

Assessment of Library Resources for Meeting Professional Standards in Secondary Schools in South East, Nigeria

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Abstract

Purpose: This paper is an empirical study of the assessment of library resources for meeting professional standards in secondary schools in South East Nigeria.

Methodology/Approach: The study adopted a descriptive survey design. The area of study was South East, Nigeria. The population was made up of 891 school librarians in all the public secondary schools in South-East, Nigeria. The sampling approach was proportionate stratified random sampling. The data collected was analyzed using frequency counts, percentage, standard deviation and mean scores. The basis for decision was 2.50 for both the upper and lower scores.

Findings: The findings revealed that the quality and quantity of library resources in school libraries in South East, Nigeria for meeting the professional standards is low with all the responses below the decision rule of 2.50. The findings also showed that unavailability of trained staff is the greatest challenge with the mean score of 3.37.

Implication: This study has shown that school library resources do not satisfy the information needs of the users (students and teachers). The users do not utilize school library resources and this will affect the lifelong learning capability of students and their academic performance.

Originality/value: The study recommended that the Federal/State governments and school management should ensure that high quality and quantity of reading/learning materials are provided in school libraries through improved budgetary allocations made to the education sector.

Keywords: School libraries, Library resources, Assessment, Professional Standards, National Minimum Standards for School Libraries

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I. Introduction

Secondary schools represent the second tier of the educational system in Nigeria. They receive pupils from primary schools and prepare them for vocations and higher education. In essence, the broad goal of secondary education is to prepare an individual for useful living within the society and higher education (National Policy on Education, NPE, 2014). There is no secondary school that will achieve this goal without a functional library. Libraries are a crucial factor in every ramification of human development, especially in educational pursuit.

School libraries are very essential in primary and secondary education. They are established and maintained to serve and support the educational activities of the school. As an educational support service, school library adds value to classroom instruction, upgrades the intellectual scope and depth of teachers, and provides enabling environment for students to further their search for knowledge. The International School Library Association (ISLA, 2012), maintains that school libraries are libraries found in pre-primary, primary, secondary schools and colleges geared towards ensuring the academic growth of these schools. School libraries are collection of books and related materials which are organized, managed, and maintained by qualified staff. Unequivocally, school libraries prepare students for vocational and higher education. On the same note, Hughes and Bozorgian (2013), view school library as the heart of the school around which the school programme revolves. According to them, this perception makes the school library look like an entity, an institution in its own right that offers library services to students, teachers and members of the school community and friends of the library. By way of operational definition, school library is the intellectual power house of the school, the warehouse of knowledge where books and non-book materials are stored to prepare students for vocational and higher education.

Many scholars have written on the objectives of school library. For instance, Adeferati (2004), identifies the objectives of school library as follows: to encourage the development of skills in reading; prompt reading habits and literacy appreciation; serve as subject information centre to support the school curriculum. National Policy on Education (NPE, 2014), in agreement stipulates that school library as an educational support service has the following goals: to develop, assess and improve educational programmes; enhance teaching and improve the competence of teachers; provide conducive environment for learning; make learning experiences more meaningful and realistic for children; make education more cost-effective; promote in-service education; enhance access to learning; develop and promote effective use of innovative materials in school among others.

The Policy (NPE), further stipulates that State, Federal Capital Territory and Local Governments, as well as proprietors of schools shall establish functional school libraries in accordance with the established standards and actively promote reading culture in all their educational institutions. They shall also provide for the training of librarians and library assistants for these services. Weekly library periods shall be part of the school curriculum to aid learning activities. The Federal Government Guidelines on Inspection of School Library (2012), recommends that every school should have a standard library and it should be built separately or use a space of two classrooms. Furniture seating capacity should not be less than 50-60 seats in the library.

Goodall and Pattern (2011), asserted that the performance of students can be considerably improved if the school library is well-stocked. The authors further stressed that a school library does not exist in isolation but exists to serve the objectives of the parent organization. The objective of a good educational system is to equip pupils to be able to play their role in the society effectively. They further maintain that school library attempts to advance the objectives of the school and the aims of a good school library is to become a force for educational excellence.

It is fundamental for school libraries to provide a variety of library resources and services to equip the students with lifelong learning skills and develop in them creative thinking and imagination that will enable them to live as ideal and responsible citizens. To cater for the wide variety of demands of students and teachers, the teacher-librarian has to judiciously select and procure the prescribed or recommended library resources such as textbooks, journals, novels, non-fiction and other reading materials from different sources and technically process them by making use of a standard scheme. Academic performance and well-stocked school library cannot be separated. In line with this discussion, Arua and Chinaka (2011), succinctly stated that school library resources are all inputs which are utilized in the library in order to provide good learning environment for students and teachers so as to be able to achieve educational goals.

On the same note, school library resources, according to the National Minimum standards (2014), should meet the various purposes of the school libraries by acquiring resources that: meet curricular requirements and support teaching and learning; promote voluntary reading for information and pleasure, including fiction, non-fiction, magazines, and others; provide opportunities to develop information literacy and independent learning; expand learning by offering various formats and opportunities for developing media literacy and ICT skills; and engage learners by meeting their extracurricular interests. By way of operational definition, school library resources are the total accumulation of materials of all kinds that are put in place by a school library for its users (students and teachers) such as textbooks, fans, journals, reading tables, reading chairs and others.

In any educational set up, apart from human resources, Petters and Ottong (2012) reveal that textbooks, journals and other reading materials are considered as major material resources that are required and utilized in the process of attaining educational goals. Okonkwo (2003), in agreement remarked that an ideal school library should contain all those materials which will aid the teachers and the pupils in the teaching and learning processes. They include textbooks, supplementary reading materials, reference books, pamphlets, government documents, newspapers and magazines, locally made maps and other teaching aids, audio-visuals for example motion pictures, films, filmstrips, videotapes, record players should also form part of the collection. School libraries are resource centres for knowledge and information search. They organize knowledge and information in electronic and print media, such as books, journals and periodicals. The recorded knowledge occurs in various formats in books, and non-book materials like maps, audio-visual cassettes, tapes, slides, films, microforms, and in more recent time computer software. Also included in school library resources are historical and archival items, kits, and packages of projects produced in institutions or larger organizations which may be local, regional, national or international.

There are established standards for measuring school library resources and services in Nigeria and other countries. For instance in Nigeria, we have the National Minimum Standards for School Libraries (2014), published by the Federal Ministry of Education in Nigeria. We also have the School Library Association guidelines on stock (SLA, 2014). There is also the American Association of School Libraries (AASL, 2007). Reitz (2004), defines standards as criteria established by professional association, accrediting bodies, or agencies of government for measuring and evaluating library services, collections and programmes. By the way of operational definition, professional school library standards are criterion used to measure and evaluate the degree of development and general condition of school libraries. This study is limited to the National Minimum

Standards for School Libraries (2014), published by the Federal Ministry of Education in Nigeria. Assessment of information resources in school libraries for meeting professional standards in South – East, Nigeria entails measuring and appraising the collection of school libraries in relation to the Minimum Standards for School Libraries in Nigeria (2014). This study is necessary because it will assist the supervisors from School Management Board and Ministries of Education at both the State and Federal levels in assessing the information resources in school libraries to ensure that they meet the professional standards.

II. Statement Of The Problem

School library is the live-wire of the primary and secondary school system. It is very relevant in preparing students for higher education and vocation. However, collection development in school libraries has become very difficult in recent times with increasing prices of books occasioned by the high cost of book production. Moreover, literature appears to indicate that students' poor academic achievements in schools is connected with the low standards manifest in the school libraries. There are also unacceptable situations ranging from incidences of inadequate resources like books and manpower to total neglect, abandonment, and absence of the libraries in many secondary schools in South-East, Nigeria. Most school libraries in Nigeria are stocked with foreign books that are not only obsolete but alien to the experiences and background of the Nigerian students. These are likely to dampen students' interest and may scare them out of the library. Attention to school libraries by government, school management and stake-holders seem to be inadequate especially when compared with public and academic libraries. Adequate provision of information resources is a critical factor in the realization of 'education for all' with the aim of developing good reading habits and skills, especially at the foundation levels.

There are established standards for measuring school library resources in many countries including Nigeria. The National Minimum Standards for School libraries was published by the Federal Ministry of Education in Nigeria to measure and evaluate school library resources, services and programmes. The researchers observed that libraries in many secondary schools in South-East, Nigeria today seem to fall short of expectation of National Minimum Standards for School Libraries in Nigeria. Moreover, literature appears to indicate that students' poor academic achievements in schools is connected with the low standards manifest in the school libraries. Consequent upon this, the fundamental problem of this study is to ascertain whether the resources in school libraries meet professional standards in secondary schools in South-East, Nigeria and to identify the factors that hinder school libraries from meeting professional standards in South-East, Nigeria.

III. Purpose Of The Study

The general purpose of this study is to assess library resources for meeting professional standards in secondary schools in South-East, Nigeria. Specifically, the study seeks to determine the following:

1. Extent quality of library resources in school libraries meet professional standards in South-East, Nigeria.
2. Extent quantity of library resources in school libraries meet professional standards in South-East, Nigeria.
3. Problems militating against school libraries in meeting professional standards in South-East, Nigeria.

IV. Research Questions

1. To what extent does the quality of library resources in school libraries meet professional standards in South-East, Nigeria?
2. To what extent does the quantity of library resources in school libraries meet professional standards in South-East, Nigeria?
3. What are the problems militating against school libraries in meeting professional standards in South-East, Nigeria?

V. Literature Review

School library resources

It is fundamental for school libraries to equip students with lifelong learning skills and develop in them creative thinking and imagination that will enable them to live as ideal and responsible citizens. However, no school library can function effectively without high quality and adequate quantity of library resources. School library resources are in various formats such as book and non-book materials. School library resources are all inputs which are utilized in the library to provide good learning environment for students and teachers to enable them achieve educational goals (Arua, *et al*, 2011). Elaturoti (2003), on his own part, viewed school library resources as anything that can provide intellectual stimulation to the students and teachers. This includes: books, periodicals, newspapers, pamphlets and ephemera, audio materials, film materials, graphic computers, as well as individuals and objects in the community. Popoola and Haliso in support (2009), describe school library resources as those information- bearing materials that are in both printed and electronic formats such as textbooks, journals, indexes, abstracts, newspapers and magazines, reports, CD-ROM databases, internet/E-

mail, video tapes/cassettes, diskettes magnetic disk, computers, micro forms among others. They emphasized that, these information resources are the raw materials that school libraries acquire, catalogue, stock and make available to their patrons and are employed in the provision of other services.

In the words of Rasaan (2008), school library resources are the stock-in-trade of the librarian. According to him, these are the materials in the library that make services possible. Agaja (2010), explained that school library resources are those materials which the users consult, read or borrow. School library resources according to Amkpa (2009), include everything that is used in providing the required services to the clientele. Fayose (2003), identifies school library resources as those materials which enable libraries to carry their functions out effectively. Fayose further explained that school library resources are made up of books and other information bearing media. School libraries are established to provide adequate information resources that will meet the needs of students and teachers as well as support school curricula.

Furthermore, Ita (2009), categorized school library collections into two groups, namely study/teaching materials and research materials. He explained that study/teaching materials are the resources required by students for their study. They consist of recommended textbooks, books to support class texts, journals, past examination papers, reference books, monographs among others, while the research materials are used by teachers and these are made up of periodicals, documents of different kinds, manuscripts, pamphlets, government publications, among others.

Concept of Assessment

The term assessment is common in the everyday use of the words particular in the educational sector. Different people use the term in different ways and different scholars perceive it from different perspectives. For instance, Stevenson (2005), notes that assessment is the process of documenting, usually in measurable terms, knowledge, skills, attitude and beliefs. Frye (2015), maintains that assessment can be seen as the act of critical examination of issues in policy implementation: with a view to making value judgment about them. In the library profession, assessment is the quantitative and qualitative measurement of the degree to which a library's collections, services, and programmes meet the needs of its users, usually undertaken with the aim of improving performance (Reitz, 2004). Assessment can also be undertaken by teacher-librarians, principals and library users. Resources and services of school libraries can be assessed. Stressing on the roles school library plays in the academic environment, Travaline (2000) opines that school libraries should be assessed to maintain standard and efficiency.

There are numerous parameters available and used for undertaking assessment in school library resources and services. Parameters of assessment include; the descriptive and official statistics such as percentage, and arithmetic mean, chi-square, t-test and Z-test among others. Often too interviews, questionnaire, observation check lists, guide in coefficient of relevant information which constitute database for assessment. Parameters go with different kinds of instruments as used by different assessors in assessing different kinds of materials and areas of services in different situations. Sometimes, it is undertaken by supervisors from school Management Board, and Ministries of Education (State and Federal). Often educational researchers undertake assessment of school libraries in the course of their studies, the case of this investigation is a reference point.

Professional standards

There are professional standards guiding every profession. Reitz (2004), defines standards as the criteria established by professional associations, accrediting bodies, or agencies of government for measuring and evaluating library services, collections and programmes. Standards also refers to an acceptable level or criterion according to which something is compared, measured or judged. On this note, professional school library standards can be seen as a criterion used to measure and evaluate the degree of development and general condition of school libraries. Professional school library standards provide outline for specific school library activities and defines an ideal state of a school library. These standards, are professionally developed and usually indicate a direction which the school library is expected to follow as a guide and at the same time provide management information to the school administrator.

Standards usually have international, national and regional scope. They describe staff requirements, collection (print and non-print), equipment and budgetary specifications required for effective library services. They also recommend the appropriate quantity and quality of information resources and services required in a school library for promoting teaching and learning (AASL, 2007). The school management, teacher-librarians and other staff of the library should work with the professional standards to ensure quality, effective and efficient library services in their various schools.

There are established standards for measuring school library resources in many countries including Nigeria. The National Minimum Standards for School Libraries (2014) was published by the Federal Ministry of Education in Nigeria to measure and evaluate school library resources, services and programmes. However, this study is limited to information resources in school libraries. The National Minimum Standards for School Libraries (2014), in the paragraph for library collection stipulates that:

Today's school libraries should serve as media and instructional centres within the school system. Resource materials should not be limited to books and printed materials but must include non-print for teaching and learning. It recommended that: the educational resource materials (stock) of any school library should consist of the following: (a) Books (b) Pamphlets (c) Paper cutting especially newspaper cutting (d) Gazettes and other government publications (e) Atlases, maps, charts (f) Phono records (g) Record player (h) Cassette player (i) Cassette tapes/cartridges (j) Films, film-strips (k) Film projector (l) Slides (m) Pictures, photographs (n) Realia (specimen of objects) (o) Periodicals, including newspaper.

For a balanced secondary school library collection, according to the National Minimum Standards for school libraries (2014), the following percentages are recommended for each type of materials in the collection: (a) Reference book-10% of the total stock (b) Non-fiction- 45% of the total stock (c) Fiction- 25% of the total stock (d) Audiovisual materials-10% of the total stock (e) Periodicals-10% of the stock. Total 100%. Subject to the above, the ratio of books per student/pupil should be 4:1 (minimum) and a minimum of five (5) per subject.

In addition, the School Library Association guidelines on stock (SLA, 2014), recommends that all stock should be either relevant to the curriculum or general interest and must contain accurate up to date and accessible information; general stock over 10 years old must be regularly checked to ensure that it complies with the above statement; stock which covers topics of science, technology and geography should be checked when it is five years old or over, among others. Similarly, the American Association of School Libraries (AASL, 2007), stipulates that library elements to be assessed include collection size, number of fiction and non-fiction books, periodicals, DVD, video among others.

The International School Library Association, (ISLA, 2012), published critical functions/central roles which a school library would be expected to perform. They include: promoting learning; supporting school curriculum; expanding resources to support teaching and learning skills; offering professional advice on development and knowledge of appropriate teaching and learning materials in traditional and emerging forms (digital and non-digital). School libraries should teach students media and information literacy skills on all platforms while at the same time introducing and integrating available information and communication technologies. Also school library supports inquiry and ensures that learners are effective and ethical users and producers of information.

In setting up standards for school library, the test-score data are correlate with census data of school library inputs and output activities, using published national or state Standard for school libraries. The types of library elements examined in these studies include: Number of staff, number of staffing hours, hours of operation, both during school and outside school hours, library staff qualifications, whether licensed, endorsed ,certified, graduate; budget or spending, typically per capita or per 100 students, collection size, number of fiction and-fiction books, periodicals, DVD and videos (AASL, 2007).

Professional Standards and School Library Resources

It is clear from the National Minimum Standards for School Libraries (2014) that an ideal school library should have a certain percentage of good quality information resources required to render effective services. This shows that the building alone does not make a library, neither does the collection without a user. School library should have good quality and quantity of learning resources such as textbooks, serials, journals, report magazines, daily newspapers, newsletters, pamphlets, audio-visual and computers, supplementary reading materials, reference books, pamphlets, government documents, newspapers and magazines, locally made maps and other teaching aids, audio- visuals such as motion pictures, films, filmstrips, videotapes, record players, CD-ROM databases, internet/E-mail, video tapes/cassettes, diskettes magnetic disk and others (Oyewo, 2012, Popoola, *et al*, 2009, Ita, 2009 & Okonkwo, 2003).

Mbachu (2007), maintains that the information resources in school libraries should meet the curricular requirements, support teaching and learning; promote voluntary reading for information and pleasure. He further noted that school libraries should provide fiction, non-fiction and magazines; provide opportunities to develop information literacy and independent learning; expand learning by offering various formats and opportunities for developing media literacy and ICT skills; and engage learners by meeting and extending their extra-curricular interests. Badawi (2004), in collaboration maintains that school library helps the children to develop good reading habit. IFLA/UNESCO (2000), in the school library agenda, remarked that school libraries are designed to support students' learning skills and to make them become responsible citizens. To achieve this, school libraries depend on the provision of relevant and adequate information resources. Also, the National Policy on Education (NPE, 2014), recommended that school libraries have appropriate quantity, size and quality to meet the minimum standards for promoting any meaningful teaching/learning.

In agreement, Adediran (2009), suggested that students should participate in the selection of school library resources to achieve a balanced collection. He further states that such collections will reflect students' interest and culture without crossing reasonable limits of ethical standards. Ekpo (2004), states that adequate provision of school library resources is very crucial to learning as they provide rudiments to learning, give

information that can change lives, encourage students to study, to achieve better results as well as provide confidence to look for information on their own at different levels.

To acquire good quality and quantity of library resources in school libraries, the American Association of School Libraries (AASL, 2007), stipulates that every school system should have a comprehensive policy on the selection of instructional materials. It should include all materials such as textbooks, periodicals, films, videocassettes, records, audio cassettes and CD. They frowned at a haphazard pattern of acquisition which will result in waste, with some materials overlapping in content or unrelated to the changing patterns of instruction which will in the long run defeat the aim of the collection and invariably, affect patronage. American Association of School Libraries (AASL, 2007), emphasized that a well-stocked school library should possess the following kinds of materials: textbooks and related curriculum enrichment materials, for example, books on instructional methods, curriculum formulation, psychology of children; Books on education, information, inspiration and recreation; Novels-fiction, non-fiction (biographies, autobiographies, motivational, spiritual, life planning; Reference books such as various types of dictionaries both multilingual and ordinary, atlases, encyclopedias; Newspapers, weeklies, monthlies, dailies and magazines; Audio visual materials including new media such as films, slides, film strips, audiocassettes, DVDs, among others.

In addition, the American Association of School Libraries (AASL, 2007), stressed that accommodation for the school libraries is also important and not only central school libraries but also classroom library corners and portable libraries that provide school library services in many parts of the world. The Federal Ministry of Education's Minimum Standard for school libraries cited in Arua, *et al*, (2011), identifies the types of books the school libraries should acquire to include reference books, non-fiction such as textbooks, supplementary order and fiction such as story books, novels and cartoons. Elaturoti (2003), maintains that the school library media centre resources should to include: books, periodicals, newspapers, pamphlets, brochures, handbills and ephemeral notices, audio-tapes on reels and cassettes), film material (slides, film-stripes, motion picture films as well as other forms of photographic film), graphics, video materials, (video-tapes on reels, cassettes and cartridges as well as video disc), Realia (toys, games, models and actual specimens) and microforms (microfilm, microfiche and micro card). In contribution, Dent (2007), observed that reading fiction and non-fiction books can significantly help with the development of children imaginative capacity and even impact on their future career choices. Non-fiction books can also be a great way to engage reluctant readers (Dent, 2007). ICT facilities such as computers, computer diskettes and computer programmes, multi-media collection, teleconferencing, video conferencing, audio graphic communications, Broadcast TV/Radio+audio-teleconferencing, and interactive multi-media are very important information resources in school libraries (Morris, 2004).

Kolade (2008), in support observes that the new educational trends require the utilization of non-book resources such as flashcards, slides, filmstrips, films, records, realia and computers in the teaching and learning processes. According to her, with the inclusion of these resources, school library is now being referred to as the school library media centre. She went further to note that the centre engages in curriculum planning and development and it has resources production facilities. According to her, the school library media centre collects, organizes the variety of resources and produces resources which cannot be obtained commercially.

Problems Militating against School Libraries for Meeting Professional Standards

Many scholars have decried the deplorable conditions of libraries in public secondary schools in Nigeria. For instance, Owate and Okpa-Iroha (2013), in their studies on availability and utilization of library resources in secondary schools in Rivers state, found out that school library services were either lacking or shoddily provided in most of the schools. They pointed out that in the few schools, where library spaces were provided, there was no compliance with the standards for establishing the school library. They decried that books in the libraries were not only few, but poorly organized. Insufficient school library facilities discourage learners.

Nwalo (2000), in support, described the problem of Nigerian school libraries as multi-dimensional. He identifies the following problems: scarcity of adequate books for libraries, inadequate funding of libraries, shortage of foreign exchange, mutilation and stealing of library materials, poor integration of library services in planning, and delay in legal recognition of librarianship in Nigeria. Similarly, Ogunrombi and Sanni (2005), lamented that problem areas in the development of school libraries in Nigeria include; lack of legislation, shortage of funds, poor accommodation, unavailability of trained staff, lack of relevant materials and apathy on the part of school administrators and the government. Furthermore, Idiegbeyan-Ose and Okoedion (2013), reported that the school libraries in Benin City, lacked adequate accommodation, materials, funds as well as trained staff. According to them, the libraries were stocked with outdated books.

Hike and surge in book price and reduction in school library budgets contribute to the inability of some school libraries to provide adequate number of needed textbooks and journals to the users (Krahshan, 2000). Etim (2002), in collaboration, observes that collection development in school libraries has become more difficult in recent times with escalating book and publishing cost. In furtherance, she opines that as a result of

gross underfunding by Nigerian government, current books, periodicals, magazines, fictions and non-fictions that can support teachers and students use in the school library were not there. Obanya (2001), in agreement note that there cannot be a functional school library without adequate stock of relevant materials, such as textbooks, fiction materials, newspapers, films, projectors, radio, television, maps, charts, tape recorders, reference items and other educational materials. According to Obanya, the measure of the extent of user's satisfaction in any school library is the extent to which the resources, facilities and services are provided.

Ogunniyi and Jato (2010), identified lack of professional qualified staff, lack of infrastructures, inadequate funding, and lack of systematic organization of the available resources as factors that hinder school library services for meeting professional standards. Adeyemi (2010), equally notes that poor quality of school library resources, inadequate funding, scarcity of current reading and research materials as other challenges.

Okonkwo (2003), observed that school libraries in some secondary schools in Enugu State lack library facilities, have inadequate and obsolete library collections. Makuwi (2005), equally observed that African school libraries are stocked with foreign literatures that are not only out of date but also irrelevant to the information needs and interests of the teachers and students. Nwokocha (2005), in collaboration notes that school libraries in Nigeria have relied heavily on foreign donations which in many cases are irrelevant to the needs of students without considering whether they met the set standards.

The Nigerian government has not provided serious financial backing to support the policy, as a result school libraries, where they exist, have very few library materials and are faced with decreased patronage. According to Uzoigwe (2015), Nigerian government can afford to spend huge amount of money in politics but finds it difficult to fund educational ventures like the development of school libraries. Ifueko (2005), noted that scarcity of information resources in the school libraries will constrain educational system from responding more fully to new demands. Still in line with the discussion, Gbadamosi and Salawu (2012), asserted that as a result of gross under-funding by Nigerian government, current books, periodicals, magazines, fictions, and non-fictions that can support teaching and students use in the school library were not available in school libraries. They observed that school libraries are warehouse for old books, some of which were covered with dust that had gathered over time, with mismatched chairs and tables blending well with the ageing bookshelves.

Adebayo (2017), identified the problems facing school libraries in Nigeria to include: funding, principal support, lack of accommodation, staffing, lack of national policy on school library, library resource. Iyoro (2004), added the alarming rate of inflation of the prices of books and journals as well as depreciation value of the Nigerian economy. Dike (2004), was of the view that administrators of schools do not yet understand the usefulness of the library and this is one of the reasons why little or in some cases no attention is paid to school library services. She also pointed out that lack of information learning resources in Nigerian school libraries had led to an unfortunate situation in which teachers and students did not use the library. Akerele and Elaturoti (2014), reported that school management members exhibit "indifference" attitude towards the school library which implies a non-commitment on their part to the provision of this essential service in the schools.

Furthermore, Okiy (2009), states that there is no clear out policy on funding of Nigerian school libraries and so they are generally few and ill-equipped, lacking proper accommodation, qualified staff, relevant information resources such as books and other educational materials. Nnadozie (2007), stressed that policy makers, fiscal planners, administrators and technocrats in Nigeria are yet to appreciate the pivotal role of the school library and other information institutions to the nation's development quests. Udensi (2000), put the blame of poor development of school libraries in Nigeria on the government.

Also, a study by World Bank (2008), on school library provision in secondary education in sub-Saharan Africa: Working paper 126, they identified the following problems as facing school libraries in Sub-Saharan African countries including Nigeria: critically inadequate funding, with little or no government financial support and only occasional donor support, which leaves most of the burden of library financial support on parents who are already overstretched with the other cost of secondary education; lack of sufficient library premises, which are usually just converted classrooms with insufficient space, shelving, furniture, equipment and security; lack of money to undertake regular maintenance. Thus amenities tend to deteriorate rapidly where library collection exist, it is generally old and often irrelevant to current curricula and teacher/students interest. More often than not there is virtually no appropriate collection available at all and there are rarely budgets for stock upgrading or replenishment; heavy collection wear and tear, theft, loss and damage caused by poor security, pest and fungal damage, theft and among others; lack of understanding by both teachers and students of the role and function of a school library and thus an increasing inability to use libraries properly even if they are well established; untrained school librarians and poor training and overloading of teacher librarians; poor library management systems. For overstretched and poorly paid teachers, the workload involved in selecting, ordering, receiving, cataloguing, managing loans and returns, re-shelving, repairs and among other is simply too much and even when funds are available, basic management systems are often not up to standards.

VI. Methodology

The study adopted a descriptive survey design. It was carried out in South-East, Nigeria. There are five (5) States in the zone – Abia; Anambra; Ebonyi; Enugu and Imo States. The population of the study is 891 school librarians in all the public secondary schools in South-East, Nigeria. The figure was drawn from public secondary schools in each of the 5 States as follows: Abia with Federal 3, State 147=150; Anambra with Federal 3, State 252=255; Ebonyi with Federal 2, State 116=118; Enugu with Federal 2, State 172=174; and Imo with Federal 2, State 192=194 (Personnel Department of each State Ministry of Education, 2019). Proportionate stratified random sampling technique was employed to select 309 school librarians sample from the five States in the zone. For the observation checklist, 10% of the sampled schools from each state was used. This gave rise to a total of 32. Self-constructed questionnaire and observation checklist were used for the data collection. The observation checklist was used purposely for data collection to complement/confirm the various responses obtained through the questionnaire. To ensure validity of the instruments, questionnaire and observation checklist were subjected to face validation by three experts. Two lecturers from the Department of Library and Information Science and one lecturer from Measurement and Evaluation Unit of the Department of Science Education, all from the University of Nigeria, Nsukka. The instrument showed an overall co-efficient of 0.96. Three hundred and nine (309) copies of questionnaire were administered and returned, while 304 (98%) were found usable for the study. For the remaining 5(2%) copies of the questionnaire that were returned and not used for the study, some of the questions were not properly filled. The reason could be that the respondents did not read the questionnaire thoroughly hence, they failed to fill it properly. The researchers employed both the descriptive and inferential statistical methods to analyze the data for all the research questions.

The data collected was analyzed using frequency counts, percentages, mean scores and standard deviation. The basis for decision was 2.50 for both the upper and lower scores.

VII. Results

Research Question 1: To what Extent does the Quality of Library Resources in Secondary School Libraries Meet Professional Standards?

Table 1: Mean and Standard Deviation on the Extent Quality of Library Resources in Secondary School Libraries Meet Professional Standards

S/N	Item Statements	N = 304	Mean	SD	Decision
1	Non-fiction books		1.67	.548	LE
2	Fiction books		1.67	.548	LE
3	Journals		1.63	.561	LE
4	Serials		1.63	.560	LE
5	Tables		1.66	.552	LE
6	Encyclopedias		1.63	.560	LE
7	Dictionaries		1.67	.549	LE
8	Chairs		1.61	.563	LE
9	ICT resources		1.37	.560	VLE
10	Shelves		1.57	.571	LE
11	Fans		1.36	.557	VLE
12	Library Space		1.57	.571	LE
13	Carrels		1.38	.561	VLE
14	Audio-Visuals		1.39	.565	VLE
15	Atlases/Maps		1.67	.548	LE
	Grand Mean		1.56	.399	LE

Note: \bar{X} = Mean, SD = Standard Deviation, N = Number of Respondents, Very High Extent (VHE), High Extent (HE), Low Extent (LE), Very Low Extent (VLE)

Table 1 shows the extent quality of library resources in school libraries meet professional standards in South-East, Nigeria. The table indicates that non-fiction books has a mean score of (1.67), fiction books (1.67), dictionaries (1.67), atlases/maps (1.67), reading tables (1.66) encyclopedias (1.63), journals (1.63), serials (1.63), chairs (1.61), library space (1.57), shelves (1.57), Audio-visuals (1.38), carrels (1.38), ICT (1.37), fans (1.36). The grand mean of this cluster is 1.56. All the responses were below 2.50 or average. This shows that the quality of library resources in school libraries in South East, Nigeria for meeting the professional standards is low.

Research Question 2: To what Extent does the Quantity of Library Resources in School Libraries Meet Professional Standards in South-East, Nigeria?

Table 2: Mean and Standard Deviation on the Extent Quantity of Library Resources in School Libraries Meet Professional Standards

S/N	Item Statement =304	N	Questionnaire Results		Observation Results		
			Mean	SD	Decision	Available (%)	Not Available (%)
	Non-fiction books.		1.79	.498	LE	45	55
	Fiction books.		1.67	.551	LE	31	69
	Journals.		1.63	.559	LE	27	73
	Serials.		1.69	.541	LE	23	77
	Maps/Atlases.		1.62	.562	LE	18	82
	Encyclopedias.		1.71	.536	LE	24	76
	Dictionaries.		1.71	.534	LE	29	71
	Tables.		1.62	.561	LE	24	76
	ICT Resources.		1.37	.560	VLE	12	88
	Chairs		1.46	.574	VLE	26	74
	Audio-Visuals		1.35	.556	VLE	7	93
	Carrels		1.50	.574	LE	16	84
	Shelves		1.61	.565	LE	19	81
	Fans		1.50	.574	LE	22	78
	Library Space		1.65	.553	LE	23	77
	Grand Mean		1.58	.377	LE		

Note: \bar{X} = Mean, SD = Standard Deviation, N = Number of Respondents, Very High Extent (VHE), High Extent (HE), Low Extent (LE), Very Low Extent (VLE)

Table 2 shows the extent quantity of library resources in school libraries meet professional standards in the South-East, Nigeria. The table reveals that non-fiction books are in greatest number with the mean score of 1.79. Dictionaries (1.71), encyclopedias (1.71), serials (1.69), fiction books (1.67), library space (1.65), journals (1.63), maps/atlasses (1.62), reading tables (1.62), shelves (1.61). Fans (1.50), carrels (1.50), chairs (1.46), ICT resources (1.37), and audio-visuals (1.35). The grand mean of this cluster is 1.58. All the responses were below 2.50 or average.

Research Question 3: What are the Problems Militating against School Libraries in Meeting Professional Standards?

Table 3: Mean and Standard Deviation on the Problems militating against School Libraries in Meeting Professional Standards

S/N	Item Statements	N = 304	Mean	SD	Decision
1	Shortage of funds		3.35	.932	A
2	Lack of legislation		3.25	.857	A
3	Insufficient demand for school libraries		3.22	.913	A
4	Lack of proper accommodation		3.30	.856	A
5	Poor policy		3.29	.869	A
6	Unavailability of trained staff		3.37	.813	A
7	Lack of relevant materials		3.32	.840	A
8	Poor integration of library services in planning		3.26	.850	A
9	Apathy on the path of school administrators and the government.		3.27	.901	A
10	Delay in legal recognition of librarianship in Nigeria		3.23	.874	A
11	Shortage of foreign exchange.		3.26	.849	A
12	Poor library management systems.		3.27	.844	A
13	Heavy collection wear and tear, theft caused by poor security and pest.		3.25	.826	A
14	Lack of computers and internet connectivity.		3.31	.838	A
15	Ignorance of teachers and students about the roles and functions of school library.		3.28	.874	A
16	Inadequate infrastructure and equipment.		3.29	.869	A
17	Inadequate collections.		3.31	.862	A
18	Obsolete books.		3.31	.924	A
19	Short supply of books		3.31	.887	A
	Grand Mean		3.28	.777	A

Note: \bar{X} = Mean, SD = Standard Deviation, N = Number of Respondents, Strongly Agree (SA), Agree (A), Disagree (D), and Strongly Disagree (SD)

Table 3 presents result of the problems militating against school libraries in meeting professional standards in South-East, Nigeria. The table indicates that unavailability of trained staff is the greatest challenge with the mean score of 3.37. This is followed by shortage of funds (3.35), lack of relevant materials (3.32), lack

of computers and Internet connectivity (3.31), inadequate collections (3.31), obsolete books (3.31), short supply of books (3.31), lack of proper accommodation (3.30), poor policy (3.29), inadequate infrastructure and equipment (3.29), ignorance of teachers and students about the roles and functions of school library (3.28), apathy on the part of school administrators and the government (3.27), poor library management systems (3.27), poor integration of library services in planning (3.26), shortage of foreign exchange (3.26), heavy collection wear and tear (3.25), theft caused by poor security and pest (3.25), lack of legislation (3.25), delay in legal recognition of librarianship in Nigeria (3.23). The least challenge was insufficient demand for school libraries (3.22). The grand mean of this cluster is 3.28. This depicts that all the respondents agreed that school libraries have challenges.

VIII. Discussion of findings

Table 1

The result of the findings showed that the quality of library resources in school libraries in South East, Nigeria is low. This finding agrees with Idiegbeyan-Ose and Okoedion (2013), Adebamowo (2009) and Aniebo (2006), who revealed that majority of secondary school libraries in the states across Nigeria have very poorly developed collections and the materials available ranged from being torn and outdated to being out rightly irrelevant to educational development. The finding also lay credence to the earlier work of Adeyemi (2010), who found out that school libraries in Ekiti state had collections of textbooks, reference materials, journals, newspapers and computers, however, majority of these materials were more often than not obsolete, archaic and irrelevant to the educational needs of the students. The implication of this finding is that students and teachers will not be interested in using these resources and this will affect the lifelong learning capability of the students.

Table 2

This shows that the quantity of library resources in school libraries in South East, Nigeria for meeting the professional standards is low.

From the researchers' observation, school libraries have low extent of quantity of library resources for meeting professional standards in South-East, Nigeria. They have few book and non-book materials, few reading tables and chairs, small library space and others.

This finding lays credence to Adeyemi (2010) who reported that the collections of almost all the school libraries he surveyed were far below the recommendations of the American School Library Association (ASLA, 2007), which is 20,000 for a school of 500 or less at 40 items per pupil. Similarly, Petters, *et al*, (2012) and Adebamowo (2009) lamented that school library collections were inadequate and those available were poor and in shabby conditions.

The implication of this finding is that users (students and teachers) who patronize the school libraries do not have access to adequate and relevant information materials to meet their information needs.

Table 3

The result of the findings showed that numerous problems are militating against school libraries in meeting professional standards in South-East, Nigeria. This finding is not out of place because it also lays credence to the studies cited in the literature. For instance, Idiegbeyan-Ose, *et al*, (2013) and Adebamowo (2009), reported that majority of libraries in secondary schools across Nigeria have very poorly developed collections, some of them are torn while some are outdated and irrelevant to educational development. Petters, *et al*, (2012), lamented that school administrators would rather fund visible projects such as construction of additional classrooms than stock the library with needed relevant materials. More so, Ajegbomogun, *et al*, (2011), decried that common problems facing school libraries in Nigeria include; declining financial support, inadequate infrastructure and equipment, unqualified personnel, emptiness of the book shelves, low level of information technology development. Adebayo (2017), confirmed that the problems facing school libraries in Nigeria include: funding, principal support, lack of accommodation, staffing, lack of national policy on school library, library resource.

IX. Conclusion

School libraries are established to provide adequate and relevant learning materials to its users (teachers and students) to enhance effective teaching and learning. The quality and quantity of learning materials acquired in school libraries would contribute to the academic excellence of students who are using the library. There are established standards for measuring school library resources in many countries including Nigeria. The National Minimum Standards for School Libraries (2014) was published by the Federal Ministry of Education in Nigeria to measure and evaluate school library resources, services and programmes. It is clear from the National Minimum Standards for School Libraries (2014), that an ideal school library should have a certain

percentage of information resources required to render effective services. Unfortunately, the findings of this study revealed that there is low extent of quality of library resources in school libraries for meeting professional standards in South-East, Nigeria.

The findings also showed that there is low extent of quantity of library resources in school libraries for meeting professional standards in South-East, Nigeria. It is obvious that the quantity of learning materials acquired in school libraries encourage patronage. Hence, it is essential to build up an adequate collection of information learning materials for the development of effective library services. Low extent of quality and quantity of library resources in school libraries for meeting professional standards in South-East, Nigeria, may invariably attract low patronage. School libraries with adequate collection or learning materials will help the teachers and students in their educational process. They provide for the students stimulating and rewarding experiences in mode of learning and make them better library users. This finding has serious implications for the Federal/State governments and school management to provide adequate funds for the acquisition of relevant and adequate materials for school libraries. This is necessary to minimize the challenges that hinder effective school library services in Nigeria.

X. Recommendations

1. The Federal/State governments and school management should ensure that high quality of reading/learning materials are provided in school libraries. This will improve the academic performance of the students and meet the information needs of teachers. Oversight in this important recommendation will crunch the educational system.
2. The Federal/State governments and school management should increase the quantity of learning materials/resources in school libraries, using the National Minimum Standards for School Libraries in Nigeria as a guide. This will ensure the acquisition of relevant learning materials/resources such as book and non-book materials, ICT resources among others. Training and retraining of staff in ICT and related areas should be a continuous exercise in Nigerian schools.
3. The Federal/State governments and school management should improve the budgetary allocations made for the acquisition of relevant and adequate materials for school libraries and human resource development. This will also encourage regular maintenance and renovation of library facilities. Funding can be sought from private organizations and individuals through Public-Private Partnership Initiatives. The funds provided should be strictly utilized for school library development.
4. The Federal/State governments and school management should give strong support to the development of school library by employing trained and qualified personnel. This will help to alleviate a lot of challenges facing school libraries in South East, Nigeria. The library management should make concerted efforts in training and retraining of school library staff. This will enhance proper evaluation of the activities of school libraries to ensure that the purposes for establishing them are not defeated.
5. The Federal/State governments and library management should employ qualified librarians to man school libraries, develop multimedia based collection, include library period in school time-table and extend opening hours of libraries beyond school hours. All these put together will boost the school library resources and services.

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