 2000) states that, the resources are expected to be up-to-date to meet the needs of its users. Users, sometimes are not happy with the library and its resources because they are not aware of the potential possibilities of the existing information resources and services. Meeting user needs is an important aspect of library management.

(Kargbo, 2000) further pointed out that, since 1960's when the country gained independence, educators had realized that the educational programs would have little chance to succeed without proper support for good functional school library information resources and services.

(Daignean, 2004, Perera 2008) opined that resources and services of a library should support research activities if users' satisfaction is to be achieved. One of the main functions of libraries is directed at actively exploring the collection to satisfy the information needs of its users.

Olaotun and Onifade (2016), investigated the extent to which library resources factors such as availability, adequacy, and utilization of information resources predicted reading habits of senior secondary school students in Ogun state, Nigeria. They established that there is a positive relationship between reading habits of students and availability, adequacy as well as utilization of information resources.

The history and development of school libraries in Nigeria are the same with the other regions of Africa. The establishment of libraries started with the advent of Christianity, British colonial rule and subsequently the introduction of Western education in the 19th century. However, the oldest library can be traced back to the law library which is presently in the Federal Ministry of Justice Lagos was established in 1900. Despite the efforts made by external agencies such as the missionaries and the colonial masters in the

establishment and development of libraries and librarianship in Africa and Nigeria, school libraries did not get much-desired attention and recognition. The missionaries who established schools, their aim in most cases was for evangelism. (Musa, 2008) cited (Olanlokun, 1976, p24) that the missionaries were the first to introduce western education in Nigeria, but that, they did nothing with regards to school libraries. This was because the aim was to produce literate converts who can be able to communicate with the local people and preach Christianity. As such the education was only at primary level as the work does not require man-power with high qualifications. Therefore, the development of the school libraries then was to transmit their culture, to provide information which was to meet their requirement on various sectors such as agriculture, business, industries, education, and administration to aid their exploitation-activities. That was the genesis of lack of support, recognition nor concrete development for the school libraries up till today.

The absence or the inadequacy of school libraries have been more pronounced in the public schools across the country, where in most cases only books corners were kept in the school headmasters' and principals' office mainly consisted of irrelevant and obsolete books which are completely useless and unattractive to the students. This view is recognized in the work of Simisaye (2016). The study investigated the reading interest and use of school library resources in selected secondary schools in Ogun state, Nigeria. He noted that one of the challenges hindering students' utilization of school library resources is non-provision of materials that tally with their interest. According to (Fadero, 1970, p201) "There was an uneven development of school libraries in the country as early as 1974, yet one needs to do a thorough investigation to find out the level of school library development in the country since the development whether even or uneven is yet to be seen".

The sad picture of the school library development came to an end when the Abadina Media Resource Centre (AMRC) was established by the department of Library Studies of the University of Ibadan in 1974. Thus, the centre had helped towards the provision of information resources and services to

support the school curriculum and for the recreational reading for the pupils of the Abadina primary Schools.

The situation in the Northern region where the school under study belongs seems to be the worst since only a few schools have libraries of some kind. The idea of school libraries began with the distribution of book boxes which contained some titles to secondary schools by the northern regional librarian, Joan Allen from the central regional library in 1952. However, the primary The provision and development of school libraries in Taraba State being the area of this study could be traced to its creation on the 27th August 1991, the development of school libraries was far below expectation. Despite attempts made by successive administrations to provide libraries in schools with adequate teaching and learning information resources and services, there is look warm attitude from those in power. This is because they do not believe that a well-stocked, managed and equipped school library is a vital educational component.

(Obajemu, 2002, p59) observed that, "the provision of school library services in Nigeria has been neglected or non-existent. The books are old, disused and unorganized." (Udo, 1987, p2) corroborated that, "school library services in Nigeria are still at the developing stage displaying inadequacies in staffing, funding, and services provided." Consequently, this has contributed to the falling standard of education in the state due to this poor attitude, poor development plans, and policies which overlooked the role of school libraries in education.

Where library exists in Taraba state, the collections are subject based textbooks which are not organized, manned mostly by non-professionals or para-professional. These gaps need to be filled to address these negative trends. An assessment of the availability of information resources and utilization by the students in post primary schools in Taraba State is necessary to explore the value of school libraries.

Studies on school libraries revealed some trends and developments that helped to sensitize researchers to the issues and challenges faced by school libraries in Nigeria. (Mohammed 2006, and Eya, 2002) public schools in Nigeria have no libraries and only a few private schools have libraries.

(Akinyotu, 2005, Nnadozi, 2003 and Ajayi 2000) the school library resources centers have often been neglected.

(Marcuum, 2003, p4) envisaged the significance of a school library as, "a learning incubator which has print and digital resources and media capabilities to allow interaction across time and distance". (Campello, 2010) theory viewed, "the school library as A Space for Knowledge Production". This simply means that a school library which serves as a space for knowledge production should have diverse resources that can facilitate teaching/learning processes because it's the first place where the learning of the students is nurtured and kept alive by providing adequate and relevant information resources and services, despite time and distance.

(Vink et al, 1990, p11) has corroborated the Campello's theory who sees the school library as a very important space that offers, "the individual students the opportunity to develop his or her full potential and serves as an opportunity room for learners by providing a wide range of information resources that learners interact with". Considering the above, the school libraries in Taraba state should become an "opportunity rooms" for the users with wide range of information resources and services that would allow interaction with the resources as they study, do their projects and choose what to utilize in accordance with their interests, tastes, abilities, in a comfortable work oriented environment, hence, high academic performance and results could be achieved.

(Ajibero, 1992, p5) opined that, "a library is not only to help to inculcate the habit of reading but also to inculcate a thirst for knowledge which makes a person humble and open to new ideas throughout his life". (Mgina and Lwehabura, 2011) citing (Arko-Cobbah, 2004) stated that the availability of library services in schools has a significant influence on students and their academic performance in general. Adefarati (2002) identifies the objectives of the school library as; to encourage the development of skill in reading, promote reading habits to some literacy appreciation, to sort for subject information centre and support the school curriculum and to inculcate intellectual development.

Types of Information Resources Provided by School Libraries

However, before looking at the requirements on the types of resources and services that every school should make available in its collection it would be relevant to define the term information resources, therefore, information resources according to (Feather, Mathew, and Pritket, 1995) information resources are, "materials in any format whether on open access or held in reserve, which has been developed either as some general or special resources in terms of depths or coverage". Consented to the view is (Hogarth, 1981) categorized information resources into two, these are; internal information and external sources of information which includes journal literature, monographs, directories and so on. These statements have clearly demonstrated that information resources are not only limited to a single format but any format that can be regarded as information resources either printed or non-printed.

The school library collection can be described as a repository of knowledge with specific emphasis on the types of information resources that should be provided to users. (Sote, Aramide, and Abotoso, 2011) opined that a standard school library offers a wide range of materials that can answer the questions of developing the mind of the students. The frontier of information resources in the school library is succinctly described by (Lawal, 2004) that information resources that could be found in school libraries are audio, audio-visual, textbooks, easy books, fiction, non-fiction, reference books such as encyclopaedia, dictionaries, biographical sources, periodicals like newspapers, magazines and others.

(UNESCO / IFLA, 2000) suggested that even the smallest school library should be adequately equipped with at least 2500 relevant and updated information resources that will ensure a wide balanced of book collection to cater for all ages, abilities, and backgrounds of users. Also, that at least 60% of the book collection should consist of curriculum related non-fiction information resources and in addition should contain information resources for leisure purposes such as popular novels, music, computer games, video cassettes, video laser disks, magazines, posters etc.

The Nigeria National Framework has set a minimum standard for school libraries in Nigeria:

Reference books

Non-fiction books

Fiction (story books, novels, cartoons etc)

Supplementary readers (easy to read books on all subjects taught i.e Introductory version)

Audio – visuals materials

Periodicals

The breakdown and discussion of each type as contained also in the book are as follows: Types of Reference books are:

Set of encyclopedias at least 2 sets (one science and one general) Dictionaries to cover languages such as English, French, Arabic, Hausa, Yoruba, and Ibo. Also dictionary of proverbs.

Year books and hand books

Atlases and maps

Gazetteers

Books of quotations

Subject dictionaries

Types of Non-Fiction Books are: This should cover textbooks for every class and for all subjects taught in a school.

Types of Fiction (story books, novels etc) are - Collection of story books, novels, local and foreign authors. - Folk-tales, myths, legends, cultures, scriptures, biography, achievement etc.

Types of Supplementary Readers (easy to read books) are:

This group should consist of abridged edition or introductory versions which present subjects taught in a very elementary manner that can be useful to slow learners. Such books are large prints, pictures or illustrations.

Types of Audio-Visual (Non-Print) Materials are:

Visual Materials are; Pictures, especially of famous personalities, places, events, of geographical and historical importance. Natural science objects

such as birds, flowers, tree etc. Realia like samples of local arts and crafts, historical objects of natural history such as rock and metals, dried pressed flowers and leaves, glass, globes, newspaper clippings/cuttings, maps, chart, flash cards, etc.

Audio Materials are: Tapes and cartridges, Films and filmstrips, Cassettes, Video/audio cassettes players, Computers and diskettes, Slides, etc

Types of Periodicals are: Because of the currency of information in them, it is important that school children be introduced to the use of periodicals; they contain vital sources of information. The children by their usage can be assigned to display news items on notice boards in the library and classrooms. Every secondary school library should subscribe at least ten (10) different titles in various subject areas.

Furthermore, that every secondary school library should have a daily subscription of five (5) different Nigerian newspapers. The newspapers on subscription should consist of: Local newspapers, state government sponsored newspapers, the federal government sponsored newspapers, any other beside the above listed.

All these efforts made by the scholars cited above and the minimum standards enumerating the types of information resources that should be provided by the Post Primary School Libraries, are meant to give to the school libraries the opportunity to play a satisfying role in the Nigerian education system.

Types of Library Related Activities provided by the School Libraries

The term information services according to the 1991 minimum standards for school libraries in Nigeria, refers to those basic library services such as reference service, current awareness services, circulation services etc. provided to teachers, pupils and students. The essence of any information service is to provide self-development. The school library is expected to bring its services within the reach of every adult members of the school community where every child in the school irrespective of his/her social and economic background to various levels or classes.

The school library information services are the backbone of the life-long education for the children. This is true because there can be no meaningful

teaching and learn in any school without an information service. So, to provide adequate services, there should be available manpower, information resources and financial resources to enhance the curriculum for the acquisition of knowledge in the schools. Thus, deliberate efforts should be made by the school libraries to provide the information services to teachers and students to satisfy their needs. This is acknowledged by previous research in this area. For example, Oguntuase, (2004) stressed that: "quality of school library services in Nigeria will be largely influenced by the availability of human, materials and financial resources". He further suggested that every school library should be able to provide adequately the following level of services: selection and acquisition of library materials, the organization of stock, circulation or loan services, current awareness services, reference service, production of instructional materials, promotional activities, and library use education. (p89)

Methodology

This study aims to assess the provision and development of school library in Government Technical college Bali, Taraba state. Since case studies rely on multiple strands of data, Yin (2014) believes that the greatest advantage of using different methods of data collection "is the development of converging lines of inquiry". He states that conclusions are more likely to be convincing and accurate if they are based on multiple sources of information (p. 120).

Within the case study, quantitative methods are adopted including interview and Questionnaire in data collection. Since this research focuses specifically on provision and development of school libraries an established model of each would be chosen to provide necessary theoretical underpinning to the research.

Validity and Reliability

According to Johnson, (1997), "validity is plausible, credible, trustworthy, and, therefore, defensible". One of the strategies posit by Johnson is the descriptive validity which "refers to the factual accuracy of the account as reported by the researcher" (p. 283). (Jen, 2002) indicated that, it is meant to

ensure that the instrument measures what it is supposed to measure and nothing else. Therefore, based on this, suggestions were given and some modifications were made to suit the objectives of the study.

The study was conducted in the natural environment of the respondents; sound sampling procedures and pilot data collection were also conducted to ensure validity and reliability of the study. The researcher personally visited the selected school under the study repeatedly over a period of two months to ensure widest range of observational consistency. This enabled the researcher to obtain clear insight on the subject matter of the study, and, therefore, the use of the researcher's senses, and, other data collection techniques (example, interviews, and use of questionnaire) make the study a more holistic.

Findings

The findings highlighting the inadequacies of the school library resources tend to agree with Aguolu and Aguolu (2002) who stressed that, school libraries from the professional stand points, do not exist, are totally divorced from teaching and learning processes judging by the quality and quantity of their collections.

The principal and the library users have no say in the selection and acquisition of materials that come into the library. The library solely depended on the Education Board for resourcing the library. Materials in the library consist mainly books, maps, dictionaries, and atlases were inadequate, disorganized, inaccessible.

The study established that the school library is opposing to central to learning and reading pattern of the students as recognized by the National policy. The Technical college Bali does not have a timed table library hour and the library is managed by a teacher who is not professionally trained to teach the students skills for evaluating and using information which lead to the ineffective use of the library by the students.

Conclusion

The result of this study shows the rich description of the range of materials available and the usage of the library by students in Technical college Bali.

Materials in the library consist mainly books, maps, dictionaries, and atlases were inadequate, disorganized, inaccessible and managed by a teacher who is not professionally trained to teach the student's information skills.

The study also established that the school library resources in Technical college Bali is opposed to the central to learning and reading pattern of the students as recognized by the National policy on Education. This implies that there is a mismatch between the National policy on education and the provision, development, and management of school library services.

Founded on the results of this study, one would argue that, the National policy has failed to owe to lack implementation and/ or enforcement. For the school library to play an effective role in supporting learning, problems highlighted in this study need to be addressed.

Recommendations

Recommendations in this study are aimed at government, school principals, librarians, and other stake holders responsible for supporting provision and development of school libraries. To give school libraries a strategic role in the provision and use of library materials, the following recommendations may suffice:

Government to establish a statutory agency alongside the inspectorate division of state Ministry of education to enforce compliance with the minimum standards for school libraries and allow the school to define its policy priorities.

The school principal and the librarian should be willing and able to generate and expand their endowments, donations and other sources as the public fund may continue to be inadequate. In addition, they can enhance resource provision through resource sharing and library cooperation with other schools (for example, the Federal Polytechnic Bali, library) to improve and sustain services to its users.

The qualified librarian is crucial to good library services, the school Board to employ a trained librarian to take charge of the day-to-day responsibility of school library operations, providing up to date materials that are technologically or book bias that supports learning.

The government should mandate schools to make provision for 45 minutes for each class within the week for library use.

Awareness of the importance of school library is a crucial matter, Professional bodies such as the Nigeria Library Association, Nigeria School Library Association have a role in undertaking this advocacy.

There is need to establish a public library in Bali to complement school services.

References

- Adefarati, E.O (2002). Essentials of library in education: A handbook for students of library studies and the use of the library institutions of higher learning in Nigeria. *Journal of library and information science*.
- Adeleke, A.A. (2005). Use of Library Resources by Academic Staff of the Nigerian Polytechnics, *Journal of Library science*. 12(2): 15-24.
- Adeyemi, T.O (2010). The School Library and Students' Learning Outcomes in Secondary Schools in Ekiti State, Nigeria. *Assian Journal of Business Management* 2(1): 1-8
- Aguolu, C.C. and Aguolu, I.E. (2002). Librarian and Information Management in Nigeria. Maiduguri: ED-LIFORM SERVICES. Pp.35, 212-218 & 348-349.
- Aguolu, C.C. (1983). Libraries as Agencies of Research and Scholarship, with Special Reference to Borno State. Maiduguri: University of Maiduguri, *Annals of Borno* (1) 17-28.
- Aguolu, C.C. (1992). Staffing School Libraries for Effective Learning with Special Reference to Borno State. *Annals of Borno*. 8(9): 66-78
- Ajebomogun, F.O and Salaam, M.O (2011). The State of School Libraries in Nigeria. *PNLA Quarterly: The Official Publication of the Pacific Northwest Library Association*. http://unllib.uni.edu/LPP/PNLA_Quarterly/ajebomogun_salaam_75-3.Pdf. Retrieved on 5th July 2012.
- Ahmad, S. Z. (2011). A Survey of Senior Secondary Schools Libraries in Jammu and Kashmir, India. *Library Philosophy and Practice*. Available <http://unllib.unl.edu/Lpp>. Accessed 5/11/2019

Amucheazi, O.N. (2001). The Need for Community Oriented School Library Services for the Effective Implementation of the Universal Basic Education Programme.

Nigeria School Library Journal. 4(1d2):39-44.

Apeji, E.A. (1990). The Development of School Library Services. International Library Review., 22(42):15-45.