

Assessment of Information Resource Provision in the Staff School Libraries of Niger State

By

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Abstract

The study investigated the information resources in staff school libraries in Niger state. Survey research method was adopted for the research. The population of the study consists of the staff school librarians/teacher librarians in Niger state. Simple Random sampling technique was used to select six (6) out of twenty one (21) staff school libraries. Instrument for data collection was observation and questionnaire containing items on availability and adequacy of resources, method of acquisition, organization of resources and challenges constraining the provision of information resources and services. The data collected were analyzed using frequency and percentages. The findings revealed that the available information resources were printed resources which were mostly text books, maps and pictures. The findings also showed that the staff school libraries did not have computers and other non-printed resources the resources available were inadequate. It was also found that most of the school libraries acquire library resources through purchase and gift/donation. The methods of organization used by the libraries were found to be on subject basis and numerical order, none of the libraries use classification scheme in organizing their resources. The staff school libraries were face with many challenges ranging from inadequate funding, lack of relevant information resources, lack of professional staff and mutilation of library materials. Finally, the study therefore recommends the following: provision of adequate budgetary allocation to school libraries to enhance provision of varied and adequate information resources, effective library and information services, qualified staff and functional ICT and internet facilities.

Introduction

The library is the hub of any educational set up and provides information resources and services that are fundamental to successful functioning of the institution in the increasingly information and knowledge-based society. The library is therefore, able to equip pupils and students' imagination, thereby enabling them to live as responsible

citizens (Federal Republic of Nigeria FRN, 2001).

According to Saka and Bitagi (2010) school library can be defined as a place designed for the provision of all kinds of learning resources. Petters and Ottong (2012) described school library as a learning laboratory that provides opportunities for pupils to develop information skill.

Augustine, Odenigbo, and Tongs (2014) also defined a school library as the part of the school where collection of books, periodicals, magazines, and newspapers, films, filmstrip, videotapes, recording of all kinds e.t.c. are housed for use by the students.

School library supports the school curriculum by providing up-date information resources and services to keep staff and students abreast of new development. The library would equally be involved with promoting the development of reading skills and encouraging long term reading habits through listening to and viewing a variety of learning materials. Materials in school libraries are made up of print and non-print Media. These are all information carriers. There cannot be a functional school library without adequate stock of relevant and current information resources. These resources include textbooks fictions, newspaper, films, film projector, radio, television, maps, charts, realia, tape recorders reference items and other educational materials. Egesimba, Quadri, Dimkpa, and Ezebuike (2011) corroborated when they highlighted that the school library media centre resources include, books, periodicals, newspapers, pamphlets,

brochures, handbills, and ephemeral notices, audio materials (disc, phonographic records, audio-tapes on reels and cassettes), film materials (slides, film-strips, motion picture films as well as other forms of photographic film), graphics, video materials (video-tapes on reels, cassettes and cartridges as well as video disc), Realia (toys, games, model and actual specimens) and microforms (microfilm, microfiche and micro-card). Morris (2004) also revealed that other school library resources include Information and Communication Technology (ICT) facilities such as computers, computer diskettes, computer programmes, multi-media collection, teleconferencing, videoconferencing, audio graphic communications, Broadcast TV/Radio + audio-teleconferencing and Interactive Multimedia. The author emphasized the need for annual financial provisions for the replenishment of school library resources. From the above analysis, it could be argued, with great emphasis, that modern school library information resources should be made up of both print and non-print formats so as to enhance teaching and learning among the teachers and students in staff schools in Niger state.

Problem Statement

The major functions of any school library are to facilitate learning and provision of basic information resources to the library users. Thus any educational programme cannot achieve its objectives fully if the library is left out in the implementation of the programme. Despite their inestimable importance, school libraries in Nigeria generally and staff schools in Niger state in particular seem to be under developed in the areas of staffing, accommodation, provision of information resources and services.

Ose and Okoedon (2012) surveyed the present state of school libraries in Benin City and revealed that all the schools visited were under stocked with library materials. The author further discovered that majority of the schools visited in Benin City had outdated books which were very dusty, where they existed. A similar case was reported by Selbar, et al. (2009) who reported that secondary school libraries in Jos metropolis were not equipped with the necessary materials and staff to render services to users. The result of findings related to non-print resources showed that the quantities available were very few.

However due to the decayed nature of school libraries in Nigeria one wonders what could be the situation of school libraries that have not been surveyed such as school libraries in staff schools This is an astounding gap in the work of most of the school library researchers considering the international recognition accorded to the library as the nerve centre of any educational programme.

It is against this backdrop that the researcher sought to investigate the situation of school libraries in staff schools of tertiary institutions in Niger state to see whether the situation will be different since they are properties of institutions of higher learning, which are looked upon as model for others.

Objectives

The objectives of the study are to:

- Reveal how adequate the available information resources in staff school libraries in Niger State are.
- 1. Find out how information resources are acquired in the staff schools libraries in Niger State.
- 2. Find out the ways in which the information resources are organized in the staff school libraries in Niger State.

3. Identify the challenges constraining the provisions of information resources and service in staff school libraries in Niger State.

- 4.

Literature Review

The basic purpose of establishing school library is to provide access to information to support school programmes. In order to do this, it should provide access to variety of information resources in different physical format. Salisu (1996) opined that the extent at which children and young people of today will be creative, informed and knowledgeable will be shaped by the boundaries of the contents of the library resources available within the schools Ode (2014) studied the availability, adequacy and utilization of school library resources by secondary school students in Oju local government area, Benue state and revealed that there were no modern instructional materials, computer aided programmes, TV programme and radio lessons in the school. It further reveals that text books were available though not adequate. It should be noted however, that no school library could function effectively if there are no textbooks in its collection since books are the central reference points for both the teachers and students (Daniel, 2001).

Ose and Okoedon (2012) surveyed the present state of school libraries in Benin City and revealed that all the schools visited were under stocked with library materials. A majority of the schools visited in Benin City have outdated books which are very dusty, wherever they existed. This confirms with the findings of Aniebo (2006) that revealed that school libraries in Imo state are outdated and lack reference materials. The author reported that all the schools investigated in this study lack audiovisual materials in their libraries. A similar case was reported by Selbar, et al. (2009) who reported that secondary school libraries in Jos metropolis were not equipped with the necessary materials and staff to render services to users. The result of findings related to non-print resources showed that the quantities available were very few. Majority of school libraries in Ilorin Metropolis did not have non-print resources at all.

Findings on non-print resources of the above cited author was in line with the study of Obajemu (2002) who studied school libraries in Oyo town and found out that non-print resources were virtually non-existent in the secondary schools of study.

The study presented respondents view on the availability and accessibility of learning resources in the SUBEB library/ LRCs. It revealed that majority of the respondents attested to the availability of textbooks (95 or 77.2%), dictionaries (86 or 69.9%) and fiction books (75 or 61.0%). On the other hand, few of the respondents attested to the accessibility of these identified learning resources. This implies that textbooks, dictionaries and fiction books were the most commonly available learning resources in SUBEB/ library /LRCs even though other learning resources such as journals, magazines / newspapers, maps/ Atlases, encyclopedias were also available. It could further be deduced from the study that the learning resources were not readily accessible to the teachers as revealed in the responses of the respondents presented in the study.

Muhammad & Saka (2012) in a study on the implementation of the minimum standards in Federal Government Colleges Libraries in North-Central Nigeria revealed that 35 responses indicated that all collections were available, while six responses showed non-availability of those collections. The study showed percentages of various collections as contained in the

minimum standard. The standard was used to evaluate the percentage collection from school libraries of Federal Government College Libraries. In terms of reference books seven school libraries gave various percentages and only two school libraries conform to the minimum standard by allocating ten percent to reference books. None of the nine school libraries adopted forty five percent to acquire non-fiction materials. Also of the nine school libraries, non-adopted 25 percent to acquire fictions (story books, novels). Two school libraries acquire audiovisual materials (AVM) but did not use ten percent allocation as contained in the minimum standard. The two school libraries used five percent and one percent respectively to acquire AVM out of eight school libraries that acquire periodicals only one school library used 10% to acquire periodicals all These showed that Federal Government College Libraries in North Central Nigeria did not use minimum standard to acquire their collections

Methodology

Survey method was adopted for the study. The population of the study consists of the staff school librarians/teacher librarians in Niger state. Simple Random Sampling technique was used to select six (6) out of

twenty one (21) staff school libraries. Instrument for data collection were observation and questionnaire containing items on availability and adequacy of resources, method of acquisition and

organization of resources and challenges constraining the provision of information resources. The data collected were analyzed using frequency and percentages.

Data Presentation and Discussion

Table 1. Available Human Resources in Staff School Libraries in Niger State

Category		Name of Schools							Total	
s/n	Human Resources	FUTM	FCEK	FPB	IBUL	COEM	NSPZ	T	%	
1.	School librarian	-	-	-	-	-	-	-	-	
2.	Teacher librarian	1	1	1	1	1	-	5	29.5	
3.	Library officers	-	-	-	-	-	-	-	-	
4.	Library assistants	1	-	-	-	-	-	1	5.8	
5.	Library Attendants	-	-	-	-	-	-	-	-	
6.	Clerical staff	-	-	-	-	-	-	-	-	
7.	Typist	-	-	-	-	-	-	-	-	
8.	Cleaners	1	1	1	-	-	1	4	23.5	
9.	Student keeper/lib. prefect	1	1	1	1	1	-	5	29.5	
10.	Security	1	1	-	-	-	-	2	11.7	
	Total	5	4	3	2	2	1	17	100.0	

Table 1 presented the data on available human resources in staff schools in Niger State. It was discovered that the highest

number of human resources, 5(29.5%) of the respondents indicated that they were teacher-librarians and student keeper/library

prefect respectively. This was followed by cleaners 4(23.5%), security, 2(11.7%) and library assistants 1(5.8%) in that order. This finding showed that the staff school libraries in Niger State did not have adequate human resources to manage the libraries. This therefore affected the development of the schools and libraries vis-à-vis the promotion of reading culture among pupils in the staff schools. Kolade (1998) highlighted the requirement for a school library media

Centre. According to the author, the school library media centre should have adequate resources and efficient staff because the effectiveness and success of school library programmes depend not only on the physical facilities but also on the competency of staff. The author further emphasized that a school library media centre requires adequate staff to acquire, select, organize and make teaching and learning resources available to both the students and teachers

Table 2 Types of Information resources available in staff school libraries in Niger State

s/n	Category	Name of Schools							
		FUTM	FCEK	FPB	IBUL	COEM	NSPZ	Total	
	Instructional/information resources available	F	F	F	F	F	F	T	%
1.	Subject books resources	1	1	1	1	1	1	6	20
2.	Serials	1	1	-	-	-	-	2	6.6
3.	Charts and graphs	1	1	1	1	1	-	5	16.7
4.	Pictures and maps	1	1	1	1	1	-	5	16.7
5.	Slides and filmstrips	-	-	-	-	-	-	-	-
6.	Films and Transparencies	-	-	-	-	-	-	-	-
7.	Motion picture and related projection equipment	-	-	-	-	-	-	-	-
8.	Display or chalkboard	1	1	1	1	1	1	6	20
9.	Television	-	-	-	-	-	-	-	-
10.	Video cassette and player	-	-	-	-	-	-	-	-
11.	CDs	-	-	-	-	-	-	-	-
12.	Radio lessons	-	-	-	-	-	-	-	-
13.	Tape cassette and cassette recorder	1	-	-	-	-	-	1	3.3
14.	Computer	1	1	-	-	-	-	2	6.7
15.	Dictionaries, encyclopedia, globes and atlas	1	1	1	-	-	-	3	10
16.	Indexes/Abstract/bibliography	-	-	-	-	-	-	-	-
17.	Internet	-	-	-	-	-	-	-	-
18.	Computer assisted instructional material	-	-	-	-	-	-	-	-
	Total	8	7	5	4	4	2	30	100.0

A cursory look at table 2 revealed that subject Book resources and display or chalk board were the highest with 6(20%) respectively, followed by charts, graphs, pictures and maps with 5(16.7%) were the major information resources available in the staff school libraries in Niger State. This is also followed by the least, tape cassette and

cassette recorder followed with 1(3.3%) response respectively.

On the other hand, table 4 also showed that slides and filmstrips, CDs, radio lessons, internet, computer assisted instructional materials and TV and video cassette and player were not available in the

staff school libraries studied. This is supported by Ode (2014) who discovered that there were no modern instructional materials, computer aided programmes, TV programme and radio lessons in Oju local government area Secondary School and that text books were available though not adequate.

The non-availability of these information resources call for serious concern as no much meaningful learning can take place without them. Therefore, it is important that staff school management

should make adequate arrangement to ensure that they are acquired and made available for both teachers and pupils use.

This finding is also in line with that of Gbadamasi (2013) who found out that instructional materials software and hardware involve exorbitant cost in finance, personnel and facilities and the production is restricted to institution of higher learning, ministries financial bases. However, a modern school library is expected to contain these resources to meet the present information technology demand.

Table 3 Method of Acquiring Information Resources in Staff School Libraries in Niger State.

s/n	Method of acquisition	Names of Schools							
		FUTM	FCEK	FPB	IBUL	COEM	NSPZ	Total	
		F	F	F	F	F	F	T	%
1.	Purchase	1	1	1	1	1	1	6	42.9
2.	Gift/donation	1	1	1	1	1	1	6	42.9
3.	Exchange/institutional cooperation	1	1	-	-	-	-	2	14.2
4.	Bequeath	-	-	-	-	-	-	-	-
5.	Legal deposit	-	-	-	-	-	-	-	-
	Total	3	3	2	2	2	2	14	100.0

The table 3 indicated that the highest number of the respondents 6(42.9%) admitted that they acquire library resources through purchase and gift/donation

respectively. This is followed by 2(14.2%) of them who indicated that they acquire library resources through exchange/institutional cooperation. On the

other hand, it was revealed from the table that bequeath and legal deposit were not used for acquiring information resources in the Staff School libraries in Niger State.

This is obvious because legal deposit does not cover school libraries while bequeath generally is no longer a popular acquisition method for information resources.

Table 4 Method of Organizing/Arranging Information Resources in the Staff School Libraries Studied

s/n	Method of organizing library resources	Names of School							
		FUTM	FCEK	FPB	IBUL	COEM	NSPZ		
		F	F	F	F	F	F	T	%
1.	Dewey decimal classification	-	-	-	-	-	-	-	-
2.	Library of congress classification	-	-	-	-	-	-	-	
3.	Subject basis	1	1	1	1	1	1	6	40
4.	Departmental basis	-	-	-	-	-	-	-	-
5.	Alphabetical order	1	1	1	1	1	-	5	33.3
6.	Numerical order	1	1	1	1	-	-	4	26.7
	Total	3	3	3	3	2	1	15	100.0

Table 4 shows that information resources in the Staff school libraries in Niger State were organized based on subject as indicated by 6(40%) and alphabetical order of the respondents 5(33.3%). The least was numerical arrangement with 4(26.7%) response score.

However, it was discovered that no type of classification scheme was used for

organizing information resources in any of the Staff School libraries in Niger State. This implies that organization of information resources in the libraries studied did not follow any acceptable standard known and accepted in library and information profession. This further confirms lack of professional qualification and experience of the managers of the school libraries studied.

Table 5 Challenges faced by Staff School libraries in Niger State

S/N	Challenges	S A		A		D	
		F	%	F	%	F	%
1.	Inadequate funding	6	26.1	-	-	-	-
2.	Lack of professional Staff	6	26.1	-	-	-	-
3.	There is no library hour on the time table	-	-	3	27.2	3	37.5
4.	Lack of management support	-	-	4	36.4	2	25
5.	Mutilation of library materials	-	-	4	36.4	2	25
6.	Lack of relevant materials	6	26.1	-	-	-	-
7.	Erratic power supply	5	21.7	-	-	1	12.5
	Total	23	100.0	11	100.0	8	100.0

SA= Strongly Agreed, A=Agreed, D= Disagreed

Table 5 revealed that the highest number of the respondents 6(26.1%) strongly agreed that inadequate funding, lack of relevant resources and lack of professional staff were the major challenges faced by staff in school libraries in Niger State. This finding affirmed the submission of Ahmed and Nwalo (2013), that adequacy of fund allocation has major influence on the provision of qualitative and quantitative information materials, staff and other facilities to enhance the sustainability of libraries in Nigeria. This is followed by 5(21.7%) of the respondents who admitted that erratic power supply is a challenge faced by staff school libraries, while 4(36.4%)of the same respondents attested to the fact that mutilation of library materials and management support were among the

challenges affecting provision of information resources of the Staff School libraries studied. Lack of library hour on the time table is the least encountered problem from the list of challenges having 3(37.5%) response score. The implication of this finding is that the staff school libraries in Niger State are faced with many challenges which could inhibit them from supporting the teaching and learning in the school system.

Findings

Based on the data collected and analyzed for this study, the following are the major findings:

1. The highest number of the respondents admitted that they acquire library resources through purchase and gift/donation respectively.
2. Information resources in the Staff school libraries in Niger State were organized based on subject, alphabetical and numerical order.
3. Inadequate funding, lack of relevant resources, mutilation of library materials, lack of management support and professional staff were the commonest challenges faced by staff school libraries in Niger State.

Conclusion

From the fore-going discussion it is apparent that the situation of staff school library resources in Niger State still leaves much to be desired. To a great extent, it is not in doubt that there exist considerable needs for improvements in this direction, if only for our educational aims and aspirations are to be attained.

Recommendations

1. Private organizations and NGOs should invest in school libraries. There should be provision of adequate budgetary allocation to

school libraries to enhance effective library and information services. Functional ICT and internet facilities should be put in place in all the staff school libraries. The school authority should make provision for purchasing of print and non-print media, audio-visual and other educational media for staff school libraries to meet the required modern school library

2. Professional librarians and other assisting staff should be employed for effective and efficient services and overall smooth running of the library.
3. Teachers must be sensitized on the need to work with school librarians in developing teaching techniques to ensure the appropriate use of the school library and resources in teaching and learning.

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