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# AN ASSESSMENT OF PROVISION, FUNCTIONALITY AND ACCESSIBILITY OF SCHOOL LIBRARIES IN PUBLIC SECONDARY SCHOOLS IN ODO-OTIN LOCAL GOVERNMENT AREA OF OSUN STATE, NIGERIA

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## Abstract

**Purpose:** The purpose of the study was to investigate the provision, functionality and accessibility of School Libraries in public secondary schools in Odo-Otin Local Government Area of Osun State, Nigeria.

**Methodology:** A qualitative research method was adopted. Evidence was gathered through semi-structured interviews with principals, staff members, teachers in charge of the library, as well as students in all the 17 public schools being investigated. A Local Inspector of Education was also interviewed at Okuku, the headquarters of the Local Government are, who gave further insight into the issues and challenges faced by public school libraries. Observations were made and recorded on a checklist as to how the libraries in schools visited were resourced and laid out. The checklist was created according to the resources one would expect to find in a well-resourced library as described in the literature. It was used to indicate the type of resources available in the library. No attempt was made to count the number of resources that were available; it was only used to determine if the resource was present. All the seventeen (17) public secondary schools in Local Government were visited and data was collected over a period of one month in 2017. Data collected was analysed using frequency counts and simple percentages. The findings were presented tabulated according to the research objectives.

**Findings:** The study revealed that school libraries are not provided in most schools in Odo-Otin Local Government Area. It also revealed that the few libraries that existed are majorly housed in converted classrooms, with no certified professional staff, inadequate furniture, and grossly inadequate information resources; and that accessibility to the few libraries that exist depends on the staff members that equally use them as their staff rooms. It also revealed that two schools in the Odo-Otin had benefited from Federal Government of Nigeria's School

**Unique contribution to theory, practice and policy:** The study revealed that a tier of Government in the Country is not fully implementing the National Policy on Education (2004); and that the learning environment in public secondary schools in Odo-otin is breach of Nigeria constitution on right to quality education.

**Keywords:** *School library, school library services, school library resources, Odo-Otin Local Government*

## 1.0 INTRODUCTION

The Nigerian National Policy on Education (2004) recommends the provision of functional school libraries stocked with appropriate media resources meant to promote sound and effective teaching and learning activities, boost students' reading habits and motivate students to come up with desired academic achievement. The minimum standard, according to the

policy, should consist of books, pamphlets, paper cuttings, gazettes and government publications, atlas, maps and charts, photography records, films, record players, cassette tapes/ payers, film projections, slides, pictures, photographs, and periodicals. The book collections, according to the policy, should include reference books, non-fictions and fictions.

Library is one of the main sources of information for staff and students in school environment. It is a place (virtual or real) within a school where students and staff have access to a variety of teaching and learning resources. The school library is essential to the teaching and learning process. It facilitates the work of the classroom teacher and ensures each student has equitable access to information (learning) resources, irrespective of home opportunities or constraints. Its importance cannot be overemphasized especially in a society like ours where there is marked difference between the rich and the poor. According to IFLA/UNESCO School Library Manifesto (1999), core school library functions are:

- supporting and enhancing educational goals as outlined in the school's mission and curriculum;
- developing and sustaining in children the habit and enjoyment of reading and learning, and the use of libraries throughout their lives;
- offering opportunities for experiences in creating and using information for knowledge, understanding, imagination and enjoyment;
- supporting all students in learning and practising skills for evaluating and using information, regardless of form, format or medium, including sensitivity to the modes of communication within the community;
- providing access to local, regional, national and global resources and opportunities that expose learners to diverse ideas, experiences and opinions;
- organizing activities that encourage cultural and social awareness and sensitivity;
- working with students, teachers, administrators and parents to achieve the mission of the school;
- proclaiming the concept that intellectual freedom and access to information are essential to effective and responsible citizenship and participation in a democracy;
- Promoting reading and the resources and services of the school library to the whole school community and beyond.

The school library is therefore an essential facility in any education system, and every school should have a good library. When students spend their spare time fruitfully in library, they learn self discipline, time management and virtue of hard work. Generally speaking, school library is very important for the mental and intellectual growth of a student. It ensures the overall development of a child. Books, journals, newspapers, and magazines can be read in the reading room of the library. Books can also be borrowed for a few days to be used at home or in hostels. School library increases pupils' thirst for knowledge and curiosity. Students need the library for effective learning for lifelong education. The educational programme and library programme are interdependent and inseparable (IFLA, 2008; Ahmad, 2011; Afolabi, 2016).

Odo-Otin is a Local Government Area in Osun State, Nigeria. (Local government is the third tier of government in Nigeria. It is the closest to the people at the grassroots). Its headquarters are in the town of Okuku. It has an area of 294 km<sup>2</sup> and a population of 134,110 at the 2006 census. The LGA takes its name from the Otin River, which flows through it. Odo-Otin Local Government has twelve towns (namely: Okuku, Okua, Ekusa, Agbeye, Inisa, Iyeku, Ekosin,

Faji, Igbaye, Ijabe, Ila-Odo, and Oyan) and thirteen villages namely: EIESin-Funfun, Kosemani, Oiakunmodu Olokumodo, Ago Ayo, Idiroko, Imuleke, Opete, Alapata, Igbotele, Opanda, Asaba, and Asi (Wikipedia; Nigeria Zip Code, 2016).

Each of the towns in Odo-Otin LGA has at least a public secondary school. Some of them have up to three public secondary schools while others have two. Therefore, it can be said that the Local Government has good number of schools. Secondary schools were established in every nook and corner of Odo-Otin LGA as far back as early 1950s (Field survey by the Author).

### **1.1 Problem Statement**

Libraries in higher educational institutions in Nigeria are relatively well equipped and provide better facilities than school libraries. But secondary school is the foundation upon which higher education is built. Past researches have shown that school libraries are not provided in many schools and that the available school library resources are not utilized to the desired extent in Nigeria (Fayose, 1995; Clarke, 1999; Anyaoku, 1979, Akannwa, 2007, Nnadozie, 2006; Ahmed, 2003). This study therefore sought to examine the provision, functionality and accessibility of secondary school libraries in Odo-Otin Local Government Area of Osun State.

### **1.2 Research Objective**

The specific objectives of this study were:

- To find out whether school libraries are provided in secondary schools in Odo-Otin Local Government Area of Osun State, Nigeria or not;
- To determine how functional the available school libraries are in term of facilities and information resources;
- To investigate how accessible are the library information resources in these schools to users; and
- To proffer solutions to any identified problems.

### **1.3 Research Questions**

In order to achieve the objectives of the study stated above, the following questions were asked to the Heads (or their representatives) of each of the seventeen schools covered by the study:

- i. Does your school have a library?
- ii. Do you have certified library personnel?
- iii. How many hours is the Library open per day?
- iv. Are users allowed to borrow books out of the library?
- v. How do you get fund for your library?

The investigator observed and recoded the following:

- vi. the condition of the building;
- vii. the adequacy the physical facilities (tables, chairs, climate, attractiveness);
- viii. the adequacy of the collection (books, periodicals); an
- ix. any sign that the Library is being used or not put to use.

#### **1.4 Significance of the Study**

The study investigates the availability, functionality and accessibility of School Libraries in Odo-Otin Local Government Area in Osun State, Nigeria. The findings of the study will help to identify availability or non-availability, use or non-use and inadequacies of school libraries in the areas to be covered by this study with a view of alerting the authorities on its implications. Furthermore, the findings will constitute a useful tool in the hands of the Ministries of Education, State Universal Basic Education Boards (SUBEBs) and other stakeholders with particular regards to schools library development. The study will also contribute significantly to the growing number of literature in the field of school librarianship. It will provide opportunities for principals to develop proactive approach towards the provision of library.

#### **1.5 Scope of the Study**

This study covered all the seventeen secondary schools in Odo-Otin Local Government Area of Osun, Nigeria. These schools are Odo-Otin Grammar School Okuku; Oyinlola Comprehensive High School Okuku; Oyan Grammar School, Oyan; St. Peters African Grammar School, Oyan; Nawair-UD-Deen High School, Oyan; Inisa Grammar School, Inisa; and AUD High School, Inisa. Others include Community High School, Asi-Asaba; Community High School, Ila-odo; Community High School, Igbaye; Community High School, Faji; Community High School, Ekosin; Okoye-kola High School, Ijabe; Community High School, Agbeye; Community High School, Okua; Community High School, Ekusa; and Community High School, Iyeku (Local Education Office Okuku, 2016; Author's survey).

### **2.0 LITERATURE REVIEW**

Nigeria's National Policy on Education (2004) states that library is at the heart of education enterprise. The virtual library as a platform for sharing knowledge is aimed at rejuvenating Nigerian schools through the provision of current books, journals and other information resources using technology. Since library constitutes one of the most important educational services, proprietors of schools shall also provide functional libraries in all their educational institutions in accordance with the established standards. They should also provide for training of librarian and library assistants for their service. Nothing can be further from this truth.

Federal Republic of Nigeria (2000) recognizes libraries as spatial enablers of teaching and learning. The Guidelines go no to recommend that libraries have to be of the appropriate quantity, size and quality to meet the minimum standards for promoting any meaningful teaching/learning. The Education for all frameworks on Action for Meeting Basic Learning Needs (1990) also states that there is need to recognize libraries as invaluable information resources which must work in partnership with school and community workers. Libraries therefore need to become a vital link in providing educational resources for all learners: pre-school through adulthood, in school and non school settings.

Ahmad (2011) posits that libraries play a vital role in all stages of education especially in secondary education which is the basic foundation on which the edifice of higher education is built. He maintains that libraries in schools are the natural supporting centres for individual's intellectual development and are particularly important today in view of the shift in emphasis towards individualized and heuristic learning. Krashen (2012) reports that his research and countless other studies have found that library access can help reduce the effects of poverty on reading achievement. His 2012 analysis of an international reading test in 40 countries

found that access to a library with at least 500 books was nearly as strongly related to test scores as poverty. Watanabe (2014) maintains that school libraries and school librarians are among the most effective and efficient resources to boost student academic achievement. According to her, school libraries that are adequately funded will deliver incredible value by increasing student achievement.

For school libraries to attain their objectives there must be set standards to serve as guidelines for management. Some of these guidelines are contained in some important policy documents on education management at local and international levels (Ugwu, 2010). The National policy on Education (2004) is the main policy document prescribing standards on the levels of education in the country. The policy lists the library as an education service to be provided in schools and that as one of the most important educational services, proprietors of schools shall provide functional libraries in all their educational institutions in accordance with the established standards. Libraries are as important for children as education itself. Library services imply both availability and accessibility of library facilities and services to the user and the willingness and ability of readers to use the facilities and services (Usono, 2007).

Effective school libraries are much more than books. They are learning hubs, each with a full range of print and electronic resources that support student achievement. Today's school libraries must be gathering places for people of all ages and all interests to explore and debate ideas. School libraries have the most significant impact on learning outcomes when they are supervised by a library media specialist, who works collaboratively with teachers, to help all students develop a love of reading, become skilled users of ideas and information, and explore the world of print and electronic media resources (Scholastica, 2008).

California Department of Education (CDE, 2011) describes School Library Program Standards as base-level staffing, resources, and infrastructure, including technology, required for school library programs to be effective and help students to meet the school library standards. The essence of library standards is to provide guidance to school boards striving to improve their school library programs and raise student achievement. According to CDE (2011), the School Library Program Standards represent minimum expectations for a school library to meet so that students will be able to achieve School Library Standards for Students. The numbers indicated in each library program area provide the concrete foundation needed for effective learning and are intended for all schools. The standards are based on what are known, using national and state data and research studies on the effectiveness of school libraries. The School Library Program Standards are meant to be used by Local and State School Boards throughout a State or country to plan and implement effective school library programs.

Specifically, School Library Program Standards revolves around:

i. Staffing

The school library should be staffed by a team consisting of a credentialed teacher librarian and paraprofessional support staff. Credentialed teacher librarian: one full time per 785 students; classified paraprofessional assistant: one full time at least 34 hours per week

ii. Access

The library to open to students for at least 36 hours or more per week;

iii. Teacher librarian responsibilities

The teacher librarian should schedule collaborative planning and teaching with at least two grade levels or departments or 20 percent or more of individual teachers.

#### iv. Resources

Resources should include print and digital materials (e.g., databases, audio-books, e-books) that align with the curriculum and are accessible to students with various cognitive or language needs.

These are lofty standards, but they are attainable, if Government is serious about it and if the society as a whole will give school library the attention it deserved. Watanabe (2014) sees finance as major problem facing school library. According to her, children's education and readiness for the workforce are in peril as school library budgets and school librarians are cut. She opines that across the globe budget decisions have led to decisions to eliminate school libraries and school librarians. School libraries are being closed or underfunded—often in area with disadvantaged students who are most in need of strong school library programs. When school libraries and school librarians are eliminated, students suffer.

Financial problems facing libraries would be solved when all stakeholders in the school system rise to the occasion by supporting Government in providing quality library services in schools. A local government-wide task force could be formed to seek ways to improve access to school libraries with more money. Parents and communities should volunteer in raising money for their school libraries. Alternative arrangements and collaboration with other public libraries and charitable organizations should be made to get library resources for schools (Watanabe 2014; Patterson, 2016).

### 3.0 METHODOLOGY

A qualitative research method was adopted. Evidence was gathered through semi-structured interviews with principals or vice principals, staff members, teachers in charge of the library, as well as students in all the 17 public schools being investigated. A Local Inspector of Education was also interviewed at Okuku, who gave further insight into the issues and challenges faced by public school libraries. Observations were made and recorded on a checklist as to how the libraries in schools visited were resourced and laid out. The checklist was created according to the resources one would expect to find in a well-resourced library as described in the literature. It was used to indicate the type of resources available in the library. No attempt was made to count the number of resources that were available; it was only used to determine if the resource was present.

Specifically, the interviewees were asked questions from a written questionnaire and their answers were recorded. The first item of the questionnaire dealt with general profile of the school. The second item of the questionnaire investigated whether the school has library or not. The third item of the questionnaire investigated available physical facilities like furniture and the seating capacity. The fourth items dealt with collection of information regarding the library operations like funding, collection development, organization of collection and the retrieval tools used. And the fifth item solicited information about extent of access and the type of services provided in libraries.

All the seventeen (17) public secondary schools in Local Government were visited and data was collected over a period of one month in 2017. It is important to state here that not all the items on the questionnaire are relevant for all the schools. For example, in schools with no

library, the principals were only asked about their opinions on school libraries and what they felt they could do to get a library for their schools.

#### 4.0 RESULTS AND DISCUSSION

##### 4.1 Distribution of Public Secondary Schools in Odo-otin Local Government

Table 1 shows the distribution of all government secondary school in Schools in Odo-otin Local Government and their years of establishment.

**Table 1: Distribution of Public Secondary Schools in Odo-otin Local Government**

S/no.	Town	Name of school	Year founded	No. of schools
1	Okuku	Odo-Otin Grammar School, Okuku	1960	2
		Oyinlola Comprehensive High School, Okuku	1995	
2	Oyan	Oyan Grammar School, Oyan	1956	3
		St. Peters African Grammar School, Oyan	1983	
		Nawair-UD-Deen High School, Oyan	1953	
3	Inisa	Inisa Grammar School, Inisa	1961	2
		AUD High School, Inisa	1978	
4	Asi-Asaba	Community High School, Asi – Asaba	1980	1
5	Ila-odo	Community High School, Ila-odo	1980	1
6	Igbaye	Community High School, Igbaye	1976	1
7	Faji	Community High School, Faji	1980	1
8	Ekosin	Community High School, Ekosin	1978	1
9	Ijabe	Okoye – kola High School, Ijabe	1979	1
10	Agbeye	Community High School, Agbeye	1978	1
11	Okua	Community High School, Okua	1980	1
12	Ekusa	Community High School, Ekusa	1980	1
13	Iyeku	Community High School, Iyeku	1980	1
<b>TOTAL</b>				<b>17</b>

Source: Field Survey Results, 2017

##### 4.2 Availability of Library in Schools

Table 2 shows the percentages of the schools that have school libraries and those that have not. It is not as if what the schools called 'library' worth libraries, but at least they have specific places in their schools called library.

**Table 2: Availability of Library in Schools (n = 17)**

	Freq	%
Schools <b>without</b> library	9	52.94
Schools with designated library	8	47.06
<b>Total</b>	<b>17</b>	<b>100</b>

Table 2 above reveals that nine of the schools (52.94 %) have no places designated as library, while 8 (47.06%) have places whether very small rooms, large rooms, or purpose-built library buildings. This is a gross violation of the Country's National Policy on Education (2004)



which stipulated that proprietors of schools shall provide functional libraries in all their educational institutions in accordance with the established standards.

### 4.3 Library Buildings

Table 3 shows the nature and the capacity of the library buildings in the surveyed schools

**Table 3: Housing of the Libraries (n = 8)**

Housing status	Freq	Actual % (N = 17)
Purpose built library / Separate block	2	11.765
Large room $\leq$ 13 meters by 5meters	2	11.765
Small room $\leq$ 6meters by 6meters	4	23.530
<b>Total</b>	<b>8</b>	<b>47.060</b>

Table 3 above reveals that only 2 (11.765%) of the secondary schools have purpose built library. Another 11.765% were housed in relatively large room, though they lack the basics of a library design. However, 23.530% are housed in grossly insufficient single rooms. The libraries were in converted classrooms. More than 47% schools claim existence of a library with no standard physical requirements and specifications. This type of libraries is unbecoming of our education system. The authorities in charge of education should rise and do something positive about establishment of quality libraries in public secondary school.

### 4.4 Human Resources in Libraries

Table 4 shows the calibre of staff that were in charge of the libraries in the surveyed schools.

**Table 4: Categories of Library Personnel (n = 8)**

Categories of staff	Freq.	%
Librarian	0	0
Library Assistant	0	0
Teacher Librarian	0	0
Makeshift staff	8	100
<b>Total</b>	<b>0</b>	<b>100</b>

Table 4 above reveals that none of the secondary school surveyed has staff members that are specifically employed by the Government of the State to manage any of the school libraries. The schools relied on teachers be opening the libraries apart from their official duties. The practice in schools with 'functional' libraries is that some teachers or members of the clerical staff are assigned the task of looking after the libraries in the absence of a full time professional or Para-professional staff. They will be asked to be using the library halls or rooms as their staff offices and Library Prefects will be chosen amongst students to be assisting the teachers. Lack of permanent library staff in the school libraries is one of the major reasons which render them virtually non functional. It is most unfortunate and amount to serious negligence on the part of government and school managements.

The investigator discovered in two schools (during interactions with staff members) staff members who were employed as Library Assistants originally some fifteen years ago. But they had converted to Classroom Teachers and Account Clerks. They have the same reason for doing so, they were afraid of losing their job because Government did not provide libraries in the schools they were posted to. They felt a Governor might come to power and sack them for being redundant in school system. The education authorities should know that

provision of quality library services schools is compulsory according to UNESCO guideline on education

#### 4.5 Library Furniture

Table 5 shows the situation of the libraries in term of furniture. Table 5 shows that none of the 8 schools that claimed to have school library has adequate number of required furniture. In most of the classroom libraries, with seating capacity of about 20 users, it was discovered that enough chairs and desks were not provided. None of the library has periodical display racks. Book racks were not adequate, and mostly under lock and key for security reasons. Once the makeshift library staffs are not around, users will automatically unable to access whatever resources in the libraries.

**Table 5: Furniture in the Libraries (n = 8)**

Types of furniture	Situation (in relation to space of the Library)	Freq.	%
Chairs	Adequate	0	0
	Inadequate	8	100
	Not available	0	0
Desks / tables	Adequate	0	0
	Inadequate	8	100
	Not available	0	0
Book racks	Adequate	1	12
	Inadequate	7	88
	Not available	0	0
Catalogue cabinets	Available	0	0
	Not available	8	100
Periodical display racks	Adequate	0	0
	Inadequate	0	0
	Not available	8	100

#### 4.6 Library Collections

Table 6 indicates the availability, relevance and recency of library resources in the school libraries investigated. No attempt was made to count the number of resources that were available; a checklist of what one would expect to find in a well-resourced library as described in the literature was used assess the libraries. From Table 6, 7 (41.185%) schools have libraries that were stocked with relevant textbooks, though grossly inadequate. Investigation showed that none of the eight schools that have school libraries purchased books for the past six years. So, most of the books are not recent. Only one (5.88%) of the schools has a good number of reference materials, though they were very old. Their odours and dirt would not attract any reader to them. Only 3 (17.65%) of the schools have visual materials which are generally posters on core subjects taught in the schools. None of the schools subscribed to newspapers for their libraries. They were thereby denying their students veritable source of current information. Two (11.76%) of the schools have computer systems with e-classrooms in their libraries. Investigation reveals that the school libraries were equipped and powered by Federal Government of Nigeria through the School Access Program (SAP) of the Universal Service Provision Fund (USPF); Nigerian Communications Commission, NCC; and Universal Basic Education Commission (UBEC).

The Universal Service Provision Fund (USPF) was established by the Federal Government of Nigeria to facilitate the achievement of national policy goals for universal service and universal access to information and communication technologies (ICTs) in rural, un-served and under-served areas in Nigeria. One of the set objectives for the USPF, in line with its mandate is to promote the connection of government schools, libraries and institutions across the nation to broadband internet. The USPF has set aside funds to provide facilities to Secondary Schools in Nigeria. Under the School Access Programme for secondary schools, beneficiaries (that is Secondary Schools) are expected to receive computers and accessories along with high speed internet connectivity (USPF, 2016). This is most commendable because modern library equipped with latest ICT tools will impact positively the lives of students.

**Table 6: Library Resources (n = 17)**

Resource	Situations	Frequency	%	
Books	Availability	Yes	7	41.18
		No	10	58.82
	Relevance	Yes	7	41.18
		No	10	58.82
	Recency	Yes	0	0
		No	17	100
Reference sources	Availability	Yes	1	5.88
		No	16	94.12
	Recency	Yes	0	0
		No	17	100
	Relevance	Yes	1	5.88
		No	16	94.12
Visuals	Availability	Yes	3	17.65
		No	14	82.35
Newspapers / magazine	Availability	Yes	0	0
		No	17	100
Computer systems /e-Library	Availability	Yes	2	11.76
		No	15	88.24

#### 4.7 Opening Periods of the Libraries

Table 7 indicates the opening hours of the surveyed libraries.

**Table 7: Opening Days for the Libraries (N = 17)**

		Freq	%
Opening	Every week day	7	41.18
	Weekly	0	0
	Occasionally	0	0
	No library hour	10	58.82
<b>Total</b>		<b>17</b>	<b>100</b>

Table 7 indicates that 7 (41.18%) schools open their libraries every week day when school is in session. One of the schools had temporarily closed down its library during the time of this investigation though it has permanent library building. As seen earlier (table 2), nine schools have no libraries, so they have nothing to open. Investigation revealed that though the

libraries open every week day except during the holidays, the opening hours per day depends on the availability of the staff members in charge of the library. In most cases, when the staff members involved are not around, the library will be closed for the period. To prevent this, more than one staffs are put in charge of libraries in each of the schools. It was also observed that school libraries with very limited resources are most open to students than those ones that are relatively well equipped. The reason for this was that, such school libraries are not under strict control and students used them for frivolous things like relaxation point, resting place, dining hall, etc.

#### 4.8 Accessibility to Books

Table 8 indicate how accessible the surveyed libraries were to staff and students. The results show that staff members, especially teachers, have unrestricted access to library books in all the schools. It was discovered during the course of this investigation that even schools that have no libraries have valuable and recent books in the principal offices for teachers use only. Table 8 also indicates that student were at the mercy of people in charge of the libraries, depending on the prevailing situation in each of the schools. It was discovered that most of the library operate as mere reading rooms for the students to come and read their personal books or teachers' notes. This practice is not good for proper training at schools. It amounts to denying the most important stakeholders (students) their right to learning and information.

**Table 8: Accessibility of Library Resources (N = 17)**

Category of users	Access	Freq	%
Staff	Open	17	100
	Closed	0	0
Students	Open	Not specified	
	Closed	Not specified	

## 5.0 CONCLUSIONS AND RECOMMENDATIONS

### 5.1 Conclusion

The prevailing situation of school libraries in Odo-Otin Local Government public schools leaves much to be desired. Essential library facilities and services are lacking in most schools.

### 5.2 Recommendations

It is recommended: (i) that state government should implement the Nigeria's National Policy on Education (2004) which stated among other things that "since library constitutes one of the most important educational services, proprietors of schools shall provide functional libraries in all their educational institutions in accordance with the established standards; (ii) that sufficient funding should be provided to each school for library services; (iii) that trained library personnel be employed to serve in school libraries; and (iv) that school principals should raise money for their school libraries through grants searching; partnership with civic organizations like the Lions Club, Rotary Club etc.; and collaboration with Parents-Teachers Associations (PTA) of schools.

### 5.3 Areas for Further Studies

Considering the fact that the study was carried out in public secondary schools in only one local government area of the State, it is suggested that similar studies can be carried in the remaining Local Governments Areas of the State and in other States of the Federation.

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