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School Libraries Service Delivery through Information and Communication Technologies Awareness: A Factor for Building Skills for Sustainable Development

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Abstract

Most schools are still not keying into the global trend and the skills development to improve their services due to lack of zeal on the side of school administrators to see to the role and need for integrating information and communication technologies into the library activities. Students continue to be deficient of adequate skills such as information literacy, entrepreneurship and much more. This study therefore focuses on school library service delivery through information and communication technologies awareness for building skills in students and the school administrators for sustainable development. The study adopted a case study research design and the population was made up of all the private secondary school libraries in Abuja municipal area. However, six private primary schools were purposely selected for the sample based on the ones with ICTs in their school libraries. Instruments used for data collection include: Observation check list on ICT facilities, interview schedule for librarians and non-participative observation check on both librarians' and students' behavior in using ICTs as well as open ended questionnaire. Data were analyzed qualitatively using percentages and it was found among other things that, by nature of these schools, there are ICTs in them but some of the school librarians lack technical-know-how of these resources to effectively put them to use and teachers do not have much time to use the school library. It was recommended among others that school administrators should make provisions for more ICT facilities in school libraries as well as create opportunities for training and re-training of school librarians for more effective service delivery.

Keywords: *School Libraries Service Delivery, ICT Awareness, skills and Sustainable Development*

1.1. Introduction

Over the last few years, schools around the world are gradually increasing the number of instructional computers and technological equipment for effective service delivery. This has brought significant

improvement in learning and real life experiences. The experience of ICT application in school libraries around the globe has been a reflection of the schools' commitment to automate activities within it;

hence, Emawanta (2012) noted that the primary purpose of school libraries is to support teaching, learning, information and research in ways consistent with and supportive of the institutions' mission and national development. School libraries exist to contribute to the overall goals of the institutions where they exist: hence, one would say that there is a close relationship between educational institutions and their goals on one hand and school libraries on the other hand. This is to say that they have much leverage on the advantages of ICTs in service delivery and the applications of ICTs in their functions such that enables teachers and students alike to generate, develop, organize and present their work. ICT application to school library services as highlighted by Ezeani (2010) is of great benefit which include speed, users' attraction, storage and ease of use, in acquisition, serial management, technical , reference, audiovisual management etc.

The application of ICT has brought possibilities for positive change in the general management of school libraries. This is reflected in the kind of services it offers to patrons and has revolutionized the idea of school libraries as media resource center using the powerful tools of Information communication technologies; hence the need to examine the importance of ICT in school library services delivery.

1.2 Objectives of the Study

1. Ascertain the ICT facilities available in the selected school libraries in Abuja Municipal Area.
2. Determine the extent to which ICT facilities are used in service delivery in the selected school libraries and their benefits
3. Identify ICT facilities in the school libraries used for teaching and learning services.

2.1 Literature Review

The entire process of learning is to provide knowledge and develop skills and attitudes. The library therefore as a repository of knowledge provides resources in an organized format that makes the attainment of the goals of education possible. It is obvious that schools may not be able to fully achieve their aims and objectives if school libraries are not available and if they are not fully performing their roles. School libraries are places where reading, investigation, exchange of ideas, imagination and creativity are essential to the users' information-to-knowledge and skills development. This space, a digital and learning space is often known by several terms (for example, school media centre, centre for documentation and information, library resource center, library learning commons) but *school library* is the term most commonly used and applied to the facility and functions (IFLA,2015). Babarinde (2021) asserted that the school library represents an environment that is regarded as foundational to total child's development by providing them with essential resources for fulfilling the goal of the parent organization. School library as an organized collection of books and other information resources under the care of a professional librarian, teacher or teacher librarian. It is a part of the school where collections of books, periodicals, magazines and newspapers, films and film strips, video tapes and recordings of all types are housed for use by teachers and pupils/students for learning, recreational activities, personal interest and interpersonal relationships.

These library resources should be sufficient in quality, depth, diversity and currency to support the institutions curriculum. In view of this, Emwanta (2012) added that adequate and appropriate library resources and services should be made available to users to support their intellectual, cultural and technical development needs. Also Daniel and Elaturoti (2001) opined that school libraries are to

enhance the provision of information resources needed in the school educational program, i.e. serving the parent organization as the center for instructional materials to meet the information needs of students and teachers; to assist in the development of good reading habits among school children, and thereby improve the overall educational development of children and help children develop the habit of using the library as a repository of knowledge; to develop independent and information literate learners capable of exploring the library all by themselves and throughout life among others.

Inter-library loans and resources sharing among libraries can be received within the shortest possible time through e-mail, courier services, access to electronic and internet based resources such as electronic journals reference sources, books etc, document delivery service- document can be sent to needed users through e-mail, fax etc, library retrieval system and so on. Fagbemi (2015) opined that as a result of information explosion in the recent time, particularly in relation to digital resources; vast volumes of information available, the rapidly obsolete nature of much of this information and issues of quality of some materials available on the internet, the application of ICT to the control, preservation and dissemination of this information has since has become a matter of necessity.

The application of ICT has a great impact on the service delivery of school libraries to its users. This is because, according to Okorie (2005), ICTs have the potential of ensuring the dissemination of precise and concrete information and also facilitating effective links between different groups of people. Ezeani (2010) emphasized the remarkable speed of information dissemination through ICT while Utulu, (2008) claimed that management of school library is enhanced for improved productivity.

According to Ghaemi and Tajaferi

(2012), the advent of ICT has changed the world into a 'global village with great potential to serve as a tool to circulate information and to induce a qualitative change in the life of a man.

ICT has the potentials to innovate, accelerate, enrich and deepen skills, to motivate and engage students, to help relate school experience to work practice, create economic viability for tomorrow's workers as well as strengthening teaching in the view of Yusuf (2005). According to Al-Ansari (2006) ICT enhance learning quality, accessibility to education as well as the learning environment. The author reiterated that ICT enhance motivation as well as scholastic performances. Relatively, Uborgu (2006) pointed out that ICT promotes speed of knowledge dissemination, enhance citation advantage, generate right of the public to gain access to information materials and increase audience such that enhance effective service delivery as supported by Fry et al (2008). According to IFLA (2015), school libraries operates as a teaching and learning center that provides an active instructional program integrated into curriculum content, a function that can be enhanced through the use of ICT.

The 21st century has witnessed tremendous advancement in technology that has led to far reaching developments, even in the service delivery of school libraries. According to Krishnaveni (2010), cost effective technology combined with the flexibility in learning and administrative activities can be attributed to ICTS in school library services. Maki (2008) noted that technology can be used right from library users' administration to resources management. Lorcan (2006) listed Online reader advisory services; Current awareness services – (CAS) Selective dissemination of information (SDI), a peculiar type of current awareness services, which is a sine qua-non especially in this era of information explosion; Bibliographic services are another vital

service; Electronic document delivery service as part of the service that can be effective carried out in school libraries using ICTs. Digital reference was mentioned by Wasik in Anyaogu (2010) while Rosech, (2006) claimed that implication of ICT intervention in serial collection and control is that school libraries worldwide can have access to numerous journal titles online, without having them physically displayed on racks and shelves. Buttressing this, Iwhiwhu&Ruteyan (2010), suggested the use of mobile phones for text messages alert as a form of service delivery.

However, the International Association of School Librarianship (2012) as well as IFLA, (2015) has emphasized the values of a qualified school librarian in fulfilling the critical functions of promoting the love of learning; supporting curriculum; expanding resources to support teaching and learning for effective service delivery

study and out of the 202 registered private schools in Abuja Municipal Area Council (AMAC) six private schools with functional school libraries and ICT facilities were purposively selected. The population included was 374 which included 10 school librarians and 364 teachers were used to determine the extent of use of library services. A proportionally stratified random sampling was used to select the teachers from the six schools. Observation checklist, interview and questionnaires were used to collect data for the study. The interview was analyzed qualitatively; the result was discussed in a narrative form since it could not be quantified. The result from the observation guide was presented in a tabular form while data collected from the questionnaire was analyzed using simple percentage and frequency table and arithmetic mean and scores.

3.1 Methodology

A case study design was used for the

4.1 Result and Discussion of Findings

The available ICT resources are indicated under the quantity available column. Other ICT resources that cannot be quantified were qualitatively analyzed.

Table 1: Observation checklist on the ICT facilities available in the six school libraries

S/N	ICT RESOURCES	PA	C.S	RS	P.I	AIS	SS	Total
A	COMPUTERS	QA	QA	QA	QA	QA	QA	
1.	Networked desktops	20	20	10	10	10	2	72
2.	Laptops	2	2	2	2	2	1	11
3.	Palmtops	-	-	-	-	-	-	
4.	Notebook	-	-	-	-	-	-	
5.	Server (s)	1	1	1	1	1	1	6
B	STORAGE DEVICES							
6.	Magnetic disc	3	1	1	1	1	-	7
7.	Floppy disc	3	1	1	1	1	-	7
8..	Flash drives	3	2	2	2	2	2	13

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9.	External hard disc	2	2	2	2	2	1	11
10	UPS	20	20	10	15	10	2	72
11.	Modem	3	2	1	2	2	1	11
C.	OUTPUT DEVICES							
12.	Printers	2	1	1	1	1	1	7
13.	Speakers	2	2	1	2	2	1	10
14.	Digital cameras	2	1	1	1	1	1	7
15.	Scanners	1	1	1	1	1	1	6
16.	Photocopiers	1	1	1	1	1	1	6
17.	Projectors	1	1	1	1	1	1	6
18.	Audio players	2	2	2	1	2	1	10

The table above shows the available ICT resources in the six selected schools under study and it is made up of 19 items in all. The observation checklist is divided into 3 different categories. The first consists of computer types i.e. desktops, laptops, palmtop, notebooks, networked computers and server. Category 2 consists of storage devices such as floppy disc, CDs, DVDs, modems, external hard drives and flash drives. Category 3 is made up of out-put devices such as printers, scanners, photocopiers, speakers, projectors etc. All the schools have networked desktop computers and laptops and a server; these range from 2 to 20 in number; only one primary school had two computers. All primary schools have the various categories of storage devices.

The schools also have ICT resources such as telecommunications, security, software, networks facilities, telephone lines,

mobile phones, intercoms and facsimiles, internet and local area network are common. However, only two schools have in addition, wide area network covering the students' hostel and staff quarters. The security device common to the six schools is the CCTV, but two schools have camera in addition to the CCTV. These cameras record and can replay all activities going on within the library.

The use of software for simple library services like cataloguing, classification, inventory, circulation activities, online acquisition etc is common to the six schools. Three schools uses KOHA, two use Greenstone software, and one uses a locally developed software which at the time of this data collection had a problem and was not in use. Because of the unstable power supply situation in Nigeria, all the schools have standby generators to help them whenever there is power failure.

Table 2: The mean response on the extent of use of ICT facilities for teaching and learning

Equipment	VGE	GE	LE	NA	Mean	SD	R	D
1 Television.	336	300	15	0	3.49	.54	1 st	VGE
2 Computer	306	333	12	0	3.45	.53	2 nd	VGE
3 Websites/ internet	290	346	15	0	3.42	.54	3 rd	VGE
4 CD-ROMs	235	401	15	0	3.34	.52	4 th	VGE
5 Social media	204	420	24	3	3.27	.55	5 th	VGE
6 Sound recording (e.g. audio tapes and CDs, projectors	200	404	41	6	3.23	.60	6 th	GE

The mean rating of the respondents is presented above on the types of ICT facilities available in the selected school libraries which are mostly used for educational purposes especially teaching and learning. The results of the data analysis reveal that ICT is utilized in teaching and learning to a great extent in all the six factors mentioned, this is as a result that all the overall mean are greater than the criterion mean of 2.50. Furthermore the table indication from the overall mean showed that Television. (Mean = 3.49) is ranked highest, Sound recording

(e.g. audio tapes and CDs, projectors (Mean = 3.23) is ranked lowest as ICT tool utilized in teaching and learning for information dissemination, social interactions, library routine activities and administrative purposes, internet surfing and connections etc. From this analysis, it can be found out that teachers make use of library ICT resources to carry out their teaching activities. To supplement this data is the table on the activities of the various schools on how these facilities are used, what they are used for, who uses what etc.

Table 3: Mean responses on extent of ICT utilization in delivering school library services to teachers.

S/N	SCHOOL LIBRARY SERVICES	VGE	GE	LE	NA	Mean	SD	R	D
1	Liaising with librarians on provision of materials/guide for students independent projects.	270	330	51	0	3.34	.62	1 st	VGE
2	Circulation services e.g. borrowing materials from the library.	215	430	6	0	3.32	.49	2 nd	VGE
3	Reference and information services	168	458	25	0	3.22	.50	3 rd	GE
4	On-line teaching	145	334	166	6	2.95	.72	4 th	GE
5	User education	132	344	154	21	2.90	.75	5 th	GE
6	Liaising with librarian on curriculum development	141	274	212	24	2.82	.81	6 th	GE

The results of the data analysis reveal that ICT is utilized in delivering school library services to a great extent in all the six factors mentioned, the table indicates from the overall mean that Liaising with librarians on provision of materials/guide for students independent projects (Mean = 3.34) is ranked highest, while Liaising with librarian on curriculum development (Mean = 2.82) is ranked lowest as ICT tool utilized in delivery school library facilities. This is to further establish the fact that ICT facilities are applied to the school library services delivered in the selected schools as pointed out by both the librarians through interview,

the behavioral observation guide and even the questionnaire administered on the teachers. The major finding based on these various sources of information is that ICT is being applied to school library service delivery in the selected schools.

Conclusion and Recommendations

The study looked the available ICT facilities in some selected school libraries in Abuja Municipal Area (AMAC); the ICT facilities in the school libraries used for teaching and learning services and the extent of use of these available ICT facilities for other school library services the how and

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their benefits. A case study research design was adopted while interview, questionnaire, observation check list and non – participatory observation were used to collect data. It was found out that ICT facilities were provided in the selected school libraries; that some of these facilities are used by teachers to carry out their teaching and learning services and also that ICT facility is used to a great extent in delivering school library services effectively. Based on these findings, the following were recommended: that school administrators should recognize the role of the school library and make effort to collaborate with the librarians in providing better opportunities for teaching and learning by providing more current and relevant ICT facilities in the library; improved bandwidth/internet for library, frequent system up-grade, library education/ orientation for users on ICT use in library, training teachers on the use of ICT facilities and frequent system maintenance by experts. They should also provide adequate school library accommodation, adequate funding of school libraries.

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