

## SCHOOL LIBRARIES AND TOTAL DEVELOPMENT OF THE NIGERIAN CHILD: A STUDY OF SCHOOLS IN IBADAN TOWNSHIP

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### Abstract

The study examined the school libraries in public secondary schools in Ibadan Township to assess their adequacy in preparing the students for total development. A particular focus of the study is on the availability of trained school librarians in the school libraries considering that having a school librarian in charge of a school library is one of the prerequisites of a functional school library. Moreover, the perceived non-availability of qualified school librarians and libraries in many secondary schools in Nigeria have unpleasant implication on students' development. The quantitative approach using an adapted evaluation form was employed in the study to assess school libraries and library personnel in all the public secondary schools in the five local government areas of Ibadan Township. A total of 165 secondary schools were examined. The study employed the survey method and total enumeration techniques in selecting all the public secondary schools in Ibadan Township. The data collected were analyzed using descriptive statistics of percentages and frequency counts. The findings revealed the unavailability of school librarians that should be saddled with the responsibility of designing and executing effective school library programmes to help students in achieving total development. It is recommended that trained school librarians are employed by the state government to manage all the school libraries. It is also recommended that spaces used for school libraries are increased to accommodate students who would like to use them.

**Keywords:** School, Libraries/Librarians, Development, Nigerian Child

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### Introduction

Children are an integral part of society and more importantly the future of a nation. The development of a nation depends on the quality of the citizens. For a nation to have citizens who would contribute substantially to its growth and development, such a nation must pay attention to the total development of the children. Education is at the heart of the development of any child and it is not surprising that it is one of the indices for assessing child development. Qualitative education is

important to the total development of a child, without it, a child may not be able to attain his full potential in life. Meanwhile, in the center of a complete and qualitative education is the school library which is the hub of teaching and learning in both primary and secondary schools. As a resource center, the school library house all the resources needed for the smooth implementation of the school curriculum, be it print or non-print materials. However, this valuable part of learning in primary and secondary school seems to be inadequate or lacking in many instances in schools in Nigeria. The inadequacy or non-availability of school libraries and librarians in schools in Nigeria indicates that the total development of the Nigerian child may be unattainable if urgent step is not taken in making things right in this regard.

The perceived unavailability and/or inadequacy of school libraries and librarians in many secondary and primary schools in Nigeria to positively impact students' development necessitated the study. Reports have it that many students in Nigeria could not read fluently at the end of their sixth class. Meanwhile, reading is the backbone of education while education on the other hand is an important tool in the development of a total child. At the center of a qualitative education necessary for the development of the total child are the school library and librarians. Studies have revealed the inadequacy of school libraries and librarians in many parts of Nigeria and indicated that many school libraries in the country are not in good condition for the students' use. As a result of the perceived inadequacy of school libraries and librarians, achieving the total development of the Nigerian child seems to be a difficult goal to achieve. The study, therefore, investigated the school libraries and librarians in Ibadan Township to assess their availability and adequacy in aiding the total development of students.

### **Total development of the Child**

A child cannot be acclaimed to have total development without having qualitative education.

Even the three indicators the Child Development Index (CDI) found to contribute to the child's well-being and development include education in addition to health and nutrition (Chang, Lehmann, Winter, and Finkbeiner, 2018). Education is central to a child's development because it enhances the health and economic well-being of an individual. Through education, the child could access relevant information needed for growth and development. The importance of education to the development of a total child is also shown in the aim of the Global Education Coalition which is to assist countries to gather resources and implement innovative and context-appropriate solutions to provide education remotely, taking advantage of technological and non-technological approaches (United Nations).

The importance of education to the development of a total child is also reflected in Sustainable Development Goal 4 which is the provision of Quality Education. All these have made it clear that education is paramount in the total development of children. It is not surprising then, that former president of Liberia, Helen Johnson Sirleaf said that it would be difficult to talk about building strong economies, sustainable democracies, and equitable societies without having educated children (Save the Children, 2012). Meanwhile, the index for assessing education under the Child Development Index (CDI) and Human Development Index (HDI) is years of schooling, however, Nigeria is one of the countries that score low in both CDI and HDI. This indicated that Nigerian children are still far from having total development. Going by the words of Johnson Sirleaf, inadequate education could be responsible for the difficulties African countries are experiencing in building strong economies, sustainable democracy, and equitable society.

Moreover, education is perceived as a crucial tool in achieving national development goals of sustained, equitable socioeconomic development and eradication of poverty. However, the present reality in Nigeria as a country shows that education is far from achieving the set goal. For instance, the number of primary school children that are out of school in the country is estimated at 8.7 million

(Humphreys and Crawford, 2015). Going by the CDI, this estimation indicates that children in Nigeria are far from total development. Meanwhile one of the factors that contributed to the increased rate of out-of-school children is poverty which makes it difficult for parents to provide learning resources for their children. School libraries which should have provided succor to the children in the provision of learning resources are also non-existing or inadequate. It is no gainsaying that education is the heart of children's total development and the school library is the heart of education because, without it, the child's education would not be adequate for him to have total development. Total development as a concept in this study implies the development of skills and competencies that are crucial to the effective functioning of students in the present and future time. These competencies as explained by Rajesh and Anitha (2022) are life competencies because of their necessity in the present technology-driven world.

### **School library and Children's Total Development**

The crucial position occupied by the school library in the education of a child cannot be overemphasized. Right from early childhood, libraries promote early learning, foster a love for reading in children and enhance learning. Impactful teaching and learning could be difficult to achieve without the school library because the school library in addition to fostering literacy skills in children also empowers them the opportunity of becoming lifelong readers and learners. The total accomplishment of a standard education rests almost absolutely on the effectiveness of the school library in providing the school community especially students access to a variety of resources that would improve learning and make adequate delivery of the curriculum easy and possible. The school library impact teaching and learning as teachers' effectiveness in curriculum delivery is aided by it and this, in turn, aids students' assimilation and learning (New York Comprehensive Center, 2011).

The school library has the main mission of assisting schools in providing students with quality

education and encouragement to achieve lifelong literacy and learning through reading. It also equips students with lifelong learning skills and aids them in developing their imagination, thereby enabling them to live as responsible citizens (Shastri, 2019). Moreover, the school library through the various library programmes supervised by the school librarians imparts skills essential for college and career development to students, thereby preventing them from a lifetime of marginal employment and second-class citizenship (American Association of School Librarians, 2013). The reality of the evolving technology in present-day society requires children to have in addition to literacy other competencies. These include numeracy, information and communication technology (ICT), critical and creative thinking, personal and social, ethical behavior, and intercultural understanding competencies (O’Connell, 2017). The development of these competencies is made easy through various school library programmes and activities. These competencies are all crucial to the effective functioning of students in their social environments. Therefore, a child may not attain total development without possessing these competencies.

Three important elements have been affirmed to distinguish a school library and which are needed for proper and adequate functioning. These include a qualified school librarian with formal education in school librarianship and classroom teaching; high-quality collections of print, multimedia, and digital resources to support the formal and informal curriculum of the school; and policy and plan for growth and development (Schultz-Jones and Oberg, 2015). It is also clearly stated in the IFLA school library guideline that School libraries exist throughout the world as learning environments that provide physical and digital space, access to resources, activities, and services to encourage and support students, teachers, and community learning (International Federation of Library Associations and Institutions, 2015). Thus, the non-availability of any of these features earlier mentioned in a school library would make it non-functional as each of the elements has a unique role to play in

ensuring that the users derive adequate benefits from the library. It was further established in the IFLA document that the potential of a school library for having an impact on students' learning depends on the extent to which the features stated earlier are present therein (International Federation of Library Associations and Institutions, 2015).

However, for the school library to achieve its mission of equipping students with literacy ability through reading, it must be of the standard required in capacity, organisation, and space. Although the International Federation of Library Associations and Institutions (2015) clearly stated that there are no universal standards for the size of a school library, certain criteria have to be put into consideration. These criteria include locating the library in a central location in the school, adequate size for reading space and library collections, and freedom from external noise. American Association of School Librarians specified some considerations in designing school library space. These include a conducive environment for active and participatory learning; friendly, comfortable, well-lit, aesthetically pleasing, and ergonomic space; learning spaces that accommodate a range of teaching methods; and space and seating that enhance and encourage technology use, leisure reading, and browsing, and use of materials in all formats (Maryland State Department of Education, 2015).

The minimum requirement for a school library should include a center layout that could be easily adaptable for curriculum and technology changes; circulation/information area of between 500 to 800 square feet; staff offices and workrooms; temperature control system; computing workstation of 36 to 45 square feet per user. Others include entrance and exit, equipment closet of at least 150 square feet, quality furniture including tables and seats that could accommodate one full class for an elementary school, one and a half full classes for middle schools, and two and one-half classes at a high school (Eduscapes, 2007). School libraries in contemporary times are not just reading spaces but a place where learning and inquiries take place. However, before learning and inquiry could take place

in a school library, it must provide students with opportunities outside the school or family environment to learn about their rights and responsibilities, to acquire skills necessary for the promotion and protection of their rights and freedoms, as well as living in conditions that reflect such rights and responsibilities (International Federation of Libraries Association, 2003).

When children are equipped with the knowledge of their rights and privileges, they would be able to take informed decisions and any attempt by anyone to infringe on those rights and privileges would be resisted. More so, understanding the rights and privileges would help the children to participate actively in considering matters that concern their wellbeing. Information literacy skills identified in the Clausell Elementary School Library Media Center (2017) policies and procedure manual as one of the skills taught in the school library, and it is one of the skills needed for a child to attain total development. Many students have been found to rely heavily on internet sources to access information and this could portend danger to them especially when they lack the understanding of information literacy (Jovic, 2016). Citing a study by the America Library Association, Zervas et.al (2015) averred that the lack of information literacy skills could result in students' drowning in the flood of information available on various media. Naik and Padmini (2014) also affirmed information literacy as a prerequisite for participative citizenship, social inclusion, the creation of new knowledge, personal empowerment, and lifelong learning.

The impact of school libraries on students' skill development has been investigated in many studies, and many of these established that school libraries have important roles to play in students' life. For instance, Fodale and Bates (2011) investigated the impact of school libraries on students' personal development. The report indicated that the school library aids students' personal development through motivation to learn, development of high self-esteem, and personal confidence. As a result of the freedom students have for personal reading and interaction with learning resources, the school

library has been affirmed as the place where students could develop social and emotional intelligence. Gordon (2019) established that the school library impacts positively students' social and emotional intelligence by being a place where students feel free to ask questions and engage with information with the assurance of receiving personal guidance. It is also a place where students can explore different topics without interference, access reliable information, retreat, and work without any interruption or threat, and a place where they can get personal coaching without any strings.

The school libraries aid the development of these skills in students as the skills have been affirmed in the body of research as essential to human survival. For instance, the social skill acquired through the school library would prepare students to be active participants in the social and political development of their society, thereby contributing to the growth and development of such society. Furthermore, Rajesh and Anitha (2022) opined that skills that are needed for the future workforce are best impacted in school libraries. According to the researcher, through self-paced learning in the school library, students could develop skills such as e-learning skills, digital literacy, technology skills, leadership, and social skills. The American Library Association (2022) affirmed that school libraries contribute to the development of the total child in that it is an agency for students' intellectual, and social development, and cultural growth as they grow up in a complex and diverse information world. The reason is that the school library works to meet core content standards, develop a wide range of information-handling competencies, and provide students with the intellectual and technical scaffolds they need to learn and be ethical and productive users and consumers of information.

It is worthy of note to state that it would be difficult for students to have these life important skills for their total development if any element required for the effective running of school libraries is missing. This justifies the emphasis placed on library capacity as very essential in ensuring students' use of the school library. The different library spaces students need for personal reading and



exploration activities should be available in the school library. So are effective school library programmes purposely designed to develop these skills in students. However, at the center of all the school library programmes is the school librarian whose responsibility is to provide guidance and scaffolding for students in their quest for knowledge and skills development. The school librarian is responsible for teaching students social and emotional skills as they have the training required to incorporate this into the students learning process. They do this by adapting to the individual learning needs of the students (Gordon, 2019). The school librarian exposes students to various vocational skills which prepare them as skilled youth force for future employability (Rajesh and Anitha, 2022).

Todd (2012) averred the evidence of a body of research that established a strong connection between having a trained school librarian in charge of school library programmes and better academic achievements in students. According to the researcher, this is so because trained school librarians play key roles in students' effective learning through the provision of intellectual help in the meaningful use of information to acquire knowledge and understand their content areas. Various other ways through which school librarians impart life skills for total development in students include ascertaining that students have access to the library for class- related research, individual investigation, independent reading, and personal inquiry; stimulating reading by maintaining an awareness of students' reading interests and providing guidance in the selection of appropriate materials; collaborating with teachers to integrate inquiry, 21<sup>st</sup>-century learning standards, and technology skills into the school curriculum; implementing the use of technology in the school library program management and instruction; and working with the technology coordinator to implement the technology plan for the school (Clausell Elementary School Library Media Center, 2017).

A report by Williams et.al (2001) also indicated that schools, where the student's academic achievements are positively influenced by the school libraries, are those that have teacher librarians in

charge. Moreover, the most effective method to develop students' competencies has been affirmed to be integrated library instruction through collaborative planning (Abilock, 2004), a role which is undertaken by trained school librarians in conjunction with classroom teachers. It could be established by this and other submissions that trained school librarians are important elements required in school libraries for the impartation of competencies and skills needed for students' total development. Meanwhile, evidence has shown that many of the school libraries in Nigeria do not have this and other important elements. For instance, in a study of a public secondary school library in Abia states, Uzuegbu and Ibiyemi (2013) revealed the lack of qualified school librarians, high-quality collection, and policy and plan for growth and development.

Consequently, the benefits that could result in the development of the students could not be derived from the school library. The situation of the school library in the study is a reflection of what is obtainable in many other school libraries in Nigeria. Oraekwe and Emenari (2021) in a study of some secondary school libraries in Imo state also indicated that despite the availability of some resources in the school library, the school libraries investigated still had the challenges of poor funding, insufficient school library resources, outdated materials, and the absence of a qualified school librarian to manage the school libraries. The absence of a qualified school librarian in a school library could simply imply that the school has a bookstore rather than a library. The reason is that the International Federation of Librarians Association has affirmed that a body of research has shown qualified school librarians as the most critical condition for an effective school library programme (International Federation of Library Associations and Institutions, 2015).

Meanwhile, Oyetola and Adio (2020) also affirmed that a school library cannot achieve its aim of impacting students' development if a qualified school librarian is lacking in the school library. The reason is that a qualified school librarian has the training in helping students in the usage of library

facilities and resources to derive maximum benefits. The school librarian also has training in organizing various programmes that will attract students to the library and make the time spent in the library memorable and enjoyable. Moreover, the trained school librarian also facilitates a functional school library which aids children's development by providing the opportunity for them to study independently. Therefore, if a trained school librarian is absent in a school library, there could be limited development in a child. Although it is stated in the National Policy on Education that every school should establish a functional school library and provide trained school librarians and library assistants, Ogwu (2010) stated that many of the schools in Nigeria do not have school libraries or librarians. In schools where there is a resemblance of the school library, Oduagwu and Oduagwu (2013) noted with displeasure that the library facilities are far from ideal.

The school library does not only equip students for lifelong learning, but it also plays a significant role in equipping students with critical thinking skills for them to function effectively in society (Musingafi and Chiwanza, 2012). Thus, the development of a total child who will eventually grow into adult who would contribute to the health and well-being of society may be hampered if school libraries are not available to shape the children by equipping them with adequate knowledge through exposure to learning resources. The IFLA guideline for school libraries highlighted some instructional roles of the school librarian which are aimed at equipping children with adequate knowledge and skills required for them to become total children. These include promotion of literacy and reading among children; equipping children with information literacy, information competencies, information fluency, media literacy, transliteracy, and transmedia literacy skills; provision of inquiry-based learning for the children to develop critical thinking skills; and developing the children the appreciation of literature and culture (International Federation of Library Associations and Institutions, 2015).

The skills are critical aspects of development in a child as they are non-negotiable requisites for quality education. The reason is that the skills do not just impact book knowledge that is only useful for achieving good grades in school, but that which empowers the child with abilities needed to contribute to the growth and development of society in the future. This does not imply that achieving good grades in school is not important, it very important because it is an indicator that there is a significant gain in students' learning, and this gain could be made possible by well-equipped school libraries. Moreover, a report by Grete (2013) also affirmed that school libraries through the provision of access to learning resources offset the impact of poverty. This is because, through the school library, students from poor economic backgrounds who otherwise would not have had access to learning resources are provided the privilege of access to various learning resources. Thereby, the limitation that would have been placed on them by poverty is eradicated.

In addition, students from poor economic backgrounds whose education and life attainment would have been negatively impacted by poverty would also be helped. This could break the chain of poverty occasioned by inadequate education which invariably would have placed limitations on the life career of such children. The importance of the school library to the development of a total child is clearly stated in the mission of the school library as reflected in IFLA/UNESCO School Library Guidelines. As stated in the guideline, the school library provides information and ideas that are fundamental to functioning successfully in the increasing information- and knowledge-based present-day society. The school library equips students with lifelong learning skills and develops their imagination, thereby enabling them to live as responsible citizens (International Federation of Library Associations and Institutions, 2002). It could be inferred from the statement that the school library helps in developing every child in the school into a total child positioned to make positive impacts on their society in the future as adults.

The importance of the school library in the development of a total child was also projected in the goals of school libraries stated in the second and enlarged edition of the IFLA School Library Guidelines. The goals as highlighted include, developing information-literate students who are responsible and ethical participants in society; developing information literate students are competent self-directed learners aware of their information needs and actively engage in the world of ideas; developing students who display confidence in their ability to solve problems and know how to locate relevant and reliable information. The goals further include developing students who can manage technology tools to access information and communicate what they have learned; developing students who can operate comfortably in situations where there are multiple answers or no answers. It also includes developing students who hold high standards for their work and create quality products; and developing information-literate students who are flexible, able to adapt to change, and able to function both individually and collectively (International Federation of Library Associations and Institutions, 2015). The listed goals of a school library by implication are to develop a total child who will not just be useful to himself but also useful to society at large.

The American Library Association (2017) also emphasized that one of the core purposes of a school library is to provide students with the opportunity to explore and research; thereby developing inquisitive skills which could propel students to acquire problem-solving skills. The acquisition of such skills would equip the students with the ability to contribute to society through the creation of tools or services that would promote the economic growth and well-being of society. The Nigerian experience of the school library is worrisome because various studies and indices point to inadequate or non-availability of school libraries in many primary and secondary schools in the country. These inadequacies could be responsible for the inability of children in Nigeria to attain their full potential in knowledge and skill acquisition. The deplorable state of school libraries in Nigeria has been reported

in various studies, and this has been a cause for concern to researchers in the field of reading and school librarianship. Meanwhile, literature has suggested that the total development of students depends so much on access to school library resources, services, and programmes.

One such study that reported the inadequacy of school libraries in Nigeria examined the perceived influence of library services on students' academic achievement in secondary schools in Kwara State. In the study, Suleiman, Hanafi, and Tanslikhan (2018) reported that school libraries are lacking in many secondary schools in the state, and in situations where school libraries existed, they are grossly inadequate. Similarly, an earlier study by Uzuegbu and Ibiyemi (2013) reported that the lack of qualified school library personnel is one of the inadequacies bedeviling secondary schools in Nigeria. Oraekwe and Emenari (2021) also presented a similar report in a study on school libraries in Imo State. The findings of the study indicated that many of the personnel put in charge of school libraries are unskilled because they do not have any training in school librarianship. Furthermore, Oduagwu and Oduagwu (2013) reported improper staffing as one of the problems of school libraries in Nigeria.

Meanwhile, the American Association of School Librarians (2019) affirmed that the success of a school library depends absolutely on the quality and number of personnel managing the programmes and resources of the school library. The association recommends a full-time trained school librarian assisted by committed technical and clerical staff for effective learning in the school library. It suffices to imply that the inadequacies or lack of trained school library personnel would affect students' academic achievements. In the long run, it could also have adverse impacts on students' abilities and skills, thus limiting them from developing into total children. Owate and Okpa (2013) investigated the availability and utilization of school libraries in selected secondary schools in Rivers State, the report showed that school library services were not available in many of the schools and in schools where

they existed, they could not cater adequately for the needs of the students.

The report of a study on the availability of school libraries in Nigeria by Itsekor and Nwokeoma (2017) showed that many schools in Nigeria do not have school libraries. The study is another pointer to the assumption that students in Nigeria may not attain total development due to inadequate exposure to library facilities and services for their development. The danger inherent in not developing Children in Nigeria to total children was pointed out by Chidiebere (2013) in a study on the roles of libraries and librarians in promoting reading and literacy in Nigeria. In the study, the researcher mentioned some of the consequences of the failure of Nigeria as a country in providing access to literacy for children. These included the rise in the use of arms by militia groups in various regions of the country, Boko haram in the North, militants in the South-South, and South East, and kidnappers in the South West. The researcher suggested further that all these are happening in the country because of the failure of the concerned stakeholders to provide children access to books as a weapon for social, political, and economic development.

Incidentally, the meaning of “Boko haram” is “book is a taboo”, if books and other learning resources have been made accessible to children in the North through school libraries, probably, they could have developed a love for reading and books and not see it as taboo. Oftentimes, students in Nigeria have been said to lack interest in reading, the question however is if these students are provided access and encouragement to reading and reading resources. The answer to this all-important question was provided in a study by Ashaver and Mwuese (2014). In the study, the researchers attested to low proficiency in reading among students, but they also noted that many students in Nigeria do not receive encouragement to patronize the school library because of its inadequacy in meeting their needs. This is an indication that so much responsibility lies on the concerned stakeholders, especially government at all levels to provide adequate school library resources for the total development of

students.

In what seemed to be in agreement with an earlier finding, Enang and Okwu (2021) reported that school libraries in Nigeria are characterized by inadequacies. These according to the researchers include poor accommodation, lack of trained library personnel, inadequate resources, and lack of enthusiasm for ensuring that school libraries are well-equipped and managed. This indicates that school libraries in the country are not positioned for the total development of the Nigerian child. Besides, many of the school libraries in Nigeria lack trained library personnel who should provide adequate services to the students. This was established by Fabunmi and Awoyemi (2010) who reported a paucity of trained library personnel in many school libraries. Meanwhile, a school library without trained personnel is not better than a bookstore. The reason is that the trained school library personnel are the ones who create and direct school library activities for the students' engagements through which students acquire various skills and competencies which equip them for total development.

## **Materials and Method**

The study investigated school libraries and library personnel in all 165 public secondary schools in Ibadan Township in Oyo State, a Southwest state in Nigeria. The objectives of the study were to find out the number of public secondary schools with school libraries in the township. It also aimed at examining the number of trained school librarians in the schools and investigating the adequacy of the school libraries in aiding the total development of the students in the township. The total enumeration technique was used to select all the public secondary schools in Ibadan Township. The data for the study was collected using an adapted evaluation checklist to assess both school libraries and librarians in all the schools.

## **Results**



**Table 1a: Respondents' Profile**

Local government areas	Male respondents	Female respondents	Total respondents
Ibadan North	16 (45.7%)	19 (54.3%)	35 (100%)
Ibadan North East	6 (33.3%)	12 (66.7%)	18 (100%)
Ibadan North West	8 (44.4%)	10 (55.6%)	18 (100%)
Ibadan South East	11 (44.0%)	14 (56.0%)	25 (100%)
Ibadan South West	13 (52.0%)	12 (48.0%)	25 (100%)
Total	54 (44.6%)	67 (55.4%)	121 (100%)

The result display in Table 1a reveals the profile of respondents. The information shows that the female respondents (55.4%) are more than the male respondents (44.6%). The result implies that there are more female personnel than male personnel in charge of school libraries in secondary schools in Ibadan Township.

**Table 1b: Respondents' Educational Qualifications**

LGA	O. level	NCE	Dip. Lib. St	HND	B.A.	B.Ed	B.Sc	M.Ed	Total
Ibadan North	1(2.9%)	7(20.0%)	0(0.0%)	4(11.4%)	4(11.4%)	8(22.8%)	10(28.6%)	1(2.9%)	35(100%)
Ibadan North East	3(16.7%)	3(16.7%)	1(5.5%)	1(5.6%)	2(11.1%)	3(16.7%)	5(27.7%)	0(0.0%)	18(100%)
Ibadan North West	0(0.0%)	2(11.1)	0(0.0%)	1(5.6%)	5(27.7%)	3(16.7%)	5(27.8%)	2(11.1%)	18(100%)
Ibadan South East	1(4.0%)	3(12.0%)	0(0.0%)	0(0.0%)	3(12.0%)	12(48.0%)	3(12.0%)	3(12.0%)	25(100%)
Ibadan South West	1(4.0%)	1(4.0%)	0(0.0%)	3(12.0%)	9(36.0%)	7(28.0%)	3(12.0%)	1(4.0%)	25(100%)
Total	6(5.0%)	16(13.2%)	1(0.8%)	9(7.4%)	23(19.0%)	33(27.3%)	26(21.5)	7(5.8)	121(100%)

\*LGA= Local Government Area, O.Level =Ordinary Level, Dip.Lib.St = Diploma in Library Studies, HND= Higher National Diploma, B.A.= Bachelor of Arts, B.Ed. = Bachelor of Education, B.Sc. = Bachelor of Science, M.Ed.= Master of Education.

The result shown in Table 1b reveals the educational qualifications of the personnel in charge of school libraries in secondary schools in Ibadan Township. The result shows that 1 person representing 0.8% of 121 personnel has qualifications in librarianship. The result implies that most of the personnel in charge of school libraries in secondary schools in Ibadan Township are not knowledgeable in school librarianship.

**Table 2: Public secondary schools and school libraries in Ibadan Township**

Local government areas	number of existing secondary schools	No of schools without school libraries	No of schools with school libraries
Ibadan North	42(100%)	7(16.7%)	35(83.3%)
Ibadan North East	34(100%)	6(17.6)	28(82.4%)
Ibadan North West	13(100%)	5(38.5%)	8(61.5%)
Ibadan South East	40(100%)	15(37.5%)	25(62.5%)
Ibadan South West	36(100%)	11(30.6%)	25(69.4%)
<b>Total</b>	<b>165(100%)</b>	<b>44(26.7%)</b>	<b>121(73.3%)</b>

Table 2 presents information on existing secondary schools in Ibadan Township showing schools with and without school libraries. The information shows that secondary schools with school libraries are 73.3% and those without school libraries are 26.7%. The result implies that many of the secondary schools in Ibadan Township have library spaces.

**Table 3: Public secondary schools and trained school librarians in Ibadan Township**

Local government areas	Number of existing secondary schools	No of schools with trained school	No of schools without trained school
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		librarian	librarian
Ibadan North	42(100%)	0(0.0%)	42(100.0%)
Ibadan North East	34 (100%)	1 (2.9%)	33 (97.1%)
Ibadan North West	13 (100%)	0 (0.0%)	13 (100.0%)
Ibadan South East	40(100%)	0 (0.0%)	40 (100.0%)
Ibadan South West	36 (100%)	0 (0.0%)	36 (100.0%)
<b>Total</b>	<b>165 (100%)</b>	<b>1(2.9%)</b>	<b>164 (99.4%)</b>

Table 3 presents information on the number of schools with and without trained school librarians. The result indicated that 99.4% of public secondary schools in Ibadan Township do not have trained library personnel in charge of the school libraries.

## Discussion

The findings of the assessment of school libraries in Ibadan Township showed that there are 165 secondary schools in Ibadan. Out of these numbers, 121 representing (73.3%) have school libraries while 44 representing (26.7%) do not have school libraries. However, none of the facilities used as school libraries in the schools investigated is anywhere near the required standard. The spaces used for school libraries in almost all the schools could not accommodate even half a class of the students. There are no dedicated buildings for the library as many of the libraries are situated in spaces that could best be used as offices thus making it impossible to have the flexibility for changes in curriculum and technology. Furthermore, none of the school libraries have the quietness required of a school library as many of the libraries are located in spaces sandwiched between classrooms thereby making it difficult for any student to read without noise interference. Moreover, the deficiencies in the location and environment of the school libraries make them unattractive to students thus making the libraries non-functional.

Moreover, none of the school libraries in the study have collections that support the

curriculum, and this is one of the requisites of a functional school library as recommended by the International Federation of Library Associations (2015). The findings thus substantiated the findings of a previous study by Suleiman, Hanafi, and Tanslikhan (2018) which indicated that school libraries are lacking in many secondary schools in Nigeria. The findings of this study also substantiated the findings of a study by Ogwu (2010) who reported that school libraries are lacking in many secondary schools in Nigeria. The findings of this study however negated an earlier finding in a study of secondary schools in Imo state where Oraekwe and Emenari (2021) reported that despite poor funding of school libraries in the state, school libraries are in many of the secondary schools. The findings, however, affirmed the findings of a study by Oduagwu and Oduagwu (2013) that there are more semblance of school libraries that are poorly equipped in many secondary schools than there are school libraries.

The finding of this study further showed that the school libraries in secondary schools in Ibadan lack trained school librarians to coordinate the activities of the library. The finding revealed that only 1 respondent representing 0.8% of 121 personnel in charge of school libraries in the township has a qualification in librarianship. The respondent has a Diploma in library studies which makes the respondent qualify as a library assistant, not even a school librarian. This could indicate the shortcoming of the school libraries in making adequate impacts on the students. The finding of this study substantiated the earlier finding of a study by Fabunmi and Awoyemi (2010) who reported the paucity of trained library personnel in many school libraries in Nigeria. Results of several studies on school libraries in Nigeria have given similar reports as the one found in this study. For instance, Oraekwe and Emenari (2021), Oduagwu and Oduagwu and Oduagwu and Oduagwu (2013), and Uzuegbu and Ibiyemi (2013) all reported the paucity of trained school librarians in secondary schools in many parts of the country. These previous findings have been substantiated by the finding of this

study that there is indeed a non-availability of school librarians in many school libraries in Nigeria. This finding would imply that students may not be getting the desirable benefits from the school libraries. This, further imply that the school libraries are not adequately positioned to aid the students in being developed into total children.

The outcome of this study substantiates the findings of the previous studies that established beyond doubt the non-availability of school librarians in many schools in Nigeria. For the reasons of the absence of the critical elements of a school library, that is qualified school librarians, high-quality collections, and policy for growth, it would be concluded that the school libraries in Ibadan Township are not adequate in aiding the total development of the secondary school students. The reason is that the school librarian is a crucial factor in the effective delivery of the school curriculum; so are high-quality resources and policies to serve as guides in the management of the school library. Importantly, the International Federation of Librarians Association has affirmed that a qualified school librarian is the most critical condition for an effective school library programme (International Federation of Library Associations and Institutions, 2015). However, the findings of this study which revealed the lack of trained school librarians in secondary schools in Ibadan Township attest to the poor state of school libraries in the township. Thus, if the critical conditions needed for effective school library programmes are missing, how then can the school library have effective programmes that would make adequate impacts on the total development of the students in schools in the Ibadan Township.

### **Recommendations**

Based on the findings of the study, it is therefore recommended that the management of the schools must look into reviving qualitative reading and learning through the provision and equipment of school libraries with the crucial elements needed for effective library programmes. The state government should employ qualified school librarians with formal education in school librarianship

and classroom teaching, and dedicated technical and clerical staff to manage the school libraries in the schools. There should be the provision of high-quality collections of prints, multimedia, and digital resources to support the formal and informal curriculum of the schools. In addition, there should be a policy and plan for the growth and development of the school libraries. There should also be inclusion of library periods in the schools' time table. If all these are put in place, then there are high expectations that the school libraries in the Ibadan Township would be effective in helping the students to have social, emotional, psychological, and technological development thereby leading to achieving total development in the students,

### **Conclusion**

It has been established in this study that public secondary schools in Ibadan are not properly positioned to aid the total development of the students. The reason is the non-availability of school librarians in almost all the schools. The lack of school librarians suggested that the school libraries would not have effective library programmes that are expected to aid the effective delivery of the school curriculum. Meanwhile, in the course of going round the schools, it was observed that many of the spaces used for libraries in many of the schools cannot accommodate 5% of the population of the various schools. This further indicated the lack of value for quality library programmes and services on the part of the management of the schools.

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