



## The State of School Libraries in Adamawa State

<sup>1</sup>Babangida Umar Babayi, <sup>2</sup>Basaka Aminu Abubakar and <sup>3</sup>Hadiza Mohammed

<sup>1</sup>Ibrahim Babangida Library

Modibbo Adama University of Technology, Yola

<sup>2</sup>Zubairu Abubakar Library

Abubakar Tafawa Balewa University, Bauchi

abasakaabubakar@gmail.com

<sup>3</sup>Ramat library university of Maiduguri, Borno State

### ABSTRACT

The study examined the state of school libraries in Adamawa state, Nigeria. Survey research design was used for the study. Multi-stage sampling procedure was employed in selecting 12 School Libraries for the study. The population of the study comprised of twelve (12) library in charge officers. The research instrument used for data collection was questionnaire. Data were collected and analyzed using descriptive statistic. The findings of the study revealed that the staff strength of school library is very low; majority of the schools had few materials in their library, majority of the library officers in charge are no-professional and has low qualification and majority of the secondary school libraries had no school library period their school time table. It has been concluded that the staff strength of school library is very low. It is also concluded that majority of the schools had few materials in their libraries. It has been recommends among others that post primary education management board should work hand in hand with the Adamawa State Library Board to employ enough library personnel in school libraries.

### ARTICLE INFO

Article History

Received: February, 2019

Received in revised form: May, 2019

Accepted: May, 2019

Published online: June, 2019

### KEYWORDS

Adamawa, Library, School

### INTRODUCTION

The library serves as the nerve centre of all educational institutions and a crucial factor in the educational development. It is associated with all forms of education; formal, informal and non-formal. It consists of a collection of books and other materials maintained and managed for reading, consultation, study and research and organized to provide access to users, with a well-trained staff to provide services to meet the needs of its users. The library, which is the hub of any educational set up, provides information and idea that are fundamental to functioning successfully in the increasingly information and knowledge-based society. The library is therefore, able to equip pupils and students imagination, thereby enabling them to live as responsible citizens (IFLA/UNESCO, 2000).

A school library is a library within a school where students and staff used a variety of its resources. The goal of the school library is to ensure that all members of the school community have equitable access to books and other reading materials. Morris (2012) defined a school library as library that established in primary and secondary school that acquire and provide information

resources to pupils and teachers. School libraries are distinct from public libraries because they serve as learner-oriented laboratories which support, extend, and individualize the school's curriculum. A school library serves as the center and coordinating agency for all material used in the school. The school library is also seen as a learning laboratory that provides opportunities for pupils to develop information skills and develop a commitment to information decision-making. Iwhiwhu and Okorodudu (2012) asserted that the school library is a local centre of information resources that provides knowledge and information readily available to its users. Ogunrombi (2005) stressed that a developing country like Nigeria, even though faced with the problems of basic social necessities such as food, shelter, among others cannot afford to abandon library services in its educational programme. School libraries must be assisted by proper funding to acquire relevant materials these includes books and non-book materials. Enough and well qualified staff must be employed to organized and disseminate information directly or give assistance to those seeking information on their own.

Ogunrombi (2005) identified the educational aims of school libraries include to:

\*Corresponding author: Babangida Umaru Babayi ✉ [babayi@mautech.edu.ng](mailto:babayi@mautech.edu.ng) ✉ Ibrahim Babangida Library, Modibbo Adama University of Technology, Yola, Adamawa State. © 2019 Faculty of Technology Education, ATBU Bauchi. All rights reserved



1. stimulates and enhances the reading habit, promoting lifelong learning
2. Develop in children the ability to read for information
3. Help pupils to increase and improve their knowledge of reading, speaking, and writing
4. Train children to care for books and make good and intelligent use of the library
5. enhance children's reading and communication skills
6. Provide children with information, both current and retrospective

School Library World (2009) summarized the effectiveness of a school library as follows: it is accessible to the total school community, it is cost effective because one book is used by many, it provides flexible scheduling and timely access to the collection by all students, a broad range of materials, add new resources throughout the school year to keep collection dynamic, create a sense of ownership that is shared by the entire school community. For the purpose of this study the researchers intends to investigate variables that includes staff strength, available resources educational qualification of school libraries in Adamawa state, Nigeria

The school library is seen as a learning laboratory that provides opportunities for pupils to develop information skills and develop a commitment to information decision-making. Also, it is a learning environment which focuses on the processes, content, and how to provide opportunities for pupils to become self- directed learners and develop a commitment to lifelong learning. The goal of the school library is to ensure that pupils of the school community have equitable access to books and other reading information resources. Therefore, school libraries encourage reading culture because it is the first place where a child learns how to read and write. Lack of these libraries in secondary school may lead to poor reading habit.

A school library serves as the center and coordinating agency for all material used in the school. In spite the role of school library in Nigeria in general, as well as Adamawa state in particular, not every school have a library and where such library exist they don't have the required library resources and qualified personnel. Based on the preliminary investigation conducted by the researchers have demonstrated that school libraries faced with problems such as non-availability of library resources, non-conducive environment for reading, insufficient

qualified staff to organize the meager resources available in the libraries this could be attributed to neglect of libraries by the government and administrators. This study was therefore, conceived to investigate the state school library in Adamawa State, Nigeria.

#### **Objectives of the study**

The main objective of the study is to examine of the present state of school library in Adamawa state Nigeria, specifically the aim is to determine the:

1. Staff strength of school libraries in Adamawa state
2. Library stock of school libraries in Adamawa state
3. Educational qualification of the personnel of school libraries in Adamawa state
4. library period in school time table in Adamawa state

#### **Research questions**

The following research question was formulated to guide the study

1. What is the staff strength of school libraries in Adamawa state?
2. What is library stock of school libraries in Adamawa state?
3. What is the educational qualification of the personnel of school libraries in Adamawa state?
4. Does library period allotted to school time table in Adamawa state?

#### **LITERATURE REVIEW**

Fourie, (2012) stated that richness and quality of the library services depend upon staffing resources available within and beyond the school library. For this reason, it is of paramount importance to have a well-trained and highly motivated staff, made up of a sufficient number of members according to the size of the school and its special needs for library services. The term staff means, in this context, qualified librarians and library assistants. In addition, there may be supporting staff, such as teachers, technicians, parents and other kinds of volunteers. School librarians should be professionally trained and qualified, with additional training in educational theory and learning methodology. IFLA/UNESCO (2000) stated that the school library is a service addressed to all members of the school community: learners, teachers, administrators, counselors as well as parents. All these groups require

\*Corresponding author: Babangida Umaru Babayi ✉ [babayi@mautech.edu.ng](mailto:babayi@mautech.edu.ng) ✉ Ibrahim Babangida Library, Modibbo Adama University of Technology, Yola, Adamawa State. © 2019 Faculty of Technology Education, ATBU Bauchi. All rights reserved



special communication and cooperation skills. The main users are the learners and the teachers, but also other categories of professionals such as administrators and counselors should be included. The fundamental qualities and skills expected from the school library staff can be defined as follows:

1. the ability to communicate positively and open-mindedly with children and adults
2. the ability to understand the needs of users
3. the ability to cooperate with individuals and groups inside and outside the school community
4. knowledge and understanding of cultural diversity
5. knowledge of learning methodology and educational theory knowledge of information skills and of how to use information
6. knowledge of the materials which compose the library collection and how to access it
7. knowledge of child literature, media and culture
8. knowledge and skills in the fields of management and marketing
9. knowledge and skills in the field of information technology

Fakomogbon, *et al.* (2012) argued that school library help to support the school curriculum by providing up-date information to keep teachers and students abreast of new development. The library also promotes the development of reading skills and encouraged long term planning habits through reading, listening to and viewing a range of learning materials. Ogunrombi (2005) stressed that a developing country like Nigeria, even though faced with the problems of basic social necessities such as food, shelter, among others cannot afford to abandon library services in its educational programme. School libraries must be assisted by proper funding to acquire relevant materials these includes books and non-book materials. Enough and well qualified staff must be employed to organized and disseminate information directly or give assistance to those seeking information on their own. Ogunrombi (2005) identified the educational aims of school libraries include to:

1. Stimulate and enhance the reading habit, promoting lifelong learning
2. Develop in children the ability to read for information

3. Help pupils to increase and improve their knowledge of reading, speaking, and writing
4. Train children to care for books and make good and intelligent use of the library
5. enhance children's reading and communication skills
6. Provide children with information, both current and retrospective

Ogunrombi, (2005) conducted a study on the relationship between school libraries and student achievement. The research findings of the study revealed that there is a positive relationship between school libraries and student achievement. He further stated that whether such achievement is measured in terms of reading scores, literacy, or learning more generally, there are certain factors that contributed school library that is adequately staffed, resourced, and funded can lead to higher student achievement regardless of the socio-economic or educational levels of the community.

Krashen (2012) provided evidence that readers use libraries and libraries can support reading development through the book stock and initiatives such as book flood and shared reading schemes. An international literacy study, sponsored by the International Association for the Evaluation of Educational Achievement, conducted by Elley (2011) used controlled experimental case studies in order to determine the average level of reading literacy of nine and fourteen year olds in thirty-two countries and aimed to identify important factors relating to initial reading and reading development. The study aimed at reading literacy. However, a comparison between the participating countries in the IEA study and their relative scores in reading achievement shows a positive relationship between the number of library resources provided and student literacy score. Fakomogbon, *et al.* (2012) stated that lack of standard school library with relevant information resources which students could use for their studies could be one of the major causes of mass failure in the schools.

A study conducted by Agyekum and Filson (2012) on the use of library resources by students in Ghana schools the study revealed that there are adequate resources in the library and most of the students use library resources and services to supplement their class notes, assignments and helped them in examination preparation. Ladelunuri (2012) asserted that poor performance of secondary schools in Tanzania is attributed by lack of enough

---

\*Corresponding author: Babangida Umaru Babayi ✉ [babayi@mautech.edu.ng](mailto:babayi@mautech.edu.ng) ✉ Ibrahim Babangida Library, Modibbo Adama University of Technology, Yola, Adamawa State. © 2019 Faculty of Technology Education, ATBU Bauchi. All rights reserved



and current books in the school libraries. In view of this government and other stakeholders should put more effort in strengthen the school libraries by provision of more current and relevant reading materials that meet academic need of the students. Ismail, Bullah and Rezal (2018) averred that school libraries are governed by the government thus it also falls under the public library system. Because of the reasons stated above, the school libraries are affected too, by not having enough resources to make full utilization of the school libraries A study conducted by Benard and Dulle (2014) revealed that secondary school students face many constraints in using school library including lack of current and up to date reading materials, restricted reading hours and lack of informational professional/ librarian to provide effective library services. A reasonable collection of book resources should comprise ten books per student. The smallest school should have at least 2500 relevant and updated items to ensure a wide balanced book stock for all ages, abilities and backgrounds. At least 60% of the stock should consist of curriculum-related non-fiction resources. In addition, a school library should acquire materials for leisure purposes such as popular novels, music, computer games, videocassettes, video laser disks, magazines and posters. These kinds of materials may be selected in cooperation with the students to ensure it reflects their interests and culture, without crossing reasonable limits of ethical standards. (IFLA/UNESCO, 2010)

American Association of School Librarians (2010) opined that school librarian demonstrates his or her role as an essential and equal partner in the instructional process by:

1. participating in the curriculum development process at both the building and district level to ensure that the curricula include the full range of literacy skills (information, media, visual, digital, and technological literacy) necessary to meet content standards and to develop lifelong learners
2. collaborating with teachers and students to design and teach engaging inquiry and learning experiences and assessments that incorporate multiple literacy's and foster critical thinking
3. participating in the implementation of collaboratively planned learning experiences by providing group and

individual instruction, assessing student progress, and evaluating activities

4. joining with teachers and others to plan and implement meaningful experiences that will promote a love of reading and lifelong learning
5. providing and planning professional development opportunities within the school and district for and with all staff, including other school librarians

IFLA/UNESCO (2000) stated that the librarian's main role is to contribute to the mission and goals of the school including the evaluation procedures and to develop and implement those of the school library. In cooperation with the senior school management, administrators and teachers, the librarian is involved in the development of plans and the implementation of the curriculum. The librarian has the knowledge and skills regarding the provision of information and solution of information problems as well as the expertise in the use of all sources, both printed and electronic. Their knowledge, skills and expertise meet the demands of a specific school society. In addition, the librarian should lead reading campaigns and the promotion of child literature, media and culture.

Library is the place for acquiring knowledge, nurturing ideas and developing vision. Keeping this in view, the "Library Period" from nursery to class secondary should be an important part of the time table of a school. The library period in different classes must be allotted in the school time table. Schools should also allocate preferably last period and one period on daily basis in the time table. Oberg (2012) carried out research on a library power case study and documents changes in learning and attitudes, discovered non availability of reading hour and it was recommended that it is very paramount to have a period for library on the school time table.

## **METHODOLOGY**

### ***Research Design***

Survey research design was adopted for the study. This is because; survey method helps in random selection of population from the entire population. This study fit into this attributes because, it will help the researchers to systematically collect data and to come with generalization about the target population

The population of the study comprised twelve (12) libraries in charge officers from selected

---

\*Corresponding author: Babangida Umaru Babayi ✉ [babayi@mautech.edu.ng](mailto:babayi@mautech.edu.ng) ✉ Ibrahim Babangida Library, Modibbo Adama University of Technology, Yola, Adamawa State. © 2019 Faculty of Technology Education, ATBU Bauchi. All rights reserved



secondary schools in Yola South and Yola North, Adamawa State. Multi-stage sampling technique was used in selecting sample of the study. In the first stage, 12 schools libraries were randomly selected for the study. In the second stage, one library officer in charge of library was purposively selected from each school, giving a total of 12 library in charge officers as sample for the study.

The instrument used in this study for data collection was self-design structured questionnaire consists of four (4) sections A -E. Section A: Staff strength of school libraries. Section B: Library stock of

school libraries. Section C: Educational qualification of the personnel of school libraries Section E: library period of school libraries in Adamawa state

Data collected was analyzed using descriptive statistics that is frequencies count and percentages scores presented in tables. Twelve (12) copies of questionnaire were administered to the officers in charge of the libraries in the selected schools in Adamawa state. A total of twelve (12) copies of the questionnaires were retrieved and found usable for data analysis. This represents 100% of the respondents

### Section A: Staff Strength of School Libraries

**Table 2:** Staff Strength of the Libraries

S/No.	Name of school	Staff Strength	Percentages (%)
1	Federal Government Girls College Yola	4	15.38%
2	Government Girls College Yola	2	7.69%
3	Army Day Secondary school Yola	2	7.69%
4	Godabawa Government College, Yola	3	11.53%
5	Karewa Government College Yola	2	7.69%
6	Capital Secondary School, Yola	3	11.53%
7	General Murtala Mohammed College Yola	1	3.8%
8	Aliyu Mustapha College Yola	2	7.69%
9	Doubeli Secondary School Yola	2	7.69%
10	Government Day Secondary School Wurohaua Yola	2	7.69%
11	Police Children School Yola	1	3.8%
12	Government Day Secondary School Yola Town	2	7.69%
	<b>Total</b>	26	100%

Source: Field Survey, 2019

The table above shows that Federal Government Girls College Yola had staff strength of 4(15.38%), Government Girls College Yola, Army Day Secondary School Yola., Karewa Government College Yola., Aliyu Mustapha College Yola, Doubeli Secondary School Yola, Government Day Secondary School Wurohaua Yola and Government Day

Secondary School Yola Town had staff strength of 2(7.69%) respectively. Also, Godabawa Government College Yola and Capital Secondary School Yola had 3(11.53%) respectively, while General Murtala Mohammed College Yola and Police Children School Yola had 1(3.84%) respectively. The study of the study reveals that the staff strength of school library is very low

### Section B: Library Stock

**Table 3:** Library Stock in school libraries

S/No.	Name of school	Text Books	Journals/Magazines	Total	Percentages
1	Federal Government Girls College Yola	430	10	440	18.03%
2	Government Girls College Yola	120	12	132	5.40%
3	Army Day Secondary school Yola	No response	No response	-	-
4	Godabawa Government. College, Yola	204	15	219	8.97%
5	Karewa Government College Yola	129	None	129	5.37%
6	Capital Secondary School, Yola	243	None	243	9.95%

\*Corresponding author: Babangida Umaru Babayi ✉ [babayi@mautech.edu.ng](mailto:babayi@mautech.edu.ng) ✉ Ibrahim Babangida Library, Modibbo Adama University of Technology, Yola, Adamawa State. © 2019 Faculty of Technology Education, ATBU Bauchi. All rights reserved



S/No.	Name of school	Text Books	Journals/Magazines	Total	Percentages
7	General Murtala Mohammed College Yola	758	23	781	32.00%
8	Aliyu Mustapha College Yola	83	12	95	3.89%
9	Doubeli Secondary School Yola	156	None	156	6.39%
10	Government Day Secondary School Wurohausa Yola	121	6	127	5.20%
11	Police Children School Yola	57	None	57	2.33%
12	Government Day Secondary School Yola Town	61	None	61	2.5%
	<b>Total</b>			2440	100%

Source: Field Survey 2019

The table above shows that Federal Government Girls College Yola had library stock of 440(18.03%), General Murtala Mohammed College Yola had library stock of 781 (32.00%), Capital Secondary School Yola had library stock of 243(9.95%), Godabawa Government College, Yola had library stock of 219 (8.97%), while Police Children School Yola had library stock of 57(2.33%). Aliyu Mustapha College Yola had library stock of 95(3.89%), Doubeli Secondary School Yola had library stock of 156(6.39%) Government Day Secondary School

Wurohausa had library stock of 127(5.20%) and Government Day Secondary School Yola Town had library stock of 61(2.5%). Army Day Secondary School Yola had no response. In regard to the number of journals Federal Government Girls College Yola had the highest number of journals while Government Day Secondary School Wuro hausa Yola had the lowest number of journals. The study reveals that majority of the schools had few library stock in their libraries.

### Section C: Qualification of Library Officer in Charge in the School Libraries

**Table 4:** Qualification of the Library/Officers in Charge of the Library

S/No	Name of School	BLS	DLS	SSCE	NCE	LCC
1	Federal Government Girls College Yola	-	-	SSCE	-	-
2	Government Girls College Yola	BSC	-	-	-	-
3	Army Day Secondary school Yola	-	-	-	-	-
4	Godabawa Government. College, Yola	-	-	SSCE	-	-
5	Karewa Government College Yola	-	-	SSCE	-	-
6	Capital Secondary School, Yola	-	-	-	NCE	-
7	General Murtala Mohammed College Yola	-	DLS	-	-	-
8	Aliyu Mustapha College Yola	-	-	-	-	LCC
9	Doubeli Secondary School Yola	-	-	SSCE	-	-
10	Government Day Secondary School Wuro hausa Yola	-	DLS	-	-	-
11	Police Children School Yola	-	-	-	-	LCC
12	Government Day Secondary School Yola Town	-	-	-	-	LCC
	<b>Total (11)</b>	<b>1</b>	<b>2</b>	<b>4</b>	<b>1</b>	<b>3</b>
	<b>Percentages (100)</b>	<b>9.09 %</b>	<b>18.18 %</b>	<b>36.36 %</b>	<b>9.09 %</b>	<b>27.27 %</b>

Source: Field Survey 2019

The above table shows that Federal Government Girls College Yola, Godabawa Government. College, Yola, Karewa Government College, Yola and Doubeli Secondary School, Yola library officers obtained SSCE (36.36%). Also, Capital Secondary School Yola, obtained NCE (9.09%) General

Murtala Mohammed College, Yola and Government Day Secondary School Wuro hausa, Yola obtained DLS (18.18%) respectively. Aliyu Mustapha College, Yola, Police Children School, Yola and Government Day Secondary School Yola Town obtained Library Certificate Course (27.27%) respectively and Government Girls College Yola obtained Degree in

\*Corresponding author: Babangida Umaru Babayi ✉ [babayi@mautech.edu.ng](mailto:babayi@mautech.edu.ng) ✉ Ibrahim Babangida Library, Modibbo Adama University of Technology, Yola, Adamawa State. © 2019 Faculty of Technology Education, ATBU Bauchi. All rights reserved



History (9.09%). Finally, Army Day Secondary School Yola had no response (0%). The study reveals that

majority of the library officers in charge in the schools are non-professional and has low qualification

#### Section D: School Library Period

**Table 5:** School Library Period for Students

S/No.	Name of School	Yes	No
1	Federal Government Girls College Yola		No
2	Government Girls College Yola	Yes	
3	Army Day Secondary school Yola		No
4	Godabawa Government. College, Yola	Yes	
5	Karewa Government College Yola		No
6	Capital Secondary School, Yola	Yes	
7	General Murtala Mohammed College Yola		No
8	Aliyu Mustapha College Yola		No
9	Doubelli Secondary School Yola		No
10	Government Day Secondary School Wurohauya Yola	Yes	
11	Police Children School Yola		No
12	Government Day Secondary School Yola Town		No
	<b>Total (12)</b>	9	8
	<b>Percentages (100%)</b>	33.3%	66.7%

Source: Field Survey 2019

From the table above, 4 (33.3%) indicated yes that they had library period for their students. while 8 (66.7%) indicated that there is no school library period for students. The study reveals that majority of the secondary school libraries had no school library period in their time table

#### SUMMARY OF FINDINGS

1. Staff strength of school library is very low
2. Majority of the schools had few materials in their library
3. Majority of the library officers in charge in the schools are no-professional and has low qualification
4. Majority of the secondary school libraries had no school library period in their time table

#### DISCUSSION OF FINDINGS

The findings of the study revealed that the staff strength of school library is very low. This has agreed with the findings of Fourie (2012) revealed that the richness and quality of the library provision depend upon staffing resources available within and beyond the school library. It was recommended that it is of paramount importance to have a well-trained and highly motivated staff, made up of a sufficient number of members according to the size of the school and its special needs for library services.

The findings of the study revealed that majority of the schools had few materials in their libraries, the current study agrees with the study of Ladulunuri (2012) revealed that poor performance of secondary schools in Tanzania is attributed by lack of enough current books in the school libraries. It is also contrary to study conducted by Agyekum and Filson (2012) on the use of library resources by students in Ghana schools the study revealed there are adequate resources in the library and most of the students use library resources and services to supplement their class notes, assignments and helped them in examination preparation

The findings of the study revealed that majority of the library officers in charge in the schools are non-professionals and has low qualification. The study agrees with the study conducted by Benard and Dulle (2014) revealed that secondary school students face many constraints in using school library including lack of current and up to date reading materials, restricted reading hours, lack of informational professional/ librarian to provide effective library services.

The findings of the study revealed that majority of the secondary school libraries had no school library period for their students. This study agrees with the study of Oberg (2012) on a library power case study and documents changes in learning and attitudes, discovered non availability of reading

\*Corresponding author: Babangida Umaru Babayi ✉ [babayi@mautech.edu.ng](mailto:babayi@mautech.edu.ng) ✉ Ibrahim Babangida Library, Modibbo Adama University of Technology, Yola, Adamawa State. © 2019 Faculty of Technology Education, ATBU Bauchi. All rights reserved



hour and it was recommended that it is very paramount to have a period for library on the school time table.

### CONCLUSION

Based on the findings of the study it has been concluded that the staff strength of school library is very low considering the increase number of the students in the schools. It is also concluded that majority of the schools had few materials in their libraries. It was also concluded that majority of the library officers in charge in the schools are non-professional and has low qualification. Finally the study concluded that majority of the secondary school libraries had no school library period in their time table

### RECOMMENDATIONS

Based on the findings of the study, the following recommendations were made:

1. Post primary education management board should work hand in hand with the Adamawa State Library Board to employ enough library personnel in school libraries to alleviate the suffering of understaffing
2. State government should allocate more funds to schools for the acquisition of current library resources most especially books and other library materials for their libraries
3. Adamawa State government should align with Adamawa State Library Board to recruit well trained and qualified library officers and sent the for refresher courses or in-service training to obtained degrees in library and information science to take charge of school libraries
4. Adamawa state post primary education board should direct and made it mandatory to principals of all secondary schools in Adamawa state to fix library period on their time table

### REFERENCES

AASL (2010). Sample of job description of the school librarians: an initiative of the American Association of School Librarian. Retrieved from: <http://www.aasl.org>

Agyekumr, B. A. & Filson, C. K. (2012). The challenges of school libraries after the implementation of the new educational reforms in Ghana. *Library Philosophy and*

*Practice (e-journal)*. Retrieved from <http://digitalcommons.unl.edu/libphilprac/932>

Benard, R. & Dulle, F. (2014). Assessment of access and use of school library information resources by secondary schools students in Morogoro Municipality: Tanzania. *Library Philosophy and Practice (e-journal)*: Retrieved from: <http://digitalcommons.unl.edu/libphilprac/1107>

Elley, W. B. (2011). How in the world do students read? The Hague. *International Association For the Evaluation of Educational Achievement*, 4 (1), 25-34

Fakomogbon, M. A., Bada, A. A. & Omiola, M. A. (2012). Assessment of school library resources in public secondary schools in ilorin metropolis. *Interdisciplinary Journal of Contemporary Research in Business*, 3(10) Retrieved from <http://connection.ebscohost.com/c/articles/77243791/assessment-school-library-resourcespublic-second>

Fourie, I. (2012). Librarians and the claiming of new roles: how can we try to make Curriculum (Unpublished Research Projects) University of Waikato

IFLA/UNESCO (2000). The school library manifesto: the school library in teaching and learning for all. IFLA. Retrieved from: [www.ifla.org/VII/s11/pubs/manifest.htm](http://www.ifla.org/VII/s11/pubs/manifest.htm)

Ismail A. F., Bullah, H. B. & Rezal, M. (2018). Factors influencing the use of ICT in rural school libraries: MATEC Web of Conferences 150 06045 (2018). Retrieved from <https://doi.org/10.1051/mateconf/201815006045>

Iwhiwhu, B. M. & Okorodudu, P.O. (2012). Public library information resources, facilities and services: user satisfaction with the Edo State Central Library, Benin-City, Nigeria. *Journal of Library Philosophy and Practice*. Retrieved from <http://digitalcommons.unl.edu/cgi/viewcontent.cgi?article=1821&context=libphilprac>

Krashen, S. (2012). The power of reading: insights from the research. Englewood, Colorado: Librarianship (IASL) (Subang Jaya, Selangor, Malaysia, July 22-26, 1989)

\*Corresponding author: Babangida Umaru Babayi ✉ [babayi@mautech.edu.ng](mailto:babayi@mautech.edu.ng) ✉ Ibrahim Babangida Library, Modibbo Adama University of Technology, Yola, Adamawa State. © 2019 Faculty of Technology Education, ATBU Bauchi. All rights reserved





- Laddunuri, M. M. (2012). Status of school education in present Tanzania: and emerging issues. *International Journal of Educational Research and Technology*, 3 (1), Retrieved from [www.soeagra.com/ijert.htm](http://www.soeagra.com/ijert.htm)
- Morris, R. K. & Babu, K. B. (2012). Role of librarian in internet and World Wide Web the Council for Museums, Archives and Libraries and *information science from\_lackey\_to\_leader.pdf*
- Novljan, S. (2012). Pupils' reading is better in schools with a Librarian. *Journal of Research in library and information science*, 4(1) 22-29
- Oberg, D. (2012). Library power case study of lakeside elementary school: Chattanooga, Tennessee. *School Libraries Worldwide* 5 (2), 63-79
- Ogunrombi, S. A. & Sanni, G. A. (2005). The problems to which the profession of librarianship: is the panacea in Nigeria? *Education Libraries Journal* 48 (1), Retrieved from; [org.au/alia2004/pdfs/fisher.b.paper.pdf](http://org.au/alia2004/pdfs/fisher.b.paper.pdf)