

Full Length Research

School Management Attitude as a Correlate of School Library Media Centre Service Delivery in Federal Government Colleges in Nigeria

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School Library Media Centre (SLMC) is a very important unit of the school which can help to achieve desirable educational goals. However, poor service delivery occasioned by negative attitude of school managers to SLMCs and School Library Media Specialists (SLMSs) has been a major setbacks militating against such realisation. The study, therefore, investigated the extent to which school management members attitude predict service delivery in SLMCs of Federal Government Colleges in Nigeria. The descriptive research design was adopted in the study. The multi-stage sampling was used to select 48 SLMCs from 16 federal government colleges in four out of the six geopolitical zones in Nigeria. The instrument used was: School Management Members Attitude and Service Delivery Questionnaire ($r=0.77$). School management members attitude ($r=0.122$), had a significant positive prediction on service delivery and they exhibited indifference attitude towards SLMCs and SLMSs ($\bar{x}=2.27$). School Management Members Attitude is a relevant factor that necessitates reasonable service delivery in SLMCs. Therefore school managers should always treat SLMSs as partners in progress, be well disposed to SLMCs activities and number of professionals in SLMCs should be increased.

Keywords: School library media centre, School management attitude and Service delivery

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INTRODUCTION

Background to the Study

Morris (2008) defined attitude as fairly stabled organisation of beliefs, feelings and behaviour tendencies directed toward some objects such as: a person or group. More so, Wood, Wood and Boyd (2006) noted that it is a relative stable evaluation of persons, objects, situations

or issues along a continuum ranging from positive to negative. It helps to process social information, guide our behaviour and influence social judgment and decision. Attitude can be acquired through: firsthand experience with people; objects; situations; and issues.

Bush (2007) expressed that the quality of school managers' attitude makes a significant difference to

school and student learning outcomes. He stated further that, there is recognition that school requires effective leaders and managers if they are to provide the best possible education for their learners. As the global economy gathers pace, more governments are realising that their main assets are their people and that remaining or becoming relevant in the committee of nations depends increasingly on the development of a highly skilled workforce, which basically includes trained and committed teachers and school library media specialists (SLMSs). This in turn, needs the leadership of highly effective principals and the support of other senior and middle managers. The process of deciding on the aims of the organisation is at the heart of school management.

In most schools, aims are decided by the principal, often working in association with the senior management team. The secondary school management according to Emunemu (2001) comprises of the principals, vice principals, registrar, and Heads of Department (HOD), who meet periodically in school setting to formulate policies and involve in the coordination of events such as planning, organizing, coordinating and controlling in order to use available resources to achieve desired outcomes in the fastest and most efficient way. They also engage in identification and formulation of goals, strategic planning and control of schools. Basically, the views and opinions of the management team will influence decisions about the SLMCs. This will lead to policies that can make or mar ideal service delivery.

Professional duties of SLMSs are not understood by many principals; hence, funding is inadequate (McCracken, 2010). Also, how valuable a SLMS is to school environment is determined by the attitude of the school management team towards the School library media centre (SLMC) and its personnel (Haycock, 1999). This is in line with the study of Wilson and Lyders (2001) who discovered that maximum utilisation of library period by students depends on good human relations between SLMSs and principals. Besides, Oberg (1997) observed that some principals who believed that SLMSs were doing nothing in the SLMCs were in the habit of making them to teach in classroom and also encouraged library assistants to further their studies outside the field of librarianship or school media management. To make it worse, SLMSs are not given managerial roles and issues concerning SLMCs are being decided by non professionals (Peretomode, 2000). As a matter of fact majority of SLMCs are without professionals (Makinde and Sangowusi, 2001; Falade, 2007; Alabi, 2007). Therefore, these hinder their involvement in academic and managerial activities. A critical investigation into the attitude of school management members towards SLMC services will make them to understand better the roles of SLMCs in education in the country.

School management members make policies, influence decisions and utilise fund to provide resources in the

school system (Brown, 2000; Emunemu, 2001; Bush, 2007). One of such policies is to ensure that fund is utilised to provide ergonomics sensitive resources for SLMCs. According to the functionalist theory of attitude, people usually have positive attitude to objects or places that can help them to achieve their goals (William, 2012). In light of this, school management members who believe that SLMCs could help them to achieve their educational goals would influence their locations in areas free from noise and odour and also, make sure that fund is utilised towards making sure that SLMCs service delivery is reasonable.

Effective service delivery is a necessity to every organisation that seeks to achieve its goals within a reasonable stipulated period of time. Mehta (2010) described it as a process that involves: effective communication; building strong relationship; identifying problems; providing solutions; sound planning; and all round the clock support with the sole aim of ensuring that the goals of the organisation are met. This implies that any organisation that does not take this process serious is bound to lose patrons and since the School Library Media Centre (SLMC), is an organisation, good service delivery should be its watch word. It is in this direction that Elaturoti (2010) noted that necessary attention is now being paid to the provision of effective library service in the nation's schools by various stakeholders more than ever before.

Previous works by: McCracken (2010) and Elaturoti (2011) showed that attitude of school management members towards SLMC service delivery has been unfair. McCracken (2010) reported that principals did not have a clear understanding of the SLMSs' role. Even where they have good ideas, the main barrier was lack of understanding of their roles by principals. Also, some principals found it difficult to involve SLMSs in curriculum and instructional design.

Elaturoti (2011) observed that in schools where SLMC exist, all sorts of personnel have been assigned the responsibility to manage them by principals irrespective of their qualifications and this has been hampering curriculum delivery in schools. Oloajo and Idada (2007) discovered that 60% of SLMS were not involved in decision making and planning of library. 54.3% confirmed that principals regularly interfere in the affairs of SLMC. This could lead to slow pace of activities in the SLMC because the principals were not trained library specialists. They therefore recommended cordial relationship between SLMSs and principals who coincidentally determine the fate of SLMCs and to greater extent that of the SLMSs.

Adetoro (2006) reported that school management permitted the use of spaces meant for SLMC as: staff room (71.7%); examination venue (59.8%); store (49.8%); classroom (40.2%); staff meeting venue (43.0%); teacher eating venue (45.8%); and butterfly

(48.8%). He concluded that this is detrimental to effective service delivery in SLMCs and showed the value placed on them by the principals and other school management members. Ajayi (2007) found that teachers' majority in some selected secondary school in Oyo State rated the school management attitude towards the SLMC as fair.

This work focuses on school management attitude as correlate of service delivery in SLMCs due to the fact that SLMCs would only be successful when school management members have passion for them and make their issues a priority in meetings. This could be achieved further by allowing SLMCs to attend management meetings and giving them spectacular roles to play in the school administration process. In view of the indispensability of school management attitude to service delivery in SLMCs as well as few empirical research studies on it especially in Nigeria, this study focused investigation on it as determinant of service delivery in SLMCs in selected Federal Government Colleges in Nigeria.

Statement of the Problem

The SLMC should be a beehive of activities as a result of goal oriented services which are to be organised by SLMC in conjunction with teachers and school management. However, literature and observation have shown poor service delivery. Pointers to this are underutilisation of SLMCs resources, poor record keeping, dwindling budget, poor patronage, shortage of reading materials, lack of will to organise activities such as; debate, authors day and underperformance of professional roles such as; information acquisition, cataloguing and classification, selective dissemination of information, charging and discharging, and so on. Could this be due to school management insensitivity to SLMCs and SLMCs environment? Attitude of school management team to SLMCs and SLMCs has been recorded severally as negative. Pointers to this are: insufficient funding and prevention of SLMCs from academic meetings. Different literature have revealed how management attitude have positively influenced success in the field of medicine, industries, computer, law, psychology and so on if well harnessed. More importantly, research reports indicate that few studies have been done relating to it in SLMC service delivery. These challenges could likely affect students reading culture, build up poor relationship between SLMCs and teachers and leave many SLMCs potentials unexplored. It is in light of this that this research investigated school management attitude as a predictor of service delivery in SLMCs in selected federal government colleges in Nigeria.

OBJECTIVES OF THE STUDY

The specific objectives are to:

- i. determine the attitude level of school management to SLMCs and SLMCs of the sampled colleges;
- ii. establish the service delivery level in the SLMCs of the sampled colleges; and
- iii. determine whether school management attitude will predict service delivery in SLMCs of the sampled colleges.

Research Questions

The following research questions were answered:

- i. What is the level of school management attitude to SLMCs and SLMCs of the sampled colleges?
- ii. What is the service delivery level in the SLMCs of the sampled college?

Hypothesis

The following hypothesis was tested at 0.05 level of significance:

Ho1: There is no significant correlation between school management attitude and service delivery in the SLMCs of the sampled colleges.

Scope of the Study

The scope of this study is sixteen selected Federal Government Colleges in Nigeria. This is consequent upon the fact that they have well established SLMCs, engage services of SLMCs and have been delivering professionally inclined services to students and staff. Also, this study considers independent variable (school management attitude) as predictor of service delivery in SLMC. School management attitude involves: fund utilisation to favour the SLMC; SLMC recognition; disposition to SLMC staffing; paying visit to the SLMC; and inclusion of SLMC budget estimate in the school budget. Besides, service delivery covers: communication; relationship; identifying problems; providing solutions; sound planning; and regular support.

Research Design

This study adopted the descriptive research design of the survey type. The design was considered appropriate because the study variables were not manipulated but investigated and the relationship among them traced.

Population of the Study

The study population was all management members (principals, vice principals and Heads of Department) in sixteen federal government colleges in four Geopolitical Zones in Nigeria.

Sampling Techniques and Sample Size

Multi-stage sampling technique was adopted in the process of selecting sample size in this study. Simple random sampling technique by ballot was used to select four geopolitical zones from the six that exist in Nigeria. The selected zones were: South West; South South; North Central; and North West. In each of the selected geopolitical zones, simple random sampling technique was used to select two states. The states were: Ondo, Ogun, Edo, Rivers, Nasarawa, Kwara, Kano and Kaduna. Also in each of the states, simple random sampling technique was used to select two Federal Government Colleges (FGCs). This made the number of colleges to be sixteen. In case the selected state has one FGC, it was automatically disqualified from the study and if they were two, both were qualified purposively. More so, complete enumeration sampling technique was used to select all 160 school management members (16 principals, 48 vice principals and 96 HODs).

Research Instruments

This was a 3-section questionnaire titled: School Management Members Attitude and Service Delivery Questionnaire (**SMMASDQ**) designed for management members.

Section A:

This comprised demographic variables such as: school name; age; gender; and qualification.

Section B:

This measured school management attitude using a 25 items 4-point likert-type scale that was developed by the researcher. Items such as: budget proportion to SLMC; fund utilization; principals' disposition to SLMC staffing; SLMS recognition; and prompt repair of damaged items were used to measure school management attitude. The points were: Strongly Agree (SA); Agree (A); Disagree (D); and Strongly Disagree (SD). The reliability coefficient of this scale was 0.78 using Cronbach-alpha method.

Section C:

This measured services delivery in SLMC. The

researcher adapted a 4 – point likert scale that contained 25 items which was originally designed by Nimsomboon and Nagata (2003) ($\alpha = 0.79$) in line with the Service Quality Model. The points were: Strongly Agree (SA), Agree (A), Disagree (D), and Strongly Disagree (SD). The reliability coefficient of this scale was 0.74 using Cronbach-alpha method.

Validation and Reliability of Instruments

To ensure face and content validity of the research instruments, they were presented to experts in SLMC in the Abadina Media Resource Centre and in the Department of Library Archival and Information Studies in the University of Ibadan, Ibadan, Nigeria. Also experts in the field of psychology in the university were consulted. Moreover, reliability of research instruments ($\alpha = 0.77$) was ascertained by administering copies to 10 management members of a FGC, outside the sample size.

Data Analysis Technique:

Analysis of data was done using both descriptive and inferential statistics.

Response Rate

A total of one hundred and sixty (160) copies of questionnaires were administered to school management members working in the sixteen (16) FGC selected for this study. One hundred and twenty one (121) copies were filled, returned and found useful, which represented 75.63% response rate.

Research question 1: What is the level of school management attitude to SLMCs and SLMSs of the sampled colleges?

Table 1 reveals that out of twenty five items listed, eight yielded high mean score of between 2.52 and 3.02. Majority (15) yielded moderate score between 1.51 and 2.50. The weighted average of 2.27 affirmed the fact that the attitude of school management members to the SLMC and SLMS was moderate. Findings revealed that school management team have been encouraging parents to visit and donate books to the SLMCs, believed that SLMSs could head committees, announce on the assembly that students should use the SLMC regularly ($\bar{x}=2.87$) and give out prizes to regular users of the SLMC ($\bar{x}=2.76$). On the contrary, the school management members attitude revealed that they believed that the SLMCs staff strength is enough, automation is not for now, did not really believed in funding activities in the

Table 1. School Management Attitude to SLMCs and SLMSs

S/N	Items	SA 4	A 3	D 2	SD 1	\bar{x}	SD
1.	The annual budget proportion for the SLMC should be increased.	20	29	24	48	2.17	0.12
2.	Funding activities like debate/book fair in the SLMC is secondary	16.5	24.0	19.8	39.7	2.54	0.18
3.	During budgeting, views of SLMS are important.	33	36	16	36	1.80	0.10
4.	The school management should not release money to SLMC.	22.2	29.8	13.2	29.8	2.45	0.16
5.	I have enough time to monitor what is procured into the SLMC.	13	25	09	74	2.28	0.13
6.	I make sure that quality materials are procured for the SLMC	1.8	20.7	7.4	61.1	2.45	0.09
7.	Proposals from SLMS are least expected.	26	39	14	42	2.15	0.11
8.	Views of SLMS are very necessary during curriculum planning.	21.5	32.2	11.6	34.7	2.14	0.07
9.	Maintenance of faulty items in the SLMC should wait till convenient time	21	36	20	44	2.20	0.11
10.	The period to read in the SLMC should compulsorily be on the school time table.	17.4	29.8	16.5	36.3	2.16	0.10
11.	My schedule of duty prevents me from visiting the SLMC regularly.	21	48	16	36	2.52	0.13
12.	SLMS should necessarily head committee in the school.	17.4	39.7	13.2	29.8	2.96	0.97
13.	Announcing on assembly that students should use the SLMC should be done regularly.	20	25	29	47	2.87	0.03
14.	Giving out prizes to regular users of the SLMC is necessary.	16.5	20.7	24.0	38.8	2.76	0.19
15.	Encouraging parents to visit and donate books to the SLMC is important.	15	35	23	48	3.02	0.14
16.	Certain percentage of school income must be for SLMC development	12.4	28.9	19.0	39.7	1.51	0.88
17.	Issues on SLMC development are regularly discussed at management meetings	18	36	19	48	1.24	0.71
18.	The SLMC staff strength is enough for now.	14.9	29.8	15.7	39.7	3.07	0.12
19.	The SLMC has been helping the school to fulfill its educational goals.	17	34	21	49	1.79	0.01
20.	I believe that SLMS should be a member of academic meetings	14.1	28.1	17.4	40.5	1.55	0.88
21.	It is necessary to send SLMS to seminars/workshops.	29	40	17	35	1.62	0.94
22.	SLMC automation is not now but later.	24.0	33.1	14.0	28.9	3.12	0.04
23.	ICT is really not the necessity in SLMC now.	39	54	12	16	2.10	0.16
24.	Equipping the computer laboratory is my priority now.	32.2	44.6	69.9	13.2	2.40	0.05
25.	Service delivery in SLMC is really making impact	47	37	12	25	1.94	0.03
	Weighted Average	46	31	14	30		
		38.0	25.6	11.6	24.8		
		57	31	11	22		
		47.1	25.6	9.1	18.2		
		08	07	24	82		
		6.6	5.8	19.8	67.8		
		06	03	05	107		
		5.0	2.5	4.1	88.4		
		62	27	11	21		
		51.2	22.3	9.1	17.4		
		12	15	29	65		
		9.9	12.4	24.0	53.7		
		08	09	25	79		
		6.6	7.4	20.7	65.3		
		09	12	24	76		
		7.4	9.9	19.8	63.0		
		59	34	12	16		
		48.8	24.1	9.9	13.2		
		22	23	22	54		
		18.2	19.0	18.2	44.6		
		22	36	32	31		
		18.2	29.8	26.4	25.6		
		13	22	31	55		
		10.8	18.2	25.6	54.4		
				2.27			

SLMC and their schedule of duty prevented them from visiting the SLMC regularly. All these and other indices indicated that the school management members' attitude was moderate.

Various opinions expressed by school management members indicated that their attitude towards SLMCs and SLMSs in federal government colleges was moderate. Analysis in the study revealed that school management members believed that SLMCs staff strength was enough, did not have any plan for automation, made limited fund available to sponsor activities and purchase modern equipment and rarely visited the SLMCs. These supports the findings of McCracken (2010) that most school manager did not have clear understanding of SLMC's roles, and did not release fund to purchase needed equipment; especially computers.

Also, Achebe (2007) observed that library budgets in schools were being replaced with other expenditures to meet the strains of financial system. Equally, Elaturoti (2011) pointed out that attitude of school management members towards SLMCs had been generally unfair. The implication of this is that, educational goals may not be attained. Peretomode (2008) emphasized that good attitude of school managers predicts achievement of educational goals. Beside this, there might continually be a gap between educational planning and library programme since the school management team is responsible for this task (Achebe, 2007). More so this study analysis suggests that curriculum delivery is being hampered in federal government colleges, just as students are not likely to feel the impact of SLMCs. McGregor (2002) remarked that how often students use the SLMC follows how well principals encourage SLMSs and their willingness to financially support services beyond regular school hours. The overall attitude of school management team negate the functionalist theory of attitude which state that human beings are always well disposed to places or objects that can help them to achieve their goals (William, 2012).

Research Question 2: What is the service delivery level in the SLMCs of the sampled colleges?

From Table 2 above school management members had weighted average of 2.40. Out of the listed 25 items, only 11 yielded a high mean score of between 2.52 and 3.41 as pointed out by school management members. Others yielded a low mean score of between 1.20 and 2.43. Findings showed that members believed that equipments were old in the SLMC ($\bar{x}=1.55$), SLMS were not courteous ($\bar{x}=1.81$) and activities were not regularly organized in the SLMCs ($\bar{x}=1.62$). All these and other indices attested to the fact that school management members believed that service delivery was moderate in the investigated SLMCs.

These findings were in tandem with the findings of

Obajemu (2002); Elaturoti (2006); Olofinsawe (2006); Alabi (2007); Falade (2007); Adeniji (2006); Nnadozie (2006); Saka and Mohammed (2009); Folorunso (2009) and Egunjobi (2011) who found that service delivery in SLMCs was inadequate, deficient and substandard. The implication of this is that SLMC users are likely to feel that SLMSs are not interested and concerned about their educational goal. In light of this, Mullins, Walker and Boyd (2008) posted that service delivery entails being cheerful, polite, respectful and cheerful which make clientele to feel that organization is genuinely interested and concerned to be helpful. Furthermore, the report of this study suggested users' disloyalty to SLMS. Kotler and Kevin (2012) remarked that customers' disloyalty is caused by inconvenience, negative responses, service failure and ethical problems (conflict of interest).

Hypothesis Testing

Hypothesis one: There is no significant correlation between school management attitude and service delivery in the SLMCs of the sample colleges.

Table 3 shows that the correlation coefficient between school management attitude and service delivery in SLMCs is positive ($r=0.122$). Since $p=0.004 < 0.05$ it is indicated that there is positive significant correlation between school management attitude and service delivery in the SLMCs of the sampled colleges. Therefore the null hypothesis is rejected.

It was discovered in this study that there is positive significant correlation between school management attitude and service delivery in the SLMCs of the sampled colleges. This corroborates the findings of Bush (2007) who expressed that school management attitude is a predictor of service delivery in library. Also Wilson and Lyders (2001) discovered that maximum utilization of library services depends on school management attitude. Besides, Adetoro (2006) established a link between school management attitude and service delivery in SLMC. Furthermore, Belbin Team Role's theory linked team success in service to the individuals' attitude in the team. As a result of these findings, it therefore becomes imperative that school management members should be conscious of their attitude to the SLMCs and SLMS in order to record a successful service delivery. Besides, SLMSs should brace up and make their professional qualities known in the school environment, so that school managers can give them adequate recognition and respect. It is expedient to state that this can only be achieved through continuous and unalloyed support by government, which is expected to make fund available and supervise activities in schools. Positive attitude of school management members to SLMCs and SLMSs gives room to better fund allocation, organization of activities such as debate and exhibitions, procurement of

Table 2. Services Delivery in the SLMCs of the Sampled Colleges

S/N	Items	Management Members	
		\bar{x}	SD
1.	The School Library Media Centre (SLMC) provides services that meet readers needs	2.43	0.09
2.	It provides regular user education on use of resources	2.13	0.07
3.	Service delivery is not timely in the SLMC	1.23	0.71
4.	The SLMC staff are always on desk to attend to students.	3.12	0.04
5.	The SLMC keep readers informed about services	2.97	0.05
6.	The SLMC does not meets the needs of readers	2.33	0.07
7.	The SLMC has new electronic equipment that are easy to use	1.55	0.88
8.	The SLMC always have new books	2.08	0.22
9.	The SLMC does not make use of computer/multimedia projector to discharge its services	3.41	0.02
10.	The SLMC resources always provide current information on all subjects	2.15	0.12
11.	The SLMC regularly organize lovely activities	1.62	0.94
12.	The SLMC is not a place that enables serious study	2.52	0.18
13.	Resources can easily be located in SLMC	2.53	0.14
14.	Services are promptly delivered at the SLMC	3.12	0.12
15.	I am not satisfied with the services of the SLMC	2.10	0.15
16.	The SLMC staff are courteous in the discharge of services	1.81	0.14
17.	The SLMC does not regularly exhibit its materials	3.08	0.98
18.	I believe the SLMC has the interest of readers at heart	2.87	0.19
19.	The SLMC is attractive, hence it boost reading habit	2.43	0.10
20.	The SLMC staff provides answer to users questions readily	2.40	0.05
21.	The SLMC does not provide access to collections through computer	3.07	0.14
22.	The SLMC opening hour is convenient	3.00	0.15
23.	The SLMC materials are attractive, hence they encourage reading	3.04	0.90
24.	The SLMC makes use of modern equipments to discharge its duties.	1.20	0.64
25.	The SLMC staff does not always assist students to get what they want	1.91	0.03
	Weighted Average	2.40	

Table 3. Correlation between School Management Attitude and Service Delivery in SLMCs

Variable	N	Mean	StdD	Df	R	Sig (p)	Remark
Sch. Mgt. Att	121	56.81	7.64	119	0.122	0.004	Sig
Service delivery	121	60.10	14.69				

new information sources such as computer and allowing the SLMs to head committees or attend academic meetings. These and others make school management

members' power to affect SLMC more apparent. Therefore there is urgent need for this team to educate themselves on use of SLMCs and SLMs potentials.

CONCLUSION

This work empirically studied school management attitude as predictors of service delivery in SLMCs in federal government colleges in Nigeria. It was found that the school management attitude to SLMCs and SLMSs was fair. Besides, it positively and significantly correlated with service delivery. Lastly, the SLMC service delivery in the investigated colleges was fairly okay. Consequently, federal government, school managers, SLMS and NGOs should synergize and formulate strategies that would enhance service delivery in SLMCs.

RECOMMENDATIONS

Based on the findings, the following recommendations are proffered:

1. Adequate fund should be made available by stakeholders to ensure regular organization of activities and purchase of recent books and modern equipment into the SLMCs
2. School management members should always see SLMCs and SLMSs as partners in progress and should be ready to give them adequate support financially and morally.
3. Urgent steps should be taken by educational stakeholders towards ensuring that SLMCs are located in quiet and conducive part of schools.
4. Principals should develop and employ SLMC performance evaluation scale to measure service delivery in SLMCs periodically.

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