



AN ASSESSMENT OF THE LEVEL OF PROVISION OF LIBRARY SPACE AND EQUIPMENT AMONG SECONDARY SCHOOLS IN GUSAU TOWARDS ACHIEVING EDUCATIONAL GOALS

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ABSTRACT

This study investigated the level of provision of library facilities in secondary schools in Gusau metropolis, Zamfara State. It intends to find out whether secondary school libraries in the metropolis have adequate library space as well library equipment that will enhance good library usage. Descriptive survey design was adopted for the study. The population of the study was 420 while the sample size of 201 was drawn using proportionate sampling technique. The formula table for sampling by Krejcie and Morgan (1970) cited in Kenya Project Organization (2012) was used. Two research questions guided the study. The instrument for data collection was a questionnaire developed from the reviewed literature. Distributed copies of the questionnaires were 195 out of which 176 copies were returned and 162 (83%) were returned and found usable for the study. The data collected was then analysed using statistical mean to answer the research questions with criterion mean placed at 2.50 for research question one and Ho (2006) table for determining total mean score was used to interpret research question two. The findings revealed that there are provisions of separate/purpose built library space/building. Some recommendations were made among which was that, secondary school principals should make strong case to the government and stakeholders for increased funding of the school library as well as create linkages with donor individuals and agencies to help them establish well equipped and functional libraries.

Keywords: Provision, Library facilities, School library, Library space, Library equipment, Education, Goal, Nigeria

Introduction

It is held that the literacy level of any nation is known to contribute significantly to individual and national development. Countries of the world, both developed and developing, including Nigeria have acknowledged this fact, hence, several efforts by their governments towards giving their citizens access, quality and equal opportunity to education. In line with this, the Association of Career and Technical Education (2009) posits that a well-educated and skilled workforce is the foundation of business growth and

innovation, as well as setting individuals and communities on the path of self-sufficiency. Nigeria's philosophy of education, Banjo (2013) restates is hinged on the integration of the individual into a sound and effective citizen with equal educational opportunities to all Nigerians at all levels of our educational system both formal and informal. He also reiterated that Nigerian's five main national objectives stated in our Second National Development Plan and taken as the bases for the National Policy on Education which are, to build: a free and democratic society; a just and egalitarian society; a united, strong and self-reliant nation; a great and dynamic economy and a land bright and full of opportunities for all citizens.

Education, therefore, whether formal or informal is intended to make the citizens better members of the society and that is what these goals are meant to achieve. Most of these goals are deliverable through the school curriculum, this is where the school library roles start and in this case, the secondary schools. Library is known to be as old as human civilization, as it was born out of the need to preserve and disseminate human knowledge. Various types of libraries have evolved over the years to cater for various information needs of various categories of users; they are national, public, academic, special/ research, school and private libraries. The focus of this study is school library.

School library is a library established in primary and posts primary schools to provide reading and other teaching and learning materials/aids as well as help the teachers prepare their lessons. This is the basic or the lowest form of library, so it is expected to be an integral part of every foundational education system. According to Sote, Aramide and Gbotoso (2011), a school library collection is a repository of knowledge with specific emphasis on the school curriculum. Thus, a standard school library offers a wide range of materials that can answer the question of developing the mind of the students towards achieving the national educational goals. The role of school library is very essential and critical as stated by Furfuri and Muhammad (in Chukwuji, Nwankwo, Tsafe, Sayudi & Yusuf, 2017) that it facilitates access to teaching resources and providing the children the opportunities to acquire the 21st century learning skills. According to them, these skills are focused on development of critical thinking, communication, creativity and innovation as well as collaboration. Therefore, the place of library in the education of man cannot be overestimated, since there will be no education without information carrying materials or resources.

Also, this fundamental role of the school library in formal learning, according to Kinnel (in Ogwu, 2010) can be well captured when we realize that "the library is not aside from or a buttress to the curriculum but its skills is the very foundations of the curriculum", the following skills are needed:

1. Pupils Reading Skills: These are sharpened through access to a variety of carefully selected leisure reading materials (fiction).
2. Learning to Learn skills: These are related to the skills of knowing when information is needed to solve a problem. How to locate information? How to analyze information? How to combine information from different sources to create new and richer information? How to evaluate the "new" information created?

Possession skills of these skills and others which the school library teaches its users are necessary towards achieving most of our educational goals based on which the, Federal Government of Nigeria (2014) made the establishment and equipment of

school libraries across the country compulsory. However, these set of skills can only be taught to the students when there is a functional school library at their tender and young age. According to Chukwuji *et al* (2017), it is at this level of education that the “catch them young” slogan is consolidated as good level of reading culture development, lifelong education skills, independent reading and information literacy skills etc. are expected to be inculcated in the children. So, if the foundation is faulty, there is going to be problem.

There is therefore the need to build and equip school libraries with necessary facilities otherwise there will be low usage of the library leading to poor reading culture, poor academic performance, thereby failing to meet up with set educational goals. Facilities are important components in any organization, including the school system. And library is one of the most important facilities in the school; the library itself depends on some facilities to function. Library facilities are sine qua non for a functional library. This is because no library functions without facilities. For some scholars, it includes human and material, but the focus of this study is on the material facilities of the library, particularly, space/accommodation/building and equipment.

Library facilities are those items needed by a library to carry out its services effectively. They are buildings, equipments, materials, tools and services etc that are provided for effective library services. They are most of the times referred to as library resources. Nnadozie (in McAlbert, Ugwunna, Ikechukwu & Ogu, 2015) categorized school libraries resources to include: accommodation, collection (book and non-book materials), finance, staff, equipment and furniture. Hence, Afolabi (2016) stated that it is in a bid to provide a clear path towards the realization of secondary school subject curriculum goals that provision of school library resources is provided. The library facilities examined in this study are library space/building/accommodation and library equipment.

Space is imperative for library operations and services, especially traditional library system which requires physical visit for one to make use of it, particularly also at this level (school library). Because of the nature of library services, it is always better to have its own dedicated building or room(s) depending on the size of the school and available fund. The ideal library accommodation according to the Federal Ministry of Education and Youth Development of Nigeria, school library standard as reviewed in 2001, a school library should have a separate building or provide a space of 2-classrooms, which should seat at least 50-60 students at a time (Fakomogbon, Bada, Omiola, & Awoyemi, 2012). Library accommodations are noiseless zones; therefore, libraries are to be located where there would be minimal distraction, they require enough space for the facilities as well as the staff and users. A good and conducive library space not only accommodates enough relevant information resources but inspires the student to always come around and read. However, some school libraries are purpose built (buildings dedicated solely for library services) while others share accommodation. For example, some are located in the Principals offices, staff room etc.

On the other hand, library equipment is the furniture and other specialized equipment and tools used in furnishing the library for effective service delivery. Example of these equipment includes reading carrels/tables, chairs, book shelves, skids, catalogue cabinets, office furniture, working tools- cat & class tools, audio/visual equipment, accession registers, stamps fans/AC etc. These equipment aid in the processing, storage and easy access as well as administrative activities of the library. No library is set to

function without the basics of these equipment. Their absence affects achievement of set educational goals.

How much or how well these facilities have been provided by secondary schools is in doubt? The mandate by our National Policy on Education that secondary schools should provide functional libraries is a good one, how well this have been implemented is the question. Nigeria administrators most often have good policies but implementing them to the letter has always been the issue. Various studies have shown that most of our secondary schools do not have well equipped and functional libraries. For example, Poopola (in Chukwuji *et al* (2017) observed that in most secondary schools, library resources are either unavailable or poorly utilized and as such are the leading cause of poor performance and failures in external examinations. Lack or non-functional school libraries in our schools have denied the pupils the opportunity of having enough reading materials for their study, since some parents cannot afford to buy all the reading materials their children require. Some of them do not even read at home as they are saddled with so many house chores.

Well-equipped and functional school libraries would avail the pupils fairly enough time to read in the library before going home thereby developing good reading habit, have good academic performance and ultimately achieve set educational goals. Their teachers will also have a more conducive environment to read and prepare their lessons as well. Sote, Aramide and Gbotoso (2011) corroborate this when they stated that the need for adequate provision of information materials, library staff, infrastructural facilities, accommodation is essential if school library is to perform its role in basic education effectively. Therefore, efforts should be made towards developing strategies that will guarantee availability of necessary facilities in our school libraries, for instance, PTA's should be made to get involved in the provision of library facilities, government should also strengthen its policy and project implementation efforts, allocation of more funds will also be of good help.

Gusau is a Metropolitan city described both as the administrative headquarters of Gusau L.G.A. and State capital of Zamfara State. The state is a Muslim dominated state and has farming as their main economic stay. It is located in the North West Geo-Political Zone of Nigeria. This study is therefore aimed at investigating the provision of library facilities in secondary schools in Gusau Metropolis. Poor provisions of these facilities will lead to low utilization of school libraries in the state which would in turn lead to poor reading culture and consequential low literacy rate as is evident in the state. A reading nation is a developing nation. This study is important since no empirical study have been carried out in the state to ascertain specifically the level of provision of library facilities (library space and equipment) in secondary schools of the Metropolis despite its importance in a library towards achieving the national educational goals. It is this gap that this study seeks to fill.

Statement of the Problem

For any meaningful education, particularly, formal, there must be a functional library. A library is functional when it is not only built and equipped but also optimally utilized. School libraries are established to provide information resources of all formats to support teaching and learning activities in the secondary schools. In realization of this,

the National Policy on Education made the establishment of school libraries mandatory towards achieving the national educational goals (Federal Government of Nigeria, 2014).

However, available literature seems to show absence or near absence of functional school libraries. For example, Poopola (in Chukwuji *et al*, 2017), Mohammed and Saka (2012), Abdul (in Tsafe & Aliero, 2007) all discovered that in most schools there are no facilities, not even classrooms designated for that, where they have, they have deteriorated. This situation according to Aguolu and Aguolu (in Omah & Urhiewhu 2016) is responsible for the inability of most students to use libraries in higher institutions of learning today. The place of facilities/resources in libraries cannot be overemphasized. Ojoade and Adetoro (in Oduagwu & Oduagwu (2013) stated that school libraries in Nigeria have skeletal existence in secondary schools, either they do not have dedicated space or they do not have even basic facilities both human and material at such this situation has hindered development of reading culture among school children in Nigeria. Babangida, Basaka, and Mohammed, (2019), examined the present state of school library in Adamawa state Nigeria and discovered that majority of the schools had few resources in their libraries. This is an indication that school libraries are still being poorly equipped and hence, poorly utilized and affecting achievement of educational goals.

It is therefore clear that from reports of earlier studies, some schools do not have dedicated rooms for library services, some that have, do not have necessarily equipment like enough reading tables and chairs, shelves, office tables, some do not have new media, audio visual resources while some others are under lock and key. Without the equipment in place, there is no guarantee of providing information resources and hence, could lead to low utilization of school libraries which in turn indicates poor reading culture and consequential low literacy rate evident in the state. A reading nation is a developing nation. All these do affect the achievement of our national educational goals. Students' good personal development is also in doubt. These are worrisome situations and a matter of serious concern to stakeholders. From reviewed literature, no empirical study has been conducted specifically to find out the type of space and level of provision of library equipment in the secondary school libraries in Gusau Metropolis. This observations and discussions necessitate this study aimed at contributing to knowledge in this area and bridging the gap. Hence, this study intends to investigate the type and level of provision of library facilities (library space and equipment) in secondary schools in Gusau Metropolis.

Objectives of the Study

The purpose of this study is to investigate the provision of library facilities in Secondary Schools in Gusau Metropolis, Zamfara State. Specifically, the study sought to:

1. assess the type of library space provided in secondary schools of Gusau Metropolis and
2. examine the level of library equipment provided by secondary schools of Gusau Metropolis.

Research Questions

Two research questions were formulated to guide the study:

1. What is the type of library space provided in Secondary Schools of Gusau Metropolis?
2. What is the level of provision of library equipment in secondary schools of Gusau Metropolis?

Review of Related Literature

Library facilities are buildings, equipment, materials, tools and services etc that are provided for effective library services. It takes adequate provision of these facilities for a library to be functional. The review is done under the following sub-headings:

Types of Library Space provided in secondary School

The importance of space for a functional library has been addressed. Tsafe (nd) opined that there should be an office space for the school librarian and a workroom facility for storage, processing, serving and maintenance. Tsafe also suggested the provision of a multipurpose room for other library related activities, such as film viewing or listening to audio tapes. Going by this position it means that ideal type of library space should be one large enough to accommodate offices, sections and units for a fairly full library operations and services, whether it is a separate building or not. In line with this, Fakomogbon, Bada, Omiola, and Awoyemi (2012), stated that the Federal Ministry of Education and Youth Development of Nigeria school library standard as reviewed in 2001 stated that a school library should have a separate building or provide a space of 2-classrooms, which should seat at least 50-60 students at a time. But in their study of school libraries in Ilorin Metropolis, Fakomogbon, *et al* (2012) discovered that out of the 38 school libraries they studied only 12 has separate building for the library, an indication of insufficient standard facilities. Mohammed and Saka (2012) observed that some school libraries have purpose built school libraries. This is when a school has a separate building set aside for the library, such that the library does not share accommodation with any other office.

This of course will help avoid noise and possible distractions from the neighbors. According to them, some other libraries are attached to staff room, classroom/administrative block. Similarly, Oduagwu and Oduagwu (2013) carried a research work to survey the resources and use of the libraries of three selected Secondary Schools in Owerri metropolis with a view to ascertaining the availability, level of adequacy of the resources and use in line with the standards. Their finding showed 100% agreement by respondents to the existence of a purpose built library in one of the schools, Federal Government Girls' College. The finding also showed that the other two schools, have no purpose built libraries, rather extended part of their administrative blocks were meant for libraries. This shows that there are more non-purpose built libraries here and an indication of low or at best moderate provision of library facilities. In another study, Owate and Iroha (2013) investigated the availability and utilization of school library resources by secondary schools (High School) students in River State. Their findings revealed that from the eight (8), secondary schools investigated, only one had adequate school library office accommodation while none has accommodation for a librarian's office. This corroborates the finding of a national survey of senior secondary school libraries carried out in India by Sofi (2011) which revealed that only a few school libraries had separate sections in an insufficient space, named "Library cum Reading

Room”, also some has more than one room, named “reading room” for their school libraries. Sofi argued that insufficient accommodation will affect the number of sections the school library will have and that children have the rights to basic library facilities in this 21st century.

Provision of Library Equipment in Secondary School Libraries

Tsafe (nd) averred that the size of library space and educational levels of the library users are usually the determining factors for the type of furniture and equipment such a library should have. On a general note, some furniture are pertinent, these according to Tsafe include, reading tables-of various shapes and sizes (plain and round tables for primary and junior secondary school, while partition tables should be provided for the teachers and senior secondary school students, also circulation desk, desk for the librarian and workroom tables of 76cm x 122cm x 76cm respectively.), chairs. Shelves, catalogue cabinets, ringing bell, wall clocks etc. Sofi (2011) revealed that most schools do not possess chairs and tables in the library; they do not have racks/almirahs for stocking books rather books are kept in locked up boxes. This is a practice of earlier days of library development and should not be found in this 21st century librarianship. According to Sofi, journal display rack are lacking in most school libraries.

Also, Omah and Urhiewhu (2016) revealed in their findings that there is provision but low utilization of records and record players, TV and video tape recordings in the school libraries they studied. This is a pointer that they do not create good awareness about the existence and importance of audio-visual materials and section. Owate and Iroha (2013) revealed in their study that only one secondary school library out of the eight schools they studied has up to 45 chairs and 14 tables. Other schools have a combined number of 97 chairs and 30 tables, 1 atlas stand, 4 maps, 37 shelves, and 1 catalogue cabinet. Furthermore, in all the schools they studied, none has audiovisual materials in its collection. These figures when broken down by the schools are certainly inadequate to run a functional library. In more recent survey studies, Gbotosho, and Adejumo, (2019) investigated availability of resources in School libraries in Ilesa West L.G.A. Osun State, Nigeria and observed that majority of the necessary materials were not available talk less of being up to date in the schools they visited. Similarly, Babangida, Basaka, and Mohammed, (2019), examined the present state of school library in Adamawa state Nigeria discovered that majority of the schools had few resources in their libraries. This is an indication that school libraries are still being poorly equipped and hence, poorly utilized and a contributing factor to none achievement of educational goals.

Theoretical Framework

The Resource Dependency Theory

The Theoretical framework adopted for this study is the Resource Dependency Theory propounded by Pfeffer and Salancik (1978). The basic features of resource dependency theory as explicitly given by Elkenberry and Klover (in Ojeje & Adodo, 2018) are that: organisations depend on resources; these resources ultimately originate from an organisation's environment; the environment, to a considerable extent, contains other organizations; and that resources are a basis of power. Elkenberry and Klover states further that organizations depend on multidimensional resources like labour, capital, raw materials, etc. even though organisations may not be able to come out with countervailing initiatives for all multiple resources, they must move through the principles of criticality and scarcity. Critical resources according to them are those resources that the organization must have to function; they have to be selected among the scarce resources.

This theory is relevant to the present study, because the school library is a social organisation in the school system that requires various mixes of resources/facilities to be functional. A well-equipped and functional school library is very imperative to the fulfillment of educational goals and by implication individual and national development. Resource Dependency Theory actually emphasizes the importance of resources to the organization's continual operation and survival. Resources/facilities are both human and material and are in different forms and sizes. Relating this further to the study, school libraries cannot survive without resources/facilities such as library space (accommodation) and equipment as they would not be able to perform their fundamental roles of providing skills and services in support of teaching and learning in the secondary schools effectively and efficiently.

Therefore, lack or inadequate provision of facilities/resources can make school library not to function well, so stakeholders should go beyond just making policy for the establishment of school libraries but go extra mile to ensure that they are actually provided and properly managed. When this is done, teachers and students will certainly be motivated to achieve set goals, but not on the contrary, otherwise fulfillment of educational and national goals becomes a difficult one and has the capacity to affect students' performance negatively in the school. Obviously, if all stakeholders in the school library development accept school library and its facilities as real valuable assets, very critical to the achievement of national educational goals, they will give the provision of adequate school library facilities top priority.

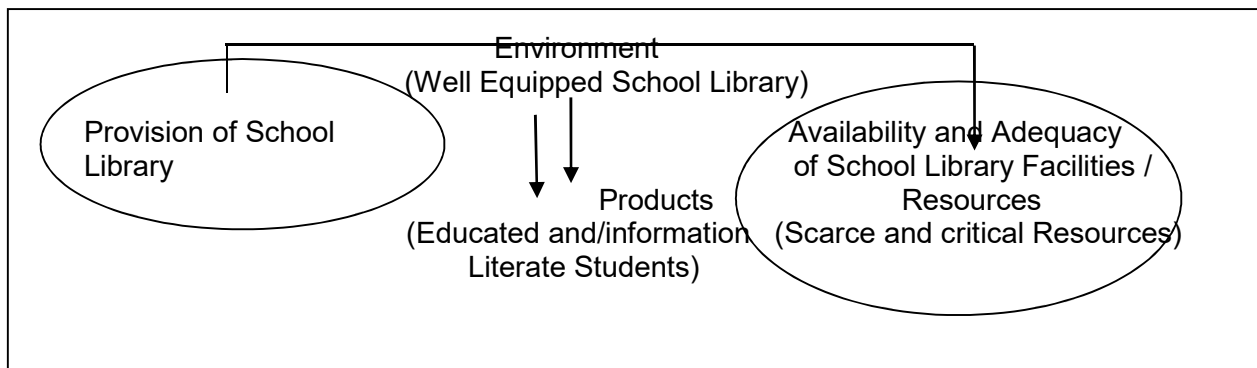


Fig. 1: Modified Hypothesized Model Representation of Pfeffer & Salancik (1978), Resource Dependency Theory

The above model was adopted and modified for this study which is on School Library from Ojeje and Adodo (2018) representation. The Model shows that the provision of school library which amounts to having adequate library facilities will lead to conducive environment (a well-equipped Secondary School library) and consequently the products from that environment (educated and information literate students) translated towards fulfillment of set goals. The resource dependency theory concentrates on the Importance of the quantity and quality of resources (school library facilities) as the major determinant of the products (educated/information literate students) of the school environment. This position corroborates the position of the study of Bonny 2006 (in Omah & Urhiwuhu, 2016) which shows that the adequate provision and utilization of such resources like the library in the school will to a great extent help in breaching the quality gap in educational services among secondary schools and enhance their performances. It suffices therefore to say that the educational system and its products (students) depend not just on the provision but also adequacy of school library facilities to achieve set academic goals.

So far, the review revealed that there are various facilities and types of library space provided in secondary school libraries, for example, library space-purpose/separate building, chairs, air conditioner, shelves, books, computers, tape and video recorders etc. They are variedly provided. However, there is a moderate level provision of library equipment. Finally, among the works reviewed none of them investigated library facilities nor covered Zamfara State, hence there is a knowledge gap on the “level of provision of library facilities in secondary schools in Gusau Metropolis, Zamfara State, Nigeria, which this study is set to bridge.

Methodology

The descriptive survey research design was adopted for this study. The population of the study was 420 staff of fifteen public secondary schools in Gusau Metropolis of Zamfara State, Nigeria as used in (Chukwuji, Nwankwo, Tsafe, Sayudi & Yusuf, 2017). Simple proportionate sampling technique was adopted to ensure equal participation of the subgroups in line with their respective population. The table for determining sample size from a given population developed by Krejcie and Morgan 1970 (in Kenya Projects Organization 2012) was used to determine the sample size of this study. Therefore, sample size on the Krejcie and Morgan’s Table for 420 is 210. The instrument for data collection was a 50-item structured questionnaire titled “Level of Provision of Library

Facilities in Secondary Schools in Gusau towards achieving Educational Goals, (PLFSSGEG). Section A (research question one) sought to find out the type of library space provided while Section B, (research question two) sought to determine the level of provision of library equipment. The questionnaire is majorly based on the views and findings from the review of related literature. Total of 195 questionnaires were distributed and 176 were returned out of which 162 were found usable and used for this study giving a response rate of 83%. Criterion mean of 2.50 was set for decision. For research question one, above 2.50 was considered accepted for any response whereas below 2.50 was considered as rejected. And for research question two, Robert Ho's table for determining Total Mean Score was used to interpret the level of library equipment provision. SPSS was used for all computations. Five rating scale was used with the response mode of Strongly Disagree (SD) = 1, Disagree (D) = 2, Slightly Agree (SLA) = 3, Agree (A) = 4 and then Strongly Agree (SA) = 5.

Table 1: Determining the Total Mean Score

S/N	Mean Value	Level Interpretation
1	1.00 – 2.33	Low
2	2.34 – 3.66	Moderate
3	3.67 – 5.00	High

To interpret the total mean score of the level of provision of library equipment in research question two, the criteria developed by Ho 2006 as presented in the above table was used.

Table 2: Demographic Information of the Respondents

S/N	ITEM	F	%
1.	Gender:		
	Male	97	60
	Female	65	40
2.	Highest Educational Qualification:		
	Diploma	10	6
	NCE	59	36
	HND/Degree	83	52
	Masters	10	6
	PhD	0	0
3.	Length of Service:		
	1-10 years	56	35
	11-20 years	68	42
	21-35 years	38	23

The above table shows that 97 (40%) of the staff are male while female is 65 (33%). While for highest qualification of the staff, HND/Degree have the highest 83 (42%) followed by 59 (30%). Also for length of service the middle range 11-20 years has the highest percentage of 68 (35%).

Research question 1: What type of library space is provided in Secondary Schools in Gusau Metropolis?

Table 3: Mean Rating of Type of Library Space provided in the School Libraries

S/N	Library Space	Mean	SD	Decision
1	There is a separate building for the library	2.91	1.490	Accepted
2	The library is big enough to accommodate many users at a time	2.58	1.439	Accepted
3	The library is located in the principal's office	2.32	1.395	Rejected
4	The library is located in the staff room	2.13	1.347	Rejected
5	It is located in one corner of a classroom	2.02	1.163	Rejected
6	The library is located in the administrative building	1.93	1.098	Rejected
7	There is no provision for library in the school	1.91	1.192	Rejected
Grand mean score of library space		2.25	1.303	

Result from the above table reveals that the major types of library space provided are separate building which has the highest mean score of 2.91 and SD 1.490 and that any other space provided apart from a separate building is usually large enough to accommodate many users at a time with a mean of 2.58 and an SD of 1.439. Both mean scores are above the 2.50 set for acceptance. This is a good development. However, the rest of the items all scored mean below the 2.50, therefore, they showed that they are not popular spaces used for library services in secondary schools in Gusau metropolis of Zamfara State.

Research question 4: What Library Equipment are provided in Secondary School libraries in Gusau?

Table 4: Mean Rating of Level of Library Equipment provided in the School Libraries

S/N	Library Equipment	Mean	SD	Level Interpretation
1	There are air Conditioners	2.05	1.220	
2	Audio-Visual aids are provided	1.94	1.125	
3	Catalogue cabinets are provided	2.40	1.472	
4	Ceiling/standing fans are provided	2.68	1.544	
5	Charging &/Discharging trays are provided (for book card & borrowers ticket)	2.38	1.370	
6	There is a Circulation counter	2.63	1.387	
7	Classification schemes are available (LC,DDC etc)	2.45	1.500	
8	There are display racks	2.10	1.262	
9	Instructional aids/materials are provided	2.52	1.392	
10	There are office chairs	3.11	1.664	
11	There are office tables	3.07	1.554	
12	Reading tables are provided	3.22	1.584	
13	Reading Chairs are provided	3.34	1.437	
14	There are pamphlet box	2.59	1.386	
15	Shelves are provided	2.64	1.531	
16	Steel cabinets are provided	2.49	1.529	
17	Televisions are provided	1.93	1.129	
18	Typewriters (manual or electronic) for typing catalogue cards are provided	2.03	1.273	
19	Trolleys are provided (for moving books)	2.19	1.334	
Total mean score of library equipment		2.51	1.404	Moderate

Table 5 shows the result of response on the level of provision of library equipments in secondary school libraries in Gusau Metropolis of Zamfara State. The level of provision

of library equipment is moderate as revealed by the total mean score of 2.51. However, out of the 19 items 10 scored mean below 2.50. Items 17 and 2 recorded the least mean scores of 1.93 and 1.94 respectively, an indication of non-existence of audio-visual unit in school libraries in Gusau. On the other hand, reading chairs and reading tables scored the highest mean of 3.4 (SD=1.437) and 3.22 (SD=1.584) respectively.

Discussion of the Finding

One of the findings of the study is that majorly, the types of library space provided in Gusau metropolis are separate building (purpose built) and that any other space provided apart from a separate building is usually large enough to accommodate many users at a time. This is a welcome development, though the provision of purpose built spaces for library or providing enough space does not guarantee optimal usage, as the space/accommodation may not be well equipped or opened for use or at best attract low usage which will negate the spirit of the policy that made the provision of functional school library mandatory. The ultimate end is that the students would not learn the necessary skills for achievement of educational goals. However, for a conducive reading environment, libraries are better in a dedicated building, it will ensure usage by the students as well as allow for creation of various sections and units of the library, like the audio visual unit, technical room, librarians office, reference section, e-resource center among others. The findings of the study are in line with that of Oduagwu and Oduagwu (2013), Owate and Iroha (2013), Fakomogbon, Bada, Omiola, and Awoyemi (2012) and who discovered the existence of purpose built/separate library building in their area of study, though not as wide spread as that of this study.

Furthermore, from responses on the level of provision of library equipment in secondary schools of Gusau Metropolis of Zamfara State, it was discovered that there is a moderate level of provision of library equipment. Libraries cannot be said to be functional without necessary equipment. Out of the 19 items, 10 scored mean below 2.50, that is to say that either the materials are not available at all or are lowly provided. Moderate level of library equipment here suggests that school libraries in Gusau Metropolis are not well equipped let alone utilized optimally and the effect of this is poor reading and learning culture for the students, hence lacking the necessary skills for the achievement of educational goals. Nevertheless, equipment like shelves, reading and office tables, chairs, pamphlet boxes, instructional aids etc were provided. Further finding also revealed none provision of catalogue cabinets, charging and discharging trays, display racks, audiovisual aids, and televisions etc. This is in agreement with Oduagwu and Oduagwu (2013) who revealed that shelves, tables and chairs were provided, while, racks, cataloguing boxes, charging and discharging trays were found not available in the libraries. Absence of catalogue boxes in the library entails little or no usage of the library; this is because the catalogue boxes contains the library catalogue cards which are the eyes through which the users sees the holdings of the library arranged either by author, title and subject. It is the main access/retrieval tool of the library.

Corroborating further, Sofi (2011) reported that most schools do not possess chairs and tables in the library neither do they have racks/almirahs for stocking books rather books are kept in locked up boxes. This is a practice of earlier days of library development and should not be found in this 21st century librarianship. According to Sofi, Journal Display Rack are lacking in most school library. However, on the contrary, Owate and

Iroha (2013) revealed low provision of library equipment like chairs, tables, catalogue cabinets etc. The result of this study also shows that there is no audio visual unit in school libraries in Gusau. Again, this is in line with Owate and Iroha findings that there are no audiovisual materials in the libraries they studied.

Conclusion

The study revealed that Secondary school libraries in Gusau metropolises are provided in separate (dedicated / purpose built library building). For a conducive reading environment, libraries are better in a dedicated building as this will ensure usage by the students as well as allow for creation of various sections and units, like the audio visual unit, technical room, librarians office, reference section, e-resource center among others. Thus the study established there was a moderate level provision of library equipment like shelves, reading and office tables, chairs, pamphlet boxes and instructional aids. This shows that there is no guarantee of providing enough information resources and hence, low utilization of school libraries in the state which in turn indicates poor reading culture and consequential low literacy rate evident in the state. To this extent, national educational goals are not fully achieved, because a reading nation is a developing nation.

Recommendations

From the findings of the study, the following recommendations are made:

1. Secondary school principals should make strong case to the government and stakeholders like PTA for increased funding of the school library as well as create linkages with donor individuals and agencies to help them establish well equipped and functional libraries.
2. More and basic library equipment should be provided particularly, catalogue boxes, audiovisual materials like audio tapes, recorders, video tapes and recorders, radio and television to enable them establish audio-visual unit etc.
3. Government should put machinery in motion to see that the mandate for every secondary school to have a functional school library is implemented to the letter, so that the purpose of that mandate would be fulfilled towards achieving educational goals.

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