

**ASSESSMENT OF RESOURCE INPUTS AND SERVICE DELIVERY IN
SCHOOL LIBRARY MEDIA CENTRES IN NIGERIA: IMPLICATIONS FOR
BASIC AND POST-BASIC EDUCATION**

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Abstract

Resource inputs into school library media programme have been identified as major determinants of the success of service delivery in School Library Media Centres (SLMCs). The quality of outputs from any system cannot be better than the quality of inputs supplied. Therefore, this study investigated the state of resource inputs provision and service delivery in SLMCs in Nigeria. The study is part of a larger study on the assessment of school library media programme in Nigeria. The sample population for the study comprises of 163 respondents drawn from the participants that participated at the 25th and 26th Annual conferences of the Nigerian School Library Association held at Abeokuta, Ogun State and Ado Ekiti, Ekiti State in year 2010 and 2011 respectively. Four research questions were answered in the study. The instrument of data collection was the questionnaire designed for the study. The trial test of the questionnaire and analysis of responses revealed a reliability coefficient of 0.71 which was considered appropriate for the study. The findings from the study generally revealed a poor state of quality and quantity of resource inputs such as accommodation, learning resource, personnel, and ICT resource into SLMCs in Nigeria. Specifically, the study established a poor state of accommodation and space provision in SLMCs in state government owned and privately owned schools in Nigeria. With regards to human resource inputs into SLMCs, the study established a poor state of qualified personnel inputs into SLMCs in Nigeria especially in federal and state government owned schools though privately owned schools fared better in this area. Furthermore, the availability of unbalanced state of learning resources that consist mainly print media was established as the predominant situation in SLMCs in Nigeria. The dearth of computerized library and Internet facility was discovered in SLMCs in government owned schools in Nigeria. The study recommended the need for government and proprietors/proprietresses of schools in Nigeria to be more committed to the various guidelines on the minimum requirements for SLMCs to ensure better learning and teaching environment in schools.

Keywords: *Resource inputs and outputs, Service delivery, School library media centre, Learning resource, Personnel and accommodation resource, ICT facilities*

Introduction

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

The school library media centre is an essential ingredient in learning hence the quality of resource inputs into the system of SLMC is important. The school library can be described as a type of library with the sole commitment to the provision of an learning and information resources for the implementation of basic and post-basic education curriculum. Markless and Streatifield cited in Sote, Aramide and Gbotosho (2011) emphasised that school libraries are established to support the educational curriculum of schools, which could only be achieved through various means such as the provision of relevant library resources, which are relevant with the school curricula, provision of various information services ranging from technical to readers services.

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

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

There has been pockets of study on school libraries' situation in Nigeria viz: Elaturoti (2001), Aguolu and Aguolu (2002), Adetoro (2005), Nnadozie (2006), Akanya (2012) and Jiagbogu, Osuchukwu, Obijiofor and Ilorah (2012). However, none of these studies had a national outlook as they are restricted to specific locations. Also, none of the studies took a holistic approach to investigate resource inputs contribution to school

library media programme. It is on the basis of the foregoing that this study investigated the state of resource inputs into school library media programme in Nigeria.

Objective of the study

The main objective of the study is to assess the state of resource inputs provision and service delivery in school library media centres (SLMCs) in Nigeria.

Research questions

The following research questions were answered in the study

1. What types of library accommodation, learning, personnel and ICT facilities are available in SLMCs in Nigerian schools?
2. What types of services are being delivered in SLMCs in Nigerian schools?
3. What relationships exist among accommodation, human, learning, and ICT resources and service delivery in Nigerian schools?
4. What is the joint and relative contribution of independent variables (accommodation, learning, human, and ICT resources) and service delivery in SLMCs in Nigerian schools?

Literature Review

Learning Resource Provision in SLMC

School library media centres' have evolved in schools in place of the traditional school libraries to meet the requirements of the modern philosophy of education that stresses the need for individualized instruction and the use of multimedia resources in implementing the curriculum. Okiy (2004) emphasized the need for the SLMCs of modern times should be transformed from the traditional structure dominated by printed materials to multimedia centres dominated by modern information technology facilities and other multimedia resources which facilitate the acquisition, storage, processing, retrieval and dissemination of information in schools and through other remote databases worldwide.

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

Elaturoti and Oniyide (2003) highlighted the specific learning resources that can be found in SLMCs to include print materials, non-print materials, audio-tape recordings, videotape recordings, computers programmes, motion pictures, transparency, photographic slides, filmstrips, opaque and charts. Other learning resources include flash cards,

instructional posters, educational games and toys, instructional models and realia. The effective utilization of these resources enables the teacher to communicate effectively to the pupils in line with the minimum standards requirement for educational resources for the SLMC (Federal Republic of Nigeria, 1992).

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

Accommodation Resource Provision for SLMC

Accommodation should be among the first thing to think of in relation to school library facilities (Dike, 2001). According to her the accommodation should have conditions favourable to the maintenance of the collection, such as good, ventilation enough light but protection from direct sunlight, temperature and humidity controls as far as possible, a reasonable quiet location. To facilitate the establishment of libraries in the schools, at least a classroom should be set aside to accommodate the school library collection and provide the service point for media use in the school (Dike, 2001) though Islam (1998) reiterated a multi-purpose built library building as an ideal accommodation for school libraries and should be planned and provided to serve a cluster of schools. However, Sote et al. (2011) reiterated the need for adequate provision of infrastructural such as air conditioners and fans among others to make the users feel comfortable using the library.

Moreover, Olajojo (2013) findings established the various types of SLMCs available in schools to include, purpose-built, classroom collection, and lock-up shelves types. It is expected that the school library media centre (SLMC) would become more functional when there is adequate space to accommodate the learning resources, personnel, and users. Elaturoti and Oniyide (2003) reiterated the need to make space provisions for display area (for shelves and catalogue cabinets), reading area, circulation desk, workroom, production unit, audio-visual unit, multi-purpose room, toilet facilities and staff rooms. However, Adetoro (2005) findings on analysis of school library development and use in private and public school libraries in Nigeria revealed existence of dilapidated library facilities in the schools surveyed.

Personnel Resource Provision in SLMC

Observations have revealed that a competent and effective library staff is the corner stone of any good SLMC. In other words, it is not the extensiveness of the collection or the amount of budget or the spacious building fitted with modern amenities of a library but the qualified trained librarian supported by other staff members who make the library truly functional. If the number of school library staff is inadequate, or if the librarian lacks the qualification which his/her work requires, it is certain that the SLMC will not function as an educational force. The provision of adequate supporting staff is very much essential in achieving excellence in library and information services (Kolade, 1998).

The effectiveness and success of the school library media centre's programme depends not only on the physical and learning resources but also on the personnel in charge (Kolade, 1998). IFLA/UNESCO (2002) emphasised the importance of well-trained and

highly motivated staff made up of sufficient number of members according to the size of the school and its special needs for library services. This is because the richness and quality of the library provision depend upon staffing resources available within and beyond the school library.

Research conducted by International Association of School Librarianship cited in Oyewusi (2012) revealed that school library personnel who run school libraries are often teachers, parents, volunteers and sometimes the children themselves who have received various levels or virtually no training in library and information science. The school library media centre should have adequate and efficient staff because the effectiveness and success of the school library media centre's programme depends not only on the physical facilities but on the competency of the staff (Sote, Aramide, and Gbotoso, 2011). Aguolu and Aguolu (2002) posited that the work in a school library requires staff of various categories and levels of education and training which should include librarian employed as school librarian with or without any teacher qualification, library officers, library assistants, library attendants, and library prefects.

The SLMC requires personnel including the school/teacher-librarian, library assistant technician/audiovisual specialist, student helpers, adult helpers, typist, cleaners, and security staff to select, acquire, organise and make teaching and learning resources available to both pupils and teachers in SLMCs (Kolade, 1998). This ideal situation for recommended staff may not be possible in most SLMCs in Nigeria due to lack of fund. However, SLMCs can make do with at least a teacher-librarian. The teacher-librarian's vital role helps teachers to teach effectively and learners to learn (Udoh, 1998). Literature had further shown that in many countries a school/teacher librarian is actually a teacher who has been put in charge of the school library, often on top of a full teaching load (IASL cited in Oyewusi (2012)

According to Elaturoti (2001) the minimum qualification of Diploma in Library Science is recommended for school librarians in primary schools and a Bachelor's degree for librarians in secondary schools. Ogunbote and Odunewu (2008) in their study of school library and utilisation in the Ijebu North local government area of Ogun state, Nigeria established that teachers and clerks who have no librarianship training are in charge of school libraries.

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

student learning hence Achebe (2007) emphasized human resource as the most valuable asset of the SLMC because it is the asset that gives life to the functions of the SLMC.

ICT Resource Provision in SLMC

The intensiveness of SLMCs' responsibilities is such that tools and technologies that would speed up the documentation, management, and information handling are not only important but professionally necessary. The potential of ICT resources in the school is such that it can help to sustain the quality of teaching and reinforce the relationships between learners and curriculum. According to Ganiyu, Ladipo, Adekanye and Banwo (2012) ICT plays greater role on the job productivity of the user and has fundamentally affected the operations of library and information service. The impact of new technologies are felt by libraries in every aspect as libraries now use various types of technologies to aid the services they render.

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

The impact of information communication technology (ICT) on the education sector has led to the globalization of education thereby making demands on school curricula from pre-primary to tertiary level. Dike cited in Ganiyu et al (2012) claimed that instant access to information from multiplicity of source is one of the major roles of ICT application to library services.

Clabo (2002) in his own view described the typical SLMC as a "centralized information and ICT centre" designed to support the school's curriculum and provide resources that meet the educational and recreational needs of both the teachers and the students. Interestingly the SLMC can play an important role in the school community, especially when ICT was integrated in its services. The recent technological innovation has created a significant evolution in role of the school library media centre in the school over the last few decades.

Service Delivery in SLMCs

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

Elaturoti cited in Arua and Chinaka (2011) posited that the effectiveness of service delivery and usefulness of any SLMC depends on its maximum utilisation by students otherwise it is as good as wasted. Dike (2001) emphasized the provision opportunities for further reading such as story hour, book talk, reading seminar, film shows, and interlibrary loan, provision of materials for learning and recreation, lending service, and provision of up-to-date information to keep staff and students abreast of new development as major services that can be available through the SLMC. The services are aimed at supporting the total development of the students. Also, Sote et. Al. (2001) established the provision of reading materials, lending service, and provision of conducive environment for study by pupils as major services available in SLMCs in south west, Nigeria while Jiagbogu et. al. (2012) study revealed that services being provided in SLMCs in Anambra State include circulation/lending, computer teaching/training, exhibition/special display, reference, information retrieval and Internet browsing services.

Research Methodology

This study is part of a larger study on the assessment of school library media programme in Nigerian schools carried out within the period of two years, 2010 to 2011. The survey research design method was adopted for the study. Copies of questionnaire designed for the study were administered on the participants that attended the 25th and 26th Annual Conferences of the Nigerian School Library Association held at Abeokuta, Ogun state and Ado Ekiti, Ekiti State respectively who were mainly people in charge of school library media centres administration and development. The participants at the Conference included school librarians/school library media specialists, teacher-librarians, heads of libraries, education officers etc from federal government colleges, military schools, private schools, public schools, NNPC staff schools, and Police schools among others. Only 124 copies out of the 163 copies of the administered questionnaire that were returned with useful responses were used for the analysis.

Instrument's Validation and Reliability

The content validity of the research instrument (i.e questionnaire) was done by subjecting it to the evaluation of two experts each in the field of library and information studies and school media. Necessary and relevant amendments were made to the instrument based on the suggestions and recommendations of the experts. Thereafter, the instrument was trial-tested on school/teacher librarians from SLMCs in three selected secondary schools in Oyo State which were not part of the larger study. One school each was selected from each category of schools in Nigeria (i.e federal government owned, state government owned, and privately owned schools). The data collected were analysed using Cronbach Alpha reliability coefficient with the result 0.71 which was considered adequate for the study.

Data Analysis and Discussion of findings

The presentation of analysis and discussion was done in consonance with the research questions answered in the study.

Research question 1: What types of library accommodation, learning, personnel and ICT facilities are available in SLMCs in Nigerian schools?

Table 1: Type of Accommodation Available in SLMCs in Nigeria

Type of Accommodation	Federal Government Schools (N = 31)	State-Owned Schools (N = 51)	Privately-Owned Schools (N = 42)
Purpose built library	24 (77.4%)	21 (41.2%)	12 (28.6%)
Classroom size library	7 (22.6%)	30 (58.8%)	16 (38.1%)
Classroom collection	-	-	14 (33.3%)
No library	-	-	-

Accommodation is a key facility for SLMCs to be in place and function optimally because it is responsible for the housing of all other facilities involved in the effective running of the SLMC system. Table 1 presents information on the various types of accommodation available in the SLMCs surveyed for the study and it revealed that purpose built library accommodation as the type of library accommodation commonly available in federal government owned schools with 24 or 77.4% response rate. This corroborates Islam (1998) that reiterated a multi-purpose built library building as an ideal accommodation for school libraries. On the other hand, classroom size library/classroom collection type of library accommodation was found to be commonly available in state government owned and privately owned schools with 30 or 58.8% and 30 or 71.4% respectively. Overall, this finding corroborates Olajojo (2013) findings that established the various types of SLMCs available in schools to include purpose built library, classroom collection, and lock up shelves.

Table 2: Space provision in SLMCs in Nigeria

Space provided for in the SLMCs	Federal Government Schools (N = 31)	State-Owned Schools (N = 51)	Privately-Owned Schools (N = 42)
Reading space	31 (100.0%)	51 (100.0%)	12 (28.6%)
Workroom	18 (58.1%)	-	8 (19.0%)
Charging area	31 (100.0%)	46 (90.2%)	8 (19.0%)
Librarian;s office	31 (100.0%)	11 (21.6%)	12 (28.6%)
Shelve space	31 (100.0%)	32 (62.7%)	12 (28.6%)
Play area	18 (58.1%)	15 (29.4%)	-
Newspaper section	-	-	-
Car park	13 (41.9%)	4 (7.8%)	-
Periodical rack	13 (41.9%)	25 (49.6%)	-
Reference section	16 (51.6%)	-	11 (26.2%)
Viewing space	-	-	5 (11.9%)
Carrel area	-	-	-
Exhibition area	-	-	-

On the issue of space provision for library activities and operations in SLMCs, the analysis revealed that majority of SLMCs in federal government owned schools have provisions for reading space (31 or 100.0%), charging area (31 or 100.0%), librarian’s office (31 or 100.0%), shelve space (31 or 100.0%), workroom (18 or 58.1%), play area (18 or 59.1%), and reference section (16 or 51.6%) only. Only few SLMCs in federal government owned schools make provision for car park and periodical rack. The analysis further revealed that majority of SLMCs in state government owned schools had spaces for reading space (51 or 100.0%), charging area (46 or 90.2%), and shelve space (32 or 62.7%) only. Only few of SLMCs in privately owned schools make provision for reading space (12 or 28.6%), librarian’s office (12 or 28.6%), shelve space (12 or 28.6%), workroom (8 or 19.0%), and charging area (8 or 19.0%). The extensive space provisions made for the key areas of activities and operations within the SLMCs in federal government owned schools may be due to the availability of purpose built SLMCs in the schools. On the other hand, limitation in space provision within SLMCs in state government owned and privately owned schools may be due to the limited type of library accommodation (i.e classroom size library/classroom collection) available in these schools. Findings on space provision in SLMCs in government owned schools (i.e federal government and state owned schools) is in support of Elaturoti and Oniyide (2003) study that recommended the need to make space provisions for display area, reading area, circulation desk, workroom, production unit, and audio visual unit, among others.

Table 3: Learning Resources Available in SLMCs in Nigeria

Learning resources	Federal Government Schools (N = 31)	State-Owned Schools (N = 51)	Privately-Owned Schools (N = 42)
Print Media	31 (100.0%)	26 (51.0%)	25 (59.5%)
Instructional tapes	31 (100.0%)	10 (19.6%)	12 (28.6%)
Digital resources	-	-	-
Periodicals	18 (58.1%)	7 (13.7%)	30 (71.4%)
Newspapers	13 (41.9%)	8 (15.7%)	30 (71.4%)
Realia	-	-	-
Photographs	-	26 (51.0%)	-
Maps and Charts	13 (41.9%)	17 (33.0%)	30 (71.4%)
Film projector	-	-	12 (28.6%)
Slide projector	31 (100.0%)	41 (80.4%)	42 (100.0%)
Audio tape/player	-	10 (19.6%)	12 (28.6%)
Power Point projector	-	-	-
Video camera	-	-	12 (28.6%)

Learning resources is a vital component of SLMCs without which effective service delivery may be hindered. Table 3 presents information on the categories of learning resources available in the SLMCs surveyed and it revealed print media (31 or 100.0%), instructional tapes (31 or 100.0%), slide projector (31 or 100.0%), and periodical (18 or 58.1%) as learning resources that are commonly available within SLMCs in federal

government owned schools in Nigeria. However, newspapers (13 or 41.9%) and Maps and Charts (13 or 41.9%) were found to be available in few of the SLMCs in federal government owned schools. On the part of state government owned schools, slide projector (41 or 80.0%), print media (26 or 51.4%) and photographs (26 or 51.0%) were found to be commonly available in their SLMCs. Only few of the SLMCs in state government owned schools have maps and charts (17 or 33.3%), instructional tapes (10 or 19.6%), audio tape player (10 or 19.6%), newspaper (8 or 15.7%), and periodicals (7 or 13.7%).

Table 3 further revealed slide projector (42 or 100.0%), periodicals (30 or 71.4%), newspapers (30 or 71.4%), maps and charts (30 or 71.4%) and print media (25 or 59.5%) are available in most of the privately owned schools while only few of these schools has instructional tapes, film projector, audio tape player and video camera in their collection. Overall, the findings revealed print media, periodicals and slide projector as learning resources commonly available in all categories of SLMCs in Nigeria. This finding is at variance with IFLA/UNESCO (2002) minimum guidelines for school libraries that reiterated the need for SLMCs to acquire a reasonable collection of book resources including novels, music, computer games, video cassettes, video laser disks, magazines and posters.

Table 4: Human Resource and Qualification Possessed

Human Resource/Qualification	Federal Government Owned Schools (N = 31)	State Government Owned Schools (N = 51)	Privately-Owned Schools (N = 42)
Teacher/school librarian with DLS/DSM	3 (9.7%)	2 (3.9%)	7 (16.7%)
Teacher/School Librarian with NCE	5 (16.1%)	28 (90.3%)	-
Teacher/School librarian with HND	6 (19.4%)	12 (38.7%)	11 (26.2%)
Teacher/School librarian with Bachelor degree in librarianship (BLIS, BEd library)	8 (25.8%)	7 (22.6%)	21 (50.0%)
Teacher/School librarian with Non librarianship bachelor degree (Bsc./BA/BEd)	9 (29.0%)	2 (3.9%)	2 (4.8%)
Teacher/School librarian with MLIS (Master in Library and Information Studies)	-	-	1 (2.4%)
Teacher/School librarian with MSM/MMRM (Master in School Media/Master in Media Resource Management)	-	-	-
Library teacher with no formal certificate	-	-	-

Information on personnel resources available in SLMCs in Nigeria and the qualification possessed and it revealed that majority of the personnel working in SLMCs federal government owned schools possessed Bachelor degree (17 or 54.8%) though only few (8 or 25.8%) of this category of personnel had Bachelor degree in librarianship. On the other hand, a larger proportion of personnel manning SLMCs in state government owned schools had NCE with 28 or 90.0% response rate. Privately owned schools fared better in terms of provision of qualified personnel in their SLMCs as majority of the personnel in SLMCs in private schools (21 or 52.4%) have degree in librarianship. However, none of the personnel in the all the three categories of SLMCs surveyed possesses degrees of Master in school media (MSM) or Master in media resource management. It can therefore be inferred that only few SLMCs in government owned schools (i.e federal government owned and state government owned schools) are manned by qualified personnel as against what is obtainable in private schools where most of the SLMCs are manned by qualified personnel. This finding is in support of Nnadozie (2006) findings that established a deplorable staffing situation in secondary school libraries and Aguolu and Aguolu (2002) findings which established that school libraries in Borno state were managed by unmotivated and ill qualified library assistants.

Information gathered on the availability of ICT resource in SLMCs in Nigeria revealed the availability of computerized library in few of the federal government owned and state government owned schools with 13 or 41.9% and 10 or 19.6% response rates respectively. Most of the respondents from SLMCs in privately owned schools affirmed the availability of computerized library and internet facility with 21 or 77.8% and 16 or 59.3% respectively. Overall, computerized library was found to be absent in most SLMCs in Nigeria. This is in disagreement with Clabo (2002) view that described the typical SLMC as a centralized information and ICT centre designed to support the school's curriculum and provide resources that meet the educational and recreational needs of both teachers and students.

Research question 2: What types of services are being delivered in SLMCs in Nigerian schools?

Table 5: Services Available in SLMCs in Nigeria

Library service	Federal Government Schools (N = 31)	State-Owned Schools (N = 51)	Privately-Owned Schools (N = 42)
Lending	13 (41.9%)	41 (80.4%)	14 (33.3%)
Reading within the library	31 (100.0%)	51 (100.0%)	42 (100.0%)
Library orientation	16 (51.1%)	8 (15.7%)	-
Exhibition	31 (100.0%)	21 (41.2%)	42 (100.0%)
Library education	-	-	-
Story hour	-	15 (29.4%)	-
Book talk	-	-	-
Inter library loan	-	-	-
Film shows	-	-	-

Effective and efficient service delivery is what every SLMC aims to achieve because it is the basis on which the performance and relevance of the SLMCs are assessed. Information presented in Table 6 on the types of services being delivered by SLMCs in Nigerian schools revealed “reading within the library”, “exhibition”, and “library orientation” as topping the list of services being delivered by SLMCs in federal government owned schools with response rates of 31 or 100.0%, 31 or 100.0%, and 16 or 51.1% respectively. On the part of SLMCs in state government owned, “reading within the library” and “lending services” were found to be available in most of the state government owned SLMCs as attested to by 51 or 100.0% and 41 or 80.4% respondents respectively. Library orientation, story hour, and exhibition were found to be available in only few SLMCs in state government owned schools.

“Reading within the library” and “exhibition” services were found to be major services available in SLMCs in privately owned schools in Nigeria. This finding is at variance with Dike (2001) and Sote et al (2011) which established the provision opportunities for further reading such as story hour, book talk, reading seminar, film shows, and interlibrary loan, provision of materials for learning and recreation, lending service, and provision of up-to-date information to keep staff and students abreast of new development as major services that can be available through the SLMC. The implication that can be drawn is that reading within the library is the only service that is available in SLMCs in all the categories of schools surveyed (i.e federal government owned, state government owned, and privately owned schools). Exhibition service was found to be commonly available in SLMCs in federal government owned and privately owned schools while lending service is prominent in state government owned schools only. The absence of lending service in most SLMCs in federal government and privately owned schools may be due to the limited learning resources available within the SLMCs in these schools. Library services aimed at promoting reading culture of pupils such as book talk, story hour, and library education were found to be absent in SLMCs in all the categories of school surveyed.

Research question 3: What relationships exist among accommodation, human, learning, and ICT resources and service delivery in Nigerian schools?

Table 6: Summary of Test of Significant Relationships among Variables of Interest

Variables	Mean	Std. Dev	1	2	3	4	5
School library service	1.52	0.50	1				
Human resource	2.43	1.35	0.149	1			
Learning resource	1.76	0.42	0.910	-0.523	1		
Accommodation resource	1.32	0.46	-0.193	-0.028	0.380	1	
ICT resources	1.77	0.42	0.568	-0.230	0.545	-0.021	1

Table 6 presents information on the relationships between human resource, learning resource, accommodation, ICT resource and service delivery. It revealed a weak positive relationship between human resource and service delivery ($r = 0.149$) just as a very strong positive relationship was established between learning resources and service delivery ($r = 0.910$) as well as between ICT resource and service delivery ($r = 0.568$).

This is in support of Olajojo (2013) that established a positive relationship between library-media resources and functional service delivery in SLMCs. On the other hand, a weak negative relationship was established between accommodation resources and service delivery ($r = -0.193$). The implication to be drawn from this is that an increase in the number of personnel as well as increased provision of learning and ICT resources would lead to increased effectiveness and efficiency in service delivery in SLMCs in Nigeria. On the other hand, a decrease in the accommodation resource provided for SLMC would lead to an increased service delivery.

The strong relationships found between learning resources and service delivery as well as between ICT resource and service delivery established the strong relevance and importance of learning and ICT resources over other resources (i.e accommodation and personnel resources) in ensuring effective service delivery in SLMCs in Nigeria.

Research question 4: What is the joint and relative contribution of independent variables (accommodation, learning, human, and ICT resources) and service delivery in SLMCs in Nigerian schools?

Table 7: Summary of Regression Analysis Showing Joint Contribution of Dependent Variables to Independent variable

Model	Sum of Squares	df	Mean Square	r	r ²	F	Sig
Due to Regression	10.118	4	2.529	0.664	0.441	17.140	.000
Due to Residual	12.839	116	0.148				
Total	22.957	124					

Information on the joint contribution of independent variables (i.e. learning, accommodation, ICT, and human resources) to the dependent variable (i.e service delivery) in SLMCs in Nigeria showed that the independent variables jointly contributed 44.1% to the total variance in dependent variable. This implies that learning resources, accommodation, ICT resource, and human resource jointly contributed a total of 44.1% to service delivery in SLMCs in Nigeria. The information from the Table 8 further affirmed a joint significant relationship between learning, accommodation, ICT, human resource and service delivery in SLMCs in Nigeria schools ($F_{4, 116} = 17.14$, $p < 0.05$).

Table 8: Summary of Regression Analysis Showing Relative Contributions of Independent Variables to Dependent Variables

Model	Unstandardised Coefficient		Standardised Coefficient	t	Sig
	B	Std Error	Beta		
Constant	.055	.268		.204	.839
Learning resource	.127	.036	.340	3.491	.001
Accommodation resource	.149	.150	.127	.993	.324
ICT resource	.237	.101	-.220	2.348	.021
Human resource	.681	.120	.572	5.653	.000

On the relative contribution of the independent variables to service delivery in SLMCs, Table 9 revealed human resource ($t = 5.653$, $B = 0.572$) and learning resources ($B =$

0.340, $t = 3.491$, $p < 0.05$) as contributing more to service delivery than ICT resource ($B = -0.220$, $t = 2.348$, $p < 0.05$) and accommodation resource ($B = 0.127$, $t = 0.993$, $p < 0.05$).

Conclusion

This study revealed a fairly adequate provision of library accommodation and space in SLMCs in Nigerian schools with the SLMCs in federal government owned schools and privately owned schools taking the lead in the provision of suitable library accommodation (i.e purpose built library accommodation) and provision of space areas for key activities of the SLMCs. On the other hand, the situation of SLMCs in state government owned SLMCs as regards library accommodation and space provisions was found not to be encouraging as there is still much to be done in these areas.

Also, the study established inadequate provision of learning resources in SLMCs in Nigerian schools as only print media, periodical and slide projector were found to be the only learning resources available in the SLMCs. This finding revealed a low standard in the provision of learning resources as it falls below the minimum standard requirement set by Federal Republic of Nigeria (1992) and IFLA/UNESCO (2002) that reiterated the need for SLMCs to acquire music, computer games, video cassettes, magazines, posters, DVD/VCD and other processable media. Overall, the SLMCs in Nigeria were found to contain more of print media at the expense of non-print and computer procurable media/digital resources. The SLMCs of the 21st century is expected to provide for various types of media resources that can appeal to the learning and recreational needs of both staff and students. The situation in worse in government owned schools which is a reflection that the government may not be doing enough as far as provision of learning resources in SLMCs is concerned.

Furthermore, only few of the SLMCs in government owned schools were found to be computerized as against what is obtainable in privately owned schools where the most of the SLMCs are computerized with internet facility availability. The integration of ICT in service delivery in SLMCs of the 21st century is non-negotiable as it helps in aiding effective service delivery and enable SLMCs to serve as a gateway to information-based content through provision of access to electronic documents, computer and audio-visual equipment. The integration of ICT in service delivery enables the SLMCs in the delivery of improved information service and content to pupils and teachers in remotely distance places. The unavailability of this facility in government owned SLMCs would definitely limit their performance in the areas of service delivery.

On service delivery in SLMCs in Nigerian schools, the findings from this study established reading within the library as the only service that is commonly being rendered in SLMCs in Nigeria. However, service such as library orientation and lending services are available in SLMCs in federal government and state government owned schools respectively while exhibition service is commonly available in federal government and privately owned schools in Nigeria. However other library services tending towards the development of information literacy skills and reading culture of pupils such as story hour, book talk, and library education/orientation were absent in most SLMCs in Nigeria. This is a big minus for the SLMCs because information literacy skills and reading development are core functions of SLMCs aimed at developing a total man in the pupils.

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

Recommendations

In the light of the findings from the study, the following recommendations were made:

The provision of conducive, convenience and purpose-built library accommodation in Nigerian schools is sacrosanct to effective service delivery, hence government and proprietors/proprietresses of schools should ensure the provision library accommodation that would accommodate provision of spaces for the key activities and operations of the SLMCs and eliminate limitations of space.

Space provision for key areas of activities and operations of SLMCs such as reading space, workroom, charging area, librarian's office, shelve spaces, play area, newspaper/periodical section, reference section, exhibition area, and viewing space as recommended by IFLA/UNESCO (2002) guidelines for SLMC should be ensured. Most importantly, state government and privately owned schools should put this recommendation into serious consideration.

The findings on learning resources revealed a dearth of electronic/digital resources in SLMCs in Nigeria. This trend should be corrected because pupils of nowadays find it easy relating with electronic-based information resources than the traditional paper-based information resources. Reasonable fund should be committed to the purchase of digital-based resources. Government and proprietors/proprietress of schools should ensure the acquisition and provision of a balanced collection, which can attend to every area of needs of pupils and teachers, within the SLMCs. The learning resources to be provided in SLMCs should cut across the various categories of media resources available viz: print media, non-print media, audiovisual as well as electronic/digital media resources. Also, learning resources that appeal to the learning, teaching, and recreation needs of both pupils and teachers should be provided within the SLMCs by government.

There is the need to upgrade SLMCs in government schools to computerized library. Computerisation of SLMCs would enable the SLMCs to be more efficient and effective in their service delivery and reduce stress on the part of the library staff as well as enable the library to be able to leverage on the strength of other SLMCs through resource sharing.

The role of personnel as the coordinator of other resource inputs is very important if the SLMCs are to achieve the goals and objectives for which they are set up which includes provision of effective and efficient service to users. The possession of requisite qualification should be sine-qua-non for recruiting personnel or deploying personnel to work in SLMCs, therefore, government should ensure that only personnel with qualification in librarianship are recruited to work in SLMCs in Nigeria. This recommendation is particularly suggested to correct the negative trend in SLMCs in

government owned schools where unqualified personnel are in charge of the SLMCs. The privately owned schools fared better in the recruitment of qualified personnel into their SLMCs. In order to make the personnel that are already working in SLMCs to be professionally qualified relevant, government and proprietors/proprietress of schools should support and send such personnel for training and re-training programmes in institutions established to carry out such training programme. The Abadina Media Resource Centre, University of Ibadan is one of such training centre in Nigeria. The centre has programmes specifically designed to train personnel in charge of SLMCs to become qualified school library media specialist (SLMS). Such programmes are available at the Diploma (Diploma in School Media) and postgraduate (Master in School Media/Media Resource Management) levels. The programmes are specifically designed for librarians/library media specialists working within or aspiring to work within the school settings.

Also, adequate provision of ICT resources and internet facility should be ensured in SLMCs in Nigeria, most importantly in SLMCs in government owned schools. This is to make the SLMCs in Nigeria to be relevant in this 21st century.

School library media centres in Nigeria should incorporate other dynamic and interesting services geared towards the development of information literacy skills and reading culture of Nigerian pupils in their service delivery programmes. Emphasis should be laid on services such as story hour, book talk, film shows, and library education, that are aimed at developing informed and information literate pupils. The focus on traditional library services of lending library orientation, and reading within the library only in SLMCs in Nigeria is not good for the development of Nigerian pupils.

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

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