

A SURVEY OF SCHOOL LIBRARIES IN OHAFIA LOCAL GOVERNMENT AREA ABIA STATE NIGERIA

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Abstract

The study was conducted to ascertain the existence or otherwise of school libraries in Ohafia Local Government Area, Abia State. The research design for the study was descriptive survey. The population of the study comprised all public and private primary and secondary schools in Ohafia LGA, Abia State, totalling 99. A purposive sampling technique was used to select one respondent (Principals for secondary schools and Head teachers for primary schools or a staff in charge of the library) from all the primary and secondary schools in the LGA. Two instruments, a researcher-developed questionnaire titled, "Directory of Schools with and without Libraries in Nigeria Questionnaire" (DSWWLNQ) and observation checklist were used to collect data from the respondents. Accordingly, 99 copies of the questionnaire were personally administered on all the respondents from the schools over a period of 4 weeks. All the administered questionnaire was completed, returned and used for the analysis. Collected data was presented in tables and analysed using frequency counts, simple percentage and mean value. For questions with four-point Likert scale type of measurement, a Criterion mean of 2.50 was considered the acceptable criterion for positive responses. Any item in the questionnaire that yielded a mean score of 2.50 and above was regarded as a positive response, while any item with a mean score below 2.50 was regarded as negative response. Data analysis was based on the individual research questions. Findings of the study revealed that 44(44%) of schools in Ohafia LGA have libraries, while 55(56%) have no libraries; many of the school libraries were not functional by every indices of functionality; most school libraries in Ohafia LGA were located in part of classrooms; the sources of library materials were mainly thorough donations, as none of the schools provided annual budget for acquisition of library resources; school libraries in Ohafia LGA were found to be managed by unqualified staff, as few of the libraries which have staff assigned to them were not librarians. Other major problems facing the libraries were poor funding from establishing authorities, and inadequate government support among others. The study therefore, recommends the establishment of functional libraries as a prerequisite for the establishment of both primary and secondary schools in Ohafia LGA in line with Section 8 of the National Policy on Education, and provision of adequate funding for the libraries by providing and implementing annual budget for the libraries, among others.

Key words: Survey, school libraries, Ohafia Local Government Area

Introduction

The place and importance of formal education in the overall development of any nation or society has long been established and well-acknowledged by scholars

all over the world. In most countries of the world, formal education is basically organized into three levels namely primary, secondary and tertiary educational institutions, though various operational patterns may exist in different countries. As it were, one of the major educational support services and statutory requirement for the establishment of these educational institutions is the library. The reason is that libraries are recognized as invaluable institutions that serve as gateways to knowledge, fostering intellectual growth and providing access to a diverse range of resources. LIS Educational Network (2019) notes that the pivotal role libraries play in higher education in particular and overall education in general cannot be overstated. They are critical knowledge hubs where students develop reading habits and gain valuable lifelong skills. Kalu and Ndulaka (2018) define a library as a collection of recorded knowledge organized and made available for use. Ogbonna (2022) more elaborately defines a library as a place or space where books (all forms of human records) are professionally acquired, processed, organized, preserved, and made available or accessible for use. Library and Information Science (LIS) professionals have categorized libraries into six major types namely academic, national, public, special, private and school libraries, each with its own distinct purpose and scope, designed to serve specific different audiences (LIS Education Network, 2016). However, this study focuses basically on School Libraries.

A school library, often referred to as a school media resource centre is defined by the Association of School Librarians (2022) as a library within a school where students, staff and often parents of a public or private school have access to a variety of resources for learning and personal development. It is a library that is established to support the curriculum-related research and instructional reading needs of pupils, students and teachers and provides the collections, related equipment and instructional services of a staff for an elementary or secondary school. It serves as the centre and coordinating agency for all educational materials used in the school.

The overall purpose of the school library, according to National Library Wellington (2023) is to help every member of the school community: students, staff, families, etc., gain new knowledge, skills, and dispositions for learning and personal development that they will use throughout their lives. To underscore the importance of libraries in general and school libraries in particular, the *National Policy on Education* (2013) in Section 8 listed the library as one of the educational support services critical to the success of every educational institution, and states thus: "the library is at the heart of the education enterprise and one of the most important educational services. States/FC2T and Local Governments, as well as proprietors of schools shall establish functional libraries in accordance with the established standards and actively promote reading culture in all the educational institutions. They shall also provide for the training of librarians, library officers and library assistants. Weekly library period shall be part of the school curriculum, to aid learning activities (p.38)".

The importance of school libraries has also been corroborated by more than 60 studies conducted in 19 states of the United States of America and one Canadian province which revealed that school libraries have positive impact on students' achievement. The major finding of these studies was that students with access to a

well-supported school library media programme with a qualified school media specialist scored higher on reading assessments regardless of their socio- economic status. A study conducted in Ohio revealed that 99.4% of students surveyed believed that their school libraries and school library media programmes helped them succeed in school (Todd, Kuhlthau & OELMA, 2014). Corroborating the above studies, Nwokocha (2023) notes that in developed countries, school libraries are valued, and properly equipped and collaborate with teachers in delivering information services to pupils, students and young ones.

However, in developing countries, especially Nigeria, it seems the situation is not as good as what is obtainable in the advanced countries. School libraries are challenged with myriads of problems that undermine their existence and functionality. For example, Osalaam (2011) observes that in recent times, government has not faithfully released grants due to the schools, resulting to lack of financial resource, and the most widely experienced disappointment in public schools today is the dilapidated structures housing the libraries, which cannot be compared with what obtains in the private schools in Nigeria. The buildings housing the libraries do not merit the standard specification in terms of library space per pupil, while the furniture is grossly inadequate. A study by Kalu and Okai (2016) on repositioning school libraries and media resource centres for effective information services delivery for sustainable development in Nigeria revealed that though school libraries exist, their operations and functionality leaves much to be desired.

The National Library of Nigeria (NLN) has the statutory responsibility of providing statistics on libraries and their functionality in Nigeria to government, international and national agencies such as UNESCO, National Bureau of Statistics, etc. In the pursuit of this statutory function, the NLN in 2020 commissioned the Nigerian Library Association to conduct a survey of school libraries in the 774 Local Government Areas in Nigeria with a view to providing adequate statistics of their existence and functionality. The researchers therefore working under the auspices of the Nigerian Library Association (NLA) Abia State Chapter conducted a survey of school libraries in Ohafia Local Government, one of the local governments areas in Abia State.

Ohafia Local Government Area

Ohafia Local Government is one of the 17 Local Government Areas of Abia State. Carved out of the former Arochukuwu/Ohafia LGA. Ohafia LGA is made up of three communities namely Ohafia, Abiriba and Nkporo. Ohafia community alone encompasses twenty-six villages, Abiriba community has a total of 18 villages distributed in three sections of Abiriba namely Amaeke, Amaogudu and Agboji, while Nkporo community is made up of 8 villages. The ancestral capital of Ohafia town is centrally located at Elu Ohafia, and the Local Government has its administrative headquarters at Ebem Ohafia (A Brief Description of Ohafia, 2008). Ohafia Local Government hosts the third largest military base in Nigeria, named Goodluck Jonathan Barracks. It is named after Nigeria's former President, Goodluck Ebele Jonathan. It houses headquarters of the 14 Brigade and 145 Battalion Office Complex of the Nigerian Army. The undercount of the 1999 Population Census estimated

Ohafia to be about 25million (National Population Census, 2006). Ohafia is a distance of 50.1km away from Umuahia, the capital city of Abia State. From the field survey, there are 99 schools in Ohafia Local Government Area, made up of 54 primary schools and 45 secondary schools. These schools are affected by the existence and functionality of their libraries.

Objective of the Study

The general objective of the study was to examine the existence and functionality of school libraries in Ohafia Local Government Area, Abia State to determine through a survey. Specific objectives are to:

1. investigate the existence of libraries in public and private primary and secondary schools in Ohafia Local Government Area, Abia State.
2. ascertain the physical location of school libraries in the primary and secondary schools in Ohafia Local Government Area, Abia State.
3. determine the functionality of the existing school libraries in Ohafia Local Government Area, Abia State.
4. ascertain funding and sources of library materials in Ohafia Local Government Area, Abia State.
5. find out who manages the school libraries in Ohafia Local Government Area, Abia State in terms of qualification.
6. identify the problems militating against the existence and functionality of school libraries in Ohafia Local Government Area, Abia State.

Research Questions

The study posed the following research questions:

1. Are there libraries in public and private primary and secondary schools in Ohafia Local Government Area, Abia State?
2. Where are the physical locations of school libraries in primary and secondary schools in Ohafia Local Government Area, Abia State?
3. What is the functionality level of school libraries in Primary and secondary schools in Ohafia Local Government Area, Abia State?
4. What are the sources of funding and library materials in primary and secondary school in Ohafia Local Government Area, Abia State in terms of funding?
5. Who manages the school libraries in primary and secondary schools in the LGA in terms of qualification?
6. What are the problems militating against the existence and functionality of school libraries in Ohafia Local Government Area, Abia State?

Review of Literature

The major objectives of any educational institution the world over include teaching and learning. These activities may be difficult to achieve without educational learning resources housed by libraries. Hence, different institutions of learning ranging from university to college, polytechnic, secondary and primary schools establish libraries to provide educational learning materials needed by their students, staff and the host community. The school library, often referred to as school media

resource centre is a library within a school where students, staff and often parents of a public or private school have access to a variety of resources. Hay and Todd (2010) see school library as a library within a school where students, staff and often parents of a public or private school have access to a variety of resources. It is a school's physical and digital learning space where inquiry, research, thinking, imagination and creativity are central to students' information-to-knowledge journey, and to their personal, social and cultural growth. It is meant for pupils in nursery, primary and students in secondary schools (Moris, 2023). According to LIS Education Network (2023), a school library is a designated space within an educational institution that is specifically designated to providing students, teachers, and staff access to a wide range of resources for learning, research, and leisure. A school library contains a collection of books, magazines, journals, digital media and other materials that that cover various subjects and interests. A school library collection usually contains periodicals and educational media suitable for the grade levels served. Thus, school libraries are regarded as powerful instruments in the collection, storage, preservation, retrieval and dissemination of information to both staff and students. IFLA School Libraries Guideline (2015) highlights that school libraries strive to meet the needs of the school community by operating as:

- A dedicated physical and digital space in a school that is open and accessible to all.
- An information space providing equitable and open access to quality information sources across all media, including print, multimedia curated digital collections.
- A save space where individual curiosity, creativity and an orientation toward learning are encouraged and supported and where students can explore diverse topics, even controversial topics in privacy and safety.
- An instrumental space where students learn the capabilities and dispositions for engaging with information and for creating knowledge.
- A technical space providing a diverse range of technology tools, software and expertise for the creation, representation and sharing of knowledge.
- A literary centre where the school community nurtures reading and literacy development in all forms.
- A centre for digital citizenship where the learning community learns to use digital tools appropriately, ethically and safely, and learns strategies to protect identity and personal information.
- An information environment for all in the community through equitable access to resources, technology and information skills development that are not always available in the home.
- A social space for cultural, professional and educational events e.g. meetings, events, exhibits, resources) for the general community.

The purpose of the school library, according to National Library Wellington (2023) is to help every member of the school community – students, staff, families, etc., gain new knowledge, skills, and dispositions for learning and personal

development that they will use throughout their lives. It serves as a hub for information dissemination, promoting literacy, intellectual growth, and the development of critical thinking skills among students. School libraries offer knowledge and entertainment through books and videos, children's programmes, access to internet, tutoring services, materials for lifelong learning, and countless other resources that would otherwise be difficult to find or afford (Biblio Lifestyle, 2023).

A well-equipped school library plays a multi-faceted role as an information provider. It functions as a central location for all the information available and a school librarian functions as the literary map to the resources and materials found within the library which include books, films, recorded sound, periodicals, realia and digital media. These items are not only for the education, enjoyment and entertainment of all the members of the school community, but also to enhance and expand the school curriculum (American Association of School Librarians (AASL), 2016). At the college level, the library's significance extends beyond traditional classroom-based teaching methods. It serves as a vital catalyst for the holistic development of students, nurturing their personalities, communication skills, career prospects and creativity. The quality of education offered by an institution is interwoven with the resources and services by its library. S.R. Dngerkery cited in LIS Education Network (2019) maintains that a well-stocked and up-to-date library is an absolute prerequisite for any modern educational establishment.

However, some of the major challenges facing the smooth operation of school libraries in Nigeria include acquisition problem, funding, inadequate government support, staffing, insufficient materials, outdated infrastructure, ineffective library management system, limited access to information, non-implementation of school library policies, and limited community participation (Danladi, Farashi & Bawa, 2020; Iyejare, 2023).

Empirical Review

Uzegbu and Ibiyemi (2013) examined the status of Item Community High School Library. The study investigated the personnel, facility and material availability in the library as well as the extent of use of the library by teachers and students. Questionnaire and observation were used to collect data for the study. The finding of the study revealed that the library lacked materials and facilities; the school had no specific person in charge of the library. as a result, the library was shut down for more than one year. the study recommended for professional and government intervention. A study on how to reposition school libraries and media centres for effective information service delivery for sustainable development in Nigeria was conducted by Kalu and Okai in 2016. The study adopted descriptive survey design and was limited to six secondary schools across three Local Government Areas in Abia State. The study used the questionnaire as the instrument for data collection. Findings of the study revealed that secondary schools in Abia State have school libraries, but lacked necessary facilities and resources for effective information services delivery; they are managed by unqualified and non-professional personnel. The study also revealed that the libraries were faced with other challenges such as space and poor

lending policies. The study therefore, recommended employment of qualified personnel to manage the libraries, revisiting of the lending policies for possible improvement, declaration of a state of emergency on the funding of school libraries in Nigeria among others. Udofof and Idachaba (2020) studied factors retarding the development of school libraries in North Central, Nigeria. The study which adopted the descriptive research design method was guided by two research questions. A total of 10 schools were used as sample with respondents comprising the Principal, a Teacher-Librarian and six other teachers from each school. The main instrument for data collection was the questionnaire, while data collected were analysed using simple frequency table and percentage. The finding highlights lack of accommodation, inadequate funding, as well as inadequate provision of library resources and services as factors retarding the development of school libraries in Nigeria.

Methodology

The study was conducted to ascertain the existence or otherwise of school libraries in Ohafia Local Government Area, Abia State. The study was guided by five objectives and five research questions. The research design for the study was descriptive survey. The population of the study comprised all public and private primary and secondary schools in Ohafia LGA, Abia State, totalling 99. The Abia State Ministry of Education, Umuahia provided the researchers with a list of public primary and secondary schools in the Local Government Area, while the researchers through field trip generated a list of private primary and secondary schools in the LGA. A purposive sampling technique was used to select one respondent (Principal for secondary schools and Head teacher for primary schools or a staff in charge of the library) from all the schools surveyed, totalling 99 respondents. Main instruments for data collection were questionnaire and observation checklist. Accordingly, 99 copies of the questionnaire were administered on all the 99 schools surveyed over a period of 4 weeks. The administered questionnaire (100%) was completed and returned and were used for the analysis. Collected data was presented in tables and analysed using frequency counts, simple percentage and mean value. For questions with four-point Likert scale type of measurement, a Criterion mean of 2.50 was considered the acceptable criterion for positive responses. Any item in the questionnaire that yielded a mean score of 2.50 and above was regarded as a positive response, while any item with a mean score below 2.50 was regarded as negative response. Data analysis was based on the individual research questions.

Data Analysis and Discussion of Results

Research Question 1: Do public and private primary and secondary schools in Ohafia Local Government Area, Abia State have libraries?

Table 1: Existence of School Libraries in Public and Private Primary and Secondary Schools in Ohafia Local Government Area, Abia State

S/No	Category of Schools/Ownership	No of Schools with Library	No of Schools Without Library	Total No of Schools
1	Public primary schools	22	33	54
2	Private primary schools	1	5	6
3	Public secondary schools	15	18	33
4	Private secondary schools	6	-	6
	Total	44 (44%)	55 (56%)	99 (100%)

Data from Table 1 indicates that there are 99 primary and secondary schools in Ohafia Local Government Area. Out of the 99 schools, 44(44%) had libraries, while 55 representing 56% had no libraries. Further analysis indicates that there are 54 public primary schools and 6 privately owned primary schools. 22 public primary schools had libraries, while 32 had no libraries. In the secondary school category, 33 are public secondary schools, while 6 are privately owned. 15 out of the 33 public schools have libraries, while 18 do not have libraries. All the 6 private secondary school have libraries. From the data generated, Ohafia LGA, Abia State has a total of 99 primary and secondary schools. 44 (44%) have libraries, while 55 (56%) do not have libraries. From the findings, though 56% have libraries in their schools, it is not impressive because every school (primary and secondary) should establish a school library in line with Section 8 of the National Policy on Education (2013), which states that “States/FCT and Local Governments, as well as proprietors of schools shall establish functional libraries in accordance with the established standards and actively promote reading culture in all the educational institutions...”. On reasons for non-existence of library in the 44 schools, 12 respondents representing 48% blamed it on non-provision by Government and the establishing authorities, 11(25%) said the schools lacked funds for its provision, while 12(27%) attributed the non-existence of libraries in their schools to inadequate buildings. Indeed, the absence of school libraries in some schools in Ohafia LGA does not augur well with school library development in Ohafia LGA, Abia State, Nigeria.

Research Question 2: Where are the physical locations of school libraries in primary and secondary schools in Ohafia Local Government Area, Abia State?

Table 2: Physical Locations of School Libraries in Primary and Secondary Schools in Ohafia Local Government Area, Abia State

S/No	Physical Location of Libraries	Frequency	Percent
1	Separate library building	7	13
2	Designated classroom	27	49
3	Part of classroom	21	38
	Total	55	100

Table 2 indicates that 7 (13%) of the schools with a library in Ohafia LGA have separate purpose-built libraries, 27(49%) have designated classrooms serving as library, while 21(38%) used part of a classroom as school library. The finding is

contrary to the recommendation of the National Institute of Building Sciences (2017) which maintains that in the digital age, appropriate space for planning present needs and future expansion is imperative if school libraries must serve their purpose. School libraries should therefore, have enough space to accommodate computers and other learning facilities and located in a separate quiet environment for reading, group study, circulation, reference work, and other learning activities. In this wise, it is important that school libraries be located in separate purpose-built libraries so that enough space will be available for necessary library operations and services.

Research Question 3: What is the functionality level of school libraries in Primary and secondary schools in Ohafia Local Government Area of Abia State?

Table 3: Functionality Level of School Libraries in Primary and Secondary Schools in Ohafia Local Government Area, Abia State

S/N	Functionality Level	SA	A	D	SD	Mean	Decision
1	Size of the library is adequate	5	7	14	29	1.78	Disagree
2	The seating capacity is adequate compared to students' population	4	5	15	31	1.67	Disagree
3	I am satisfied with the volume of the library collection	7	7	17	24	1.94	Disagree
4	My school observes compulsory library hours for students	0	0	20	35	1.36	Disagree
5	Instruction on library use are provided to students	0	0	23	32	1.41	Disagree
6	I am satisfied with the general organization of resources in the library	1	10	28	16	1.92	Disagree
Cluster mean = 1.68						10.08	

Key: SA – Strongly Agree, A – Agree, D – Disagree, SD – Strongly Disagree

Data presented in Table 3 indicates that the functionality level of the school libraries, using six functionality indices were low as respondents disagreed with the question items in questions 1-6. The picture becomes clearer, as the cluster mean of 1.68 is far below the Criterion mean of 2.50. From the finding, it can be inferred that school libraries in Ohafia LGA, Abia State are characterized by non-functionality. This finding corroborates the findings of Uzuegbu and Ibiyemi (2013) that school library in Item High School is not functional as a room designated as the library was under lock and key. The study is also in tandem with the findings of Kalu and Okai (2016) that though school libraries exist in Abia state, their operations and functionality leaves much to be desired. In some schools, the supposed library collections are locked in boxes.

Research Question 4: What are the sources of funding and library materials in school libraries in Ohafia Local Government Area, Abia State in terms of funding?

Table 4: Funding and Sources of Library Materials in School Libraries in Ohafia Local Government Area, Abia State

S/No	Funding and Sources of Library Materials	Frequency	Percent
1	Funding/provision of resources through purchase	0	0
2	Resources donated by PTA	15	27
3	Resources acquired through private donors and philanthropists	9	17
4	Resources donated by Government agencies	31	56

Table 4 reveals that school libraries in Ohafia Local Government Area, Abia State got their funding/acquisition of resources from different sources. From the responses, 31(56%) got funding for library resources from the government, especially Ministry of Education, 15 (27%) received their library materials from PTA, while 9(17%) of schools received their library materials from private individuals and philanthropists in the communities of the schools. From the data collected, none of the libraries got their resources through purchase. The implication is that these schools do not have financial provision in form of annual budget for acquisition of library materials, and depend solely on donations because funds are not provided by the government and other establishing authorities. The finding justifies the study of Udofot and Idachaba (2020), which highlights inadequate funding, as well as inadequate provision of library resources and services as factors retarding the development of school libraries in Nigeria.

Research Question 5: Who manages the school libraries in primary and secondary schools in the LGA in terms of qualification?

Table 5: Management of School Libraries in Primary and Secondary Schools in Ohafia Local Government Area, Abia State

S/No		Frequency	Percent
1	Managed by a qualified and professional librarian	1	2.0
2	Managed by non-professional librarian	16	29
3	Not managed by any specific person	38	69
Total		55	100

Data from Table 5 indicates that out of the 56 schools that have libraries, 1(2%) of the libraries is managed by a professional librarian, 16(29%) are managed by non-professional librarians, while 38(69) have no specific or designated person in charge of the library. It is indeed worrisome that out of the 56 schools that have libraries in Ohafia LGA, Abia State only one is managed by a professional librarian. This worrisome development is not surprising, as establishing authorities of primary and secondary schools, both public and private seem to hardly see the need to employ

librarians in their libraries, which is in clear contrast to the recommendation of Reitz (2004) that school libraries should be managed by a school librarian or media specialist and the *National Policy on Education* (2013), which specifies that schools should not only employ but train Librarians, Library Officers and Assistants to manage the libraries.

Research Question 6: What are the problems militating against the existence and functionality of school libraries in Ohafia Local Government Area of Abia State?

Table 6: Problems Militating Against the Existence and Functionality of School Libraries in Ohafia Local Government Area, Abia State

S/n	Challenges of School Libraries	SA	A	D	SD	Mean	Decision
1	Inadequate government support	52	28	14	5	3.28	Agree
2	Poor funding from establishing authorities	40	43	13	3	3.21	Agree
3	Lack of accommodation and library building	44	30	12	13	3.06	Agree
4	Non-employment of qualified staff	39	41	11	8	3.09	Agree
5	Inadequate provision of library resources	25	55	9	10	2.95	Agree
6	Inadequate infrastructure and equipment	38	40	12	9	3.08	Agree
Cluster mean = 3.08						24.53	

Key: SA – Strongly Agree, A – Agree, D – Disagree, SD – Strongly Disagree

Table 6 is a cluster of problems of school libraries in Ohafia Local Government Area, Abia State. From data analysis, the mean scores of all the individual item questions (1-6) on challenges of school libraries were all found to be high. This is a clear reflection of the Cluster mean which yielded a mean score of 3.08, which is far above the Criterion mean of 2.50. This means that the respondents agreed to all the question items put forward by the researchers as problems and challenges facing school libraries in the LGA. From the analysis, inadequate government support, poor funding from establishing authorities with mean scores of 3.28 and 3.21 seem to be the greatest challenges faced by school libraries in Ohafia LGA. Meanwhile, the findings of the study are in consonance with the findings of Ajegbomogun and Salaam (2011) and Udofot and Idachaba (2020) whose findings identified poor government support, inadequate infrastructure, lack of qualified staff, etc., as some of the challenges facing school libraries in Nigeria.

Conclusion

One of the major educational support services and statutory requirement for the establishment of educational institutions, including primary and secondary schools is the library. The reason is not far from the fact that libraries promote learning in various ways. Many existing literatures paint a gloomy picture of school libraries in developing countries, especially Nigeria unlike what is obtainable in advanced countries. The major focus of the study was therefore, to conduct a survey

of primary and secondary schools in Ohafia Local Government Area, Abia State with a view to ascertaining schools with libraries and those without libraries. At the end, the study made the following findings: Out of the 99 primary and secondary schools in Ohafia LGA, 44 (44%) have libraries, while 55(56%) do not have libraries; many of the libraries are not functional; most school libraries in Ohafia LGA are located in part of classrooms instead of having separate buildings as libraries; the sources of library materials are mainly through donations, as none of the schools make annual budget for acquisition of library resources; school libraries in Ohafia LGA are managed by unqualified staff, as few of the libraries which have staff assigned to them are not librarians. Other problems facing the libraries from the study's finding are poor funding from establishing authorities, poor infrastructure, inadequate government support among others.

Recommendations

Based on the findings, the study recommends as follows:

1. Schools in Ohafia LGA should provide functional libraries, which is a prerequisite for the establishment of both primary and secondary schools in line with Section 8 of the National Policy on Education.
2. Government and other establishing authorities of primary and secondary schools should provide annual budget and adequate funding for the libraries.
3. Libraries in primary and secondary schools in the LGA should be located in separate and designated library buildings in quiet and serene environment to promote reading and independent study.
4. To make the libraries functional, Management of primary and secondary schools in the LGA should employ qualified librarians to manage the libraries, the same way teachers are employed for various teaching subjects.

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