ASSESSMENT OF EDUCATION TRUST FUND (ETF) LIBRARY INTERVENTION PROJECT IN NIGERIAN COLLEGES OF EDUCATION LIBRARIES

BY

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A THESIS SUBMITTED TO THE POSTGRADUATE SCHOOL AHMADU BELLO UNIVERSITY IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE AWARD OF THE DEGREE OF MASTER OF LIBRARY SCIENCE

DEPARTMENT OF LIBRARY AND INFORMATION SCIENCE,
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DECLARATION

I hereby, declare that this thesis entitled "Assessment of Education Trust Fund (ETF) Library Intervention Project in Nigerian Colleges of Education Libraries" has been written by me and that it is the record of my research work and it has never been presented before in any previous publication or in any institution for the award of higher degree. All citations have been dully acknowledged in the references.

…….

Koki, Rufa'i Garba Date

MLS/EDUC/41502/2004-05

CERTIFICATION

This thesis entitled "Assessment of Education Trust Fund (ETF) Library Intervention Project in Nigerian Colleges of Education Libraries" by Koki, Rufa'i Garba has met with the requirement governing the award of the degree of master of library and information science of the Department of Library and Information Science, Ahmadu Bello university, Zaria. Therefore, is hereby approved for its contribution to knowledge and literary presentation.

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DEDICATION

This work is dedicated to my late parents, my grandmother Hajiya Mariya and my wife Maryam. To also everyone who works towards the upbringing of disciplined and cheerful children.

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I wish to express my profound appreciation to the contributions of my supervisors Professor Tijjani Abubakar who is also my head of department and Professor Umar Ibrahim. Indeed, their guidance, critisms and suggestions had contributed enormously to the success of the work.

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ABSTRACT

The study assessed ETF library intervention funding in Nigerian colleges of education. Its objectives include among others to discover the library services provided by colleges of education libraries before the intervention funding was received, to examine the satisfaction of the users with the services they received before the intervention and to find out the services funded by ETF library intervention and assess the satisfaction of the users with the services. Relevant literatures on the theory and practical application in library funding and financing were reviewed to establish the foundation of the study. The study used the staff in the colleges of education libraries and students as subjects. The subjects were drawn randomly to avoid working with biased samples. Data collected were analyzed using descriptive statistics in form of frequency distribution and percentages. Hypotheses formulated were tested using t-test and the findings in testing the hypotheses revealed differences in services provided by the colleges and services provided from the intervention. The study discovered that the services provided by colleges of education libraries were manual literature searching as reported by 113(23.77%) of the respondents and library users were not satisfied with the services they received from the college libraries before the intervention was received. It also identified that the major services funded from ETF library intervention fund include among others book acquisition/lending service as reported by 87(14.22%) of the respondents and users were highly satisfied with the services funded by the ETF library intervention as recorded in the responses of 195(41.40%). In assessing adequacy of funding it was discovered that the intervention fund was not adequate recorded from 193(40.98%) of the respondents. It established the acceptable mode of disbursing fund to libraries was through the college as identified by 323(68.57%) of the respondents. It finally insistent on use of ETF approved consultants reported by 185(39.27%) of the respondents as the major challenge in managing the fund. The study concluded that funding

was essential to college of education libraries and recommended that if teacher education was to be improved library services need to be supported by regular and adequate funding.

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OPERATIONAL DEFINITION OF TERMS

College Library: a library established, maintained and administered by college to meet the needs of its students and faculty.

Fund: Money set aside for a particular project.

Funding: Financing of project or services

Information Resources: Items or products and objects which give information.

Information Resource Development: Acquisition of information resources which can serve the need of the users.

Intervention: Involvement in to financing of project or services.

CHAPTER ONE

INTRODUCTION

1.0 Background to the study

The library occupies an important place in every educational institution. But before it can play its roles successfully, it requires adequate information resources. Information resource simply refers to any media in which information can be stored and retrieved for use. These include print, audio and video, electronic text and images. It is expected that library of whatever type should acquire and process as many forms of information resources as their clientele would require. To this end colleges of education libraries in Nigeria supposed to collect information resources in all formats with adequate depth and quantity for students' experimentation and exploration. Such resources should promote student-centered learning, problem-solving and independent learning. It also should promote self paced learning through provision of self paced resources that enable students to customize their learning based on their ability and to acquire specific skills in their chosen area.

However, the present economic conditions and other factors in Nigeria do not allow libraries to provide adequate information resources and other services to their users. The fundamental reason that could be attributed to this is funding which is necessary in library resource development and management. There are many alternative sources of funding for college libraries in Nigeria and these could be found both among public and private organizations. Modern libraries are turning to cooperation on local, regional and national basis as a solution to information resources development. However, it has been observed that this form of information resources development has not been working properly for Nigerian libraries as the individual user always put the bill for the service, and the economic difficulties being experience in the country is making it difficult for the users to pay for the services; thus, libraries now have resorted to obtaining funding from the Education Trust

Fund (ETF) as alternative sources of funding especially when they lack the capacity to embark on information resource development of their own.

Libraries in higher education are supposed to provide varied authoritative and up to date resources that support the missions and the needs of its users. However, information resource development in most college of education libraries is characterized by many problems including dependence of the libraries on foreign publishers for most of their information resources. It is in line with this that Aguolu (1997) posited that libraries in Nigeria can only developed if certain restrictions are removed from their way. These restrictions include poor funding, escalating cost of materials, high rate of exchange of the Dollar and import duties on books etc. A university or college library has the responsibility of ensuring that readers are provided with what they may want to read in terms of books and other information materials. But as there is no limit to what the library can acquire there is a limit placed on what the library could buy for the readers based on its funding. This is important as money for books and other information resources is not always forth coming, and when it comes is not always proportionate to the total information requirements of the users.

However in this era where electronics information resources forms the major sources of information, information resources development in Nigerian college libraries is being transformed from physical resource acquisition to access. This has added cost and required adequate funding as the necessary hardware and software for accessing electronic information must be put in place for it to work. Creth (2006) corroborates this where he states that access to electronic resources on the internet is not always free. Therefore, most discussions on electronic information provision in colleges suppose to center around cost for access, software and hardware requirement of the library etc. Perhaps if users are to pay for the costs there are likelihood that many students in our colleges may not afford to pay for

library services and hence would be denied access to information resources. This would also create a serious problem in higher education in the country as information is considered central to the process of learning and research.

Education, its role and importance

Education encompasses teaching and learning specific skills, and also something less tangible but more profound the imparting of knowledge, positive judgment and well-developed wisdom. Education has as one of its fundamental aspects the imparting of culture from generation to generation. Educational systems are established to provide education and training, in most cases for children and the young. A curriculum defines what students should know, understand and be able to do as the result of education. A teaching profession delivers teaching which enables learning, and a system of polices, regulations, examinations, structures and funding enables teachers to teach to the best of their abilities. Sometimes education systems can be used to promote doctrines or ideals as well as knowledge, which is known as social engineering.

High rates of education are essential for countries to achieve high levels of economic growth. Educational developments in Nigeria relates to economic developments through advancement in education and application of knowledge in social and economic activities. Education in general according to World Bank report (1999) is fundamental to the construction of knowledge economy. Yet the potentials of education in Nigeria are being frustrated by long standing problems of finance, efficiency, quality, equity and governance. Therefore could it be that our educational policy is faulty or perhaps there are some factors working against the educational development of the country. However, sound educational development is an important consideration in analysis of any country's objective for growth, through educational and economic development.

Bako (2009) posits that educational development has become the most effective means of boosting sustainable economic development and re-enforcing competitiveness in face of rapid growth taking place between industries, countries and peoples in the world. He added that evidences have shown that research and development generated by educational institutions has contributed to the rise and expansion of knowledge economy and the establishment of imperial knowledge control of developing countries in the on-going process of globalization and its uneven development. This particular point has made knowledge accumulation to be the most important and dominant form of today's capitalist accumulation, responsible for launching the advanced countries to the top of the world, by their control of the most advanced social and human capital formation, economic development and improved living conditions. It is in the light of this that library and information professionals in Nigeria needs to increase accessibility to research findings with a view to improving the knowledge base of the people and the socio-economic well being of the country.

Roles and place of libraries in colleges of education

The college library is presently standing on a crossroad and must try to find a useful balance between the traditional library functions and methods, and the new challenges. The college librarians supposed to pay a tremendously high price in preserving traditional services and embracing the technological advances. This notwithstanding, it must be paid if the librarian wants to impose or remain the mediator between the user and information. It is reasonable to state that one of the most important tasks of any librarian is to build up the library collection since "the curriculum and library of a college constitute its lifeblood stream, the library being the blood cells" (Cox-George 1992, 53). If one is interested in the library being more than a book room, then he must seriously consider collection development. Collection development and funding would do well with the implementation

of proposed modern facilities and the implications for resource sharing and increased access to information beyond national boundaries. In this information age, the library need no longer "own" a resource if it could gain access through sharing for less.

According to Drake (1996) the challenges to higher education is frightening because no one can predict the future of technology including the pattern of teaching and learning. At present there are many competing and conflicting forces in the educational sector and the situation is likely to remain so for the immediate future. The old ways of doing things is giving way to a one that depends on technology and traditional structures and methods of teaching and learning are giving way to a new order yet undefined. Therefore, funding for library services should reflect the transformation going on in educational sector including adoption of technology and methods of teaching and learning. As new courses are being introduced, method of communication also change and all these require to be addressed for by the information system within the campus.

Belcore (1995) maintained that digitization is something that offers many advantages to libraries. These include better access to sources of materials, easier preservation and extension of library collection. The ability to search is available through online searching where a single electronic item can be accessed from many locations to many simultaneous users. Copies of electronic materials can be delivered with speed and can be reformatted to the convenience of the reader. Preservation in digital world does not depend on having a permanent object and keeping it under guard, but on the ability to make multiple copies with the assumption that at least one will survive. But the major risk to digital objects is not physical deterioration but technological obsolescence. Therefore, the challenge in information resource development in colleges of education and funding agencies is about how to keep up to date in terms of technology that produce access.

Place of funding in college library management

Finances are in the heart of library services for without finance the library would be crippled. Libraries should be managed in a manner that permits and encourages the most effective use of resources. ALA (2007) stated the standard for budget provision in higher education libraries to include preparation, justification and management of finances based on libraries objectives. Budget should meet the expectation of the users and must be in line with institutional needs. Libraries should utilize financial resources efficiently and effectively following financial regulations of their funding organization including authority to apportion funds and to initiate expenditure.

Funding for library services takes many forms including donation of materials, journals, library furniture or equipment, physical cash, training and or access to web based sources of information. The donor could be individual, government or Private Corporation. The objective of any funding programme is to aid the library discharge its responsibilities by putting the bill or by providing the materials and equipment required to maintain a service. Whatever form of funding a library receives the funds must be used for the purpose the donor intended. It is unethical to divert donations and aids for purposes not intended by the donor; as this, attitude may discourage potential donors from donating or funding services in the library. To this end intervention program as we have in Nigerian colleges of education ought to be administered in the manner that will benefit all. The services that are funded should be subsidized and must be relevant to the user's interest otherwise it may not be patronized.

Intervention funds in college libraries in Nigeria

Teacher education in Nigeria derives its objectives from the needs of the country to impart skills, experiences and competencies to develop and survive in the competitive world of modern society. The objectives include provision of information, application of

information in solving identified problems and demonstration of a correct attitude towards individuals, ideals and materials. As a result, teacher education needed to be accorded maximum support to make it occupy it deserves position in the economy. However, as it can be seen in Nigeria today education has become a major area of concerns to well meaning Nigerians.

The aims and objectives of teacher education in Nigeria is anchored on five value objectives as enshrined in the National Policy on Education (1981). These are:

- Production of highly motivated, conscientious and efficient classroom teachers for all levels of the educational system.
- Encouraging the spirit of enquiry and creativity in teachers.
- Helping teachers to fit into the social life of the community and society at large and enhancement of their commitment to national objectives
- Provision of teachers with intellectual and professional background adequate for their assignment and to make them adaptable to any changing situation not only in the life of their country but in the wider world.
- To enhance teachers commitment to the teaching profession

However, it is evident from the above that the aims and objectives of teacher education in Nigeria are not only based on the production of teachers in large quantity; but also in imparting professional skills and techniques Possession of a body of knowledge and understanding. To achieve the goals of education in the country fund are required to sustain the system.

Funding for library services by Education Trust Fund (E.T.F.)

The library can fulfill its educational objectives in teaching, learning and research through the acquisition of relevant information. Academic libraries continue to operate in financially restrictive environments and often under increasing external economic pressures.

There is frequent mention in the literature for instance Moyer (2005) wrote on 'budgetary pressures', Holt (2005) researched on 'budget cut and Nevo (2005) explored 'funding crisis' and Huang (2006) declares that funding is 'increasingly problematic and competitive. Libraries are expected to provide services to match the expectations of their users. Managers and financial administrators, as well as customers, expect, and rightly so, a business-like approach with cost-effective services and value for money. Therefore acquisition of materials in the library now revolves around issues of funding, quality, accessibility, manageability, cost and budget, and availability and usage. Funding or inadequate financial resources allocated to libraries have been affecting the services of college libraries n Nigeria.

Generally, the availability of relatively adequate funding would enable libraries to renew journal subscriptions and develop a collection of non-book materials to support activities in learning teaching and research. Modern technologies are placing not only operational, technological and strategic burdens on libraries and their staff, but also a very real financial weight. Patrons expect instant connectivity and integrated access. In this context, libraries need to become more financially confident, to develop better marketing and public relations skills and, critically, to acquire more expertise in matters financial. These matters - financial relate not just to the management of budgets and resources, but to actually increasing and generating additional revenues.

Gotwals (2005) describes the financial situation of libraries and conclude that clearly most libraries, needs to go beyond the capacity of the operating budget provided by the institution' by looking more vigorously at alternative income streams and more on non-traditional ways of raising finance as intervention. Despite the vulnerability of the Nigerian libraries many libraries have successfully attracted additional funds, shared or reduced costs participated in projects with other libraries and partners and forged strategic alliances that

have resulted in economies of scale. Many others have reacted positively and creatively and have become adept at managing resources and budgets. Libraries have developed collaborative strategies and partnerships that have become well established, such as consortium approaches to buying electronic resources, datasets and databases.

Information resource development in higher education

The primary clients in a library of an institution of higher learning are students who have varying levels of experience on information seeking and who are also distinguished by their courses and enrolment in general courses. Other clients in the library are staff, and the members of community who may have the need for information. All the resources and services provided in a college library must recognize the users of the library. Services must be designed to support the students and to facilitate academic success. Library services must be designed to support the students and to facilitate academic success. Library services must provide access to broad range of information resources based on needs. The services should be designed to serve as gateways to library and information service inquiry including preparing students for graduate work, research, and use of sources of information. Therefore, intervention project to be provided in colleges of education libraries must be directed towards what would benefit the users in their academic endeavor.

1.2 Statement of problem

The Centre for Higher Education Studies (2010) identified that the antecedents that led to the establishment of ETF in Nigeria were government policies on funding and general macro-economic policies affecting the funding capacity of educational institutions. That by 1985 government officially declared its intentions for making use of market mechanisms as instruments of development policy. The Structural Adjustment Programme was introduced to run for five years from 1986 to 1991, immediately following the economic stabilization period in the early 1980s, which was aimed at reducing budget deficits and huge import

bills. The ideological shift had a profound effect on all sectors of the economy, but especially public sector institutions that had until then been run at non-competitive prices or not-for-profit. All educational institutions including universities fell into this group. However, apart from the shift in mainstream funding, there have been other efforts to source funds for the education sector both within the government and through non-governmental efforts such as the Education Tax Fund set up in 1993 from the recommendation of Longe Commission (1991) on the Review of Higher Education in Nigeria. The Commission recommended for 2% Higher Education Tax on company profits. The money if collected is to be used specifically in the following areas:

i) Students work centres

ii) Staff development and conference attendance

iii) Higher education library system

iv) Research

v) Procurement and maintenance of equipment

vi) Higher education book development.

According to ETF Bulletin (2003) the education Tax Fund (ETF) was established under Act No. 7 of 1993 and amended by Act No. 40 of 1988 to improve the quality of Education in Nigeria through fund provision. To enable the ETF achieve its objectives, Act No. 7 1993 as amended was created to impose 2 percent Education Tax on the assessable profit of all registered companies in Nigeria. The Federal Inland Revenue Service (FIRS) is empowered by the Act to assess and collect Education Tax. The Fund administers the tax imposed by the Acts, and disburses the amounts to educational institutions at Federal, state and local government levels. It also monitors the projects executed with the funds allocated to the beneficiaries.

The Act empowered the ETF to impose 2% education tax on assessable profit of all registered companies in Nigeria. The Federal Inland Revenue collects the tax on behalf of the ETF. The ETF administers the tax and disburses money to educational institutions at Federal, State and Local Government Levels. It also monitors the project executed and determines beneficiaries.

The objectives of the ETF as stated in ETF bulletin (2003:1) include:

- Provision of funding for educational facilities and infrastructural development.
- Promotion of creativity and innovation in education services.
- Support and enhancement of improved activities in educational foundation such as teacher education, teaching practices library development etc.
- Promotion of technology in teaching and literacy program.

College of education library supposed to respond to the needs of the community in their colleges more especially as the library is the heart of the colleges. It provides important services which leads to the realization of the goals of the colleges in teaching, learning and research work. But before the colleges of education libraries can provide the services needed by the library users in the colleges it need to acquire relevant up to date materials that can satisfy the information needs of the users. However, as observed by the researcher many of the colleges of education libraries could not meet the demands for books and other reading materials due lack of funding. They could not provide some services because the facilities and resources to provide the services were not in place. Important service as book circulation which allows student to borrow books from the libraries is being provided only on a minimal basis to staff only because there was not adequate number of books. Although there is a paradigm shift in educational services delivery online hybrid, and other alternative sources of information are not employed by the libraries in the colleges. Whereas, to help students engage in learning, to meet their educational and personal needs there is the need to

introduce changes in information service delivery which challenge the old model the libraries have been adopting. Indeed, college of education libraries need to change their ways to meet the needs of their community, to offer more services, provide technical support services, and collect materials in a greater variety of formats. The question to ask is, how possible is it for the college libraries in Nigeria to achieve these without adequate funding? Perhaps, it could be assumed that the libraries could not achieve any of these with the present state of funding.

The ETF came to the aid of the colleges in 1999 to intervene in funding library services. This has since been making significant impact in the colleges as services which the libraries could not offer are running in most of the college libraries in Nigeria. Most of the libraries in the colleges are being stocked with books, provided ICT facilities often with internet connectivity and other facilities and equipment. But the issue now is to identify the services and resources funded by the ETF in the libraries and to determine the relevance to the users and the libraries. No library can boost of being able to acquire all that it needs because of financial constraint and thus since ETF has come to aid the libraries in colleges of education we may assume that the funding being received from ETF is adequate to afford the libraries to provide for essential needs. We may also assume that the funding being received from ETF is not adequate because the libraries need more money for many of their services. The inadequacy of the funds may be attributed to high cost of the materials.

One other area which has been observed to be of great concern for the libraries in colleges of education is the issue of aging for print collections. This is a critical issue, considering the fact that the library collections in most college libraries are old and outdated. The average publication date of library materials as observed is 1990, excluding the college archival materials. Association for College and Research Libraries (ACRL) (2000) recommends an acceptable age standard for materials at 5-10 years for books and

electronic resources. This calls for adequate funding of the colleges of education libraries in order to update their collections to a standard relevant to the programs being offered by the colleges.

Information service provision in college of education supposes to be in line with the trend in modern educational services. The modern educational services emphasize the use of computers and related software, in teaching and learning. The traditional chalk and board supposed to give way to technology as the print era is gradually being replaced by electronic publications. Research in collages is also becoming inter-disciplinary and specialized in some senses and scholarly communication is moving away from print to the electronic systems. It is in line with the above that a study of this nature is being contemplated to assess the ETF library intervention project in libraries in the Nigerian colleges of education with a view to identify its effects in library services and resource building.

In a similar endeavour Abubakar (2002) studied the World Bank loan facilities in Nigerian university system. The World Bank is a private international profit making organization whereas; the ETF is a local solution to the problems bedeviling educational services of the country including library services. Therefore, assessing the ETF library intervention project will provide insight in to the effects of the funding on library services and resource building efforts of libraries.

1.3 Research question

The study will seek answers to the following questions:

1) What are the library and information resources and services Nigerian colleges of education libraries have been providing from their budget before ETF intervention project?
2) What are library and information resources and services required by library and information users in libraries of the Nigerian colleges of education?

3) What are the library and information resources and operations funded by ETF library intervention fund?
4) What are the channels of disbursing the ETF library intervention fund to Nigerian colleges of education libraries?
5) How adequate is ETF library intervention funds in the Nigerian colleges of education libraries?
6) To what extent are the library users satisfied with the resources and services funded by the ETF?

1.4 Research hypotheses

1) There is no significant difference between library and information services provided by libraries of colleges of education in Nigeria before receipt of ETF library intervention fund and services funded by ETF.
2) There is no significant difference between services desired to be provided by the ETF in libraries of colleges of education and adequacy of ETF library intervention funding to colleges of education libraries in Nigeria.

1.5 Objective of the study

The study will have the following objectives are to:

1) Find out the library and information resources and services Nigerian colleges of education libraries provided from their budget.
2) Determine the library and information resources and services required by library and information users in libraries of the Nigerian colleges of education.
3) Establish the library and information resources and services funded by ETF library intervention fund in Nigerian colleges of education libraries.
4) Discover the channels used to disburse the ETF library intervention fund by ETF to Nigerian colleges of education libraries.

5) Establish the adequacy of the ETF library intervention funds to libraries of colleges of education in Nigeria.

6) Find out the extent to which library and information users in Nigerian colleges of education libraries are satisfied with the resources and services funded by the ETF in libraries of the colleges of education in Nigeria.

7) Determine the differences between library and information resources and services provided by libraries of colleges of education in Nigeria from their budget and library resources and services funded from ETF library intervention fund.

8) Discover the difference between resources and services required by the users in the libraries of colleges of education in Nigeria and adequacy of ETF library intervention funds to colleges of education libraries in Nigeria.

1.6 Significance of the study

The study is significant in the sense that it will provide information on the effects of ETF library intervention funds in colleges of education libraries in Nigeria. The study will assist librarians to assess the ETF library intervention funds to determine its effects in improving library resources and services in the colleges of education libraries in Nigeria. It can also be used by ETF management assess the extent to which their intervention is improving library services in the colleges. Above all the study can be used as addition to knowledge in library intervention in Nigeria.

1.7 Scope of the study

The study will cover the period from January 2000 to December 2010; that is, ten (10) years. It covered only the colleges of education funded by the federal and state governments in Nigeria including the single military college of education in the country. The study concerned itself only with resources and services funded from the ETF library intervention funds in the colleges of education libraries and not with other funding

arrangements receiving by the libraries in these colleges. Therefore, even if ETF is doing something within the college that does not relate to the library it was not within the scope of the study to cover it. Therefore, findings from the study were only applied to the ETF library intervention funding and not applied to other funding within the libraries in the colleges of education in Nigeria.

1.8 Limitation of the study

The limitation of the study is that it covered only certain the period from January 1999 to December 2009, whereas; ETF intervention to colleges of education libraries is a continuous project with no date of ending. The period was taken to set a time frame for the study so that anyone wishing to embark on a similar can pick from where the study stopped. It is also important to set a time limit for this type of assessment as the project involved in the study supposed to be continuous and never ending.

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CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.0 Introduction

The purpose of this chapter is to review the literature related to the subject in order to establish a foundation for the study at hand. Therefore the chapter reviewed related literature on the subject with a view to laying a foundation for the research work at hand. It reviewed studies on the theoretical, conceptual and practical application of information management in public organizations especially in Nigeria. The chapter is presented under the following sub – headings:

2.1 Education, its role and importance

2.2 Roles and place of libraries in colleges of education

2.3 Information resources and services in college of education libraries

2.4 Place of funding in college library management

2.5 Intervention funds in college libraries in Nigeria

2.6 Funding for Library services in Nigeria

2.7 Summary of the review.

2.1 Education, its role and importance

Education encompasses teaching and learning specific skills, and also something less tangible but more profound: the imparting of knowledge, positive judgment and well-developed wisdom. Education has as one of its fundamental aspects the imparting of culture from generation to generation. Educational systems are established to provide education and training, in most cases for children and the young. A curriculum defines what students should know, understand and be able to do as the result of education. A teaching profession delivers teaching which enables learning, and a system of polices, regulations, examinations, structures and funding enables teachers to teach to the best of their abilities.

Sometimes education systems can be used to promote doctrines or ideals as well as knowledge, which is known as social engineering.

High rates of education are essential for countries to achieve high levels of economic growth. Educational developments in Nigeria relates to economic developments through advancement in education and application of knowledge in social and economic activities. Education in general according to World Bank report (1999) is fundamental to the construction of knowledge economy. Yet the potentials of education in Nigeria are being frustrated by long standing problems of finance, efficiency, quality, equity and governance. Therefore could it be that our educational policy is faulty or perhaps there some factors working against the educational development of the country. However, sound educational development is an important consideration in analysis of any country's objective for growth, through educational and economic development.

Bako (2009) posits that educational development has become the most effective means of boosting sustainable economic development and re-enforcing competitiveness in face of rapid growth taking place between industries, countries and peoples in the world. He added that evidences have shown that research and development generated by educational institutions has contributed to the rise and expansion of knowledge economy and the establishment of imperial knowledge control of developing countries in the on-going process of globalization and its uneven development. This particular point has made knowledge accumulation to be the most important and dominant form of today's capitalist accumulation, responsible for launching the advanced countries to the top of the world, by their control of the most advanced social and human capital formation, economic development and improved living conditions. It is in the light of this that library and information professionals in Nigeria needs to increase accessibility to research findings with

a view to improving the knowledge base of the people and the socio-economic well being of the country.

The administrative structure in colleges of education libraries can be seen from the perspectives of external, internal and departmental administration. External management of the Nigerian colleges of education is under influence of the National Commission for colleges of education (NCCE), which acts as the link between the federal government and the colleges themselves. This body is responsible for the funding of federal colleges and the issuance of guidelines concerning management of the colleges and establishment of new colleges (National Commission for Colleges of Education, 1994).

The influence of the National Commission for Colleges of Education on library services in Nigerian colleges of education is largely in the area of funding and collections of the libraries. Until recently, the commission stipulated that colleges should fund their libraries at a level equal to between 5% and 8% of their recurring expenditures. Unfortunately over the years, this has been observed more in the breach by most colleges, particularly the state-funded ones over which the Commission has no financial control.

Accreditation of courses by the NCCE involves visits to college libraries, among other teaching facilities in the college, to determine the qualitative and quantitative aspects of their book and journal collections (Ifidon 1985). This requirement has forced college of education in Nigeria to take library development more seriously. It has now become customary in most Nigerian colleges of education for money to be released on adhoc basis for the development of book and journal collections whenever accreditation visits are imminent.

2.2 Roles and place of libraries in colleges of education

Libraries have been considered as support services by college administrators, but in essence the importance of the libraries in research, teaching and learning is great. To this

end the library is often seen as providing key services within educational institutions. However, as it is within the Nigerian educational system the status of libraries have risen to the level where libraries are viewed as component of research as well as teaching, and also active players in academic activities, viz: research as part of the research group producing new knowledge and more effectively refining and publishing previously published materials, and in teaching as a partner creating learning environments and for their own part providing students with the essential skills of information acquisition and management. The librarians are teachers because they teach students information skills. However, Peacock (2000) notes that this role demands more than sound pedagogical knowledge, advanced teaching skills and an ability to develop and deliver effective learning experiences. It requires that the teacher librarian functions as an educational professional; that is, as one who can engage in educational debate and decision-making processes, influence policy, forge strategic alliances and demonstrate diplomatic sensitivity.

Specific elements essential for the success of the role of teacher librarian are:

- knowledge of educational theory and its practical application through instruction design, including knowledge of theories of learning and human development;
- the ability to write instructional goals and objectives; the ability to develop instructional programs and materials appropriate to the instruction goals and consistent with a personal theory of learning and human development; and
- the ability to formulate and execute an evaluation of instructional sessions and programs.

The teaching librarian serves as designers of learning experiences and processes as the library serves as gateway to knowledge providing instructions and learning opportunities within the institution. They also cover content that develop students' capabilities, competencies and capacity to learn-reading, critical thinking and comprehension. The e-

library can make students to overcome the problem of retention of skills as they can access packaged lesson designed by the teacher and librarian to refresh their memory after class.

The college library is presently standing on a crossroad and must try to find a useful balance between the traditional library functions and methods, and the new challenges. The college librarians supposed to pay a tremendously high price in preserving traditional services and embracing the technological advances. This notwithstanding, it must be paid if the librarian wants to impose or remain the mediator between the user and information. It is reasonable to state that one of the most important tasks of any librarian is to build up the library collection since "the curriculum and library of a college constitute its lifeblood stream, the library being the blood cells" (Cox-George 1992, 53). If one is interested in the library being more than a book room, then he must seriously consider collection development. Collection development and funding would do well with the implementation of proposed modern facilities and the implications for resource sharing and increased access to information beyond national boundaries. In this information age, the library need no longer "own" a resource if it could gain access through sharing for less.

According to Drake (1996) the challenges to higher education is frightening because no one can predict the future of technology including the pattern of teaching and learning. At present there are many competing and conflicting forces in the educational sector and the situation is likely to remain so for the immediate future. The old ways of doing things is giving way to a one that depends on technology and traditional structures and methods of teaching and learning are giving way to a new order yet undefined. Therefore, funding for library services should reflect the transformation going on in educational sector including adoption of technology and methods of teaching and learning. As new courses are being introduced, method of communication also change and all these require to be addressed for by the information system within the campus.

Belcore (2006) maintained that digitization is something that offers many advantages to libraries. These include better access to sources of materials, easier preservation and extension of library collection. The ability to search is available through online searching where a single electronic item can be accessed from many locations to many simultaneous users. Copies of electronic materials can be delivered with speed and can be reformatted to the convenience of the reader. Preservation in digital world does not depend on having a permanent object and keeping it under guard, but on the ability to make multiple copies with the assumption that at least one will survive. But the major risk to digital objects is not physical deterioration but technological obsolescence. Therefore, the challenge in information resource development in colleges of education and funding agencies is about how to keep up to date in terms of technology that produce access.

2.3 Place of funding in college library management

Finances are in the heart of library services for without finance the library would be crippled. Libraries should be managed in a manner that permits and encourages the most effective use of resources. Association for College and Research Libraries (2007) stated the standard for budget provision in higher education libraries to include preparation, justification and management of finances based on libraries objectives. Budget should meet the expectation of the users and must be in line with institutional needs. Libraries should utilize financial resources efficiently and effectively following financial regulations of their funding organization including authority to apportion funds and to initiate expenditure.

Government is the sole sponsor of colleges of education in Nigeria as they receive funding directly through the ministries. Nigerian colleges of education libraries are mainly funded from the recurring expenditures of their individual colleges. To ensure that they received adequate funds the National Commission for Colleges of education (NCCE) at one time stipulated that between 5 and 8% of the recurring funds of the colleges of education

should go to the libraries. As a result of the generally poor funding of colleges of education, this has not been observed. Recently, this standing instruction was improved on through the institution of a 10% library development fund (LDF) deducted directly from the recurring allocations of federal colleges of education and remitted separately to the federal colleges of education libraries. College librarians are signatories to this account while the reserves the right to withhold subsequent library development funds if the previously released funds are not accounted for by the colleges of education (National Colleges of education Commission 1994).

Funding of Nigerian colleges of education and their libraries was not much of a problem until the Nigerian economy ran into problems in the early 1980s as a result of the world oil glut and poor internal management of resources. This led to devaluation of the local currency, and over the years, government funding of colleges of education and their libraries did not take this inflationary trend into consideration. This situation has drastically affected the growth of library collections in Nigerian colleges of education both in terms of quality and quantity. The level of funding received by the colleges has largely affected the speed of their acquisition of physical facilities befitting the library, laboratories and lectures.

Funding for library services takes many forms including donation of materials, journals, library furniture or equipment, physical cash, training and or access to web based sources of information. The donor could be individual, government or Private Corporation. The objective of any funding programme is to aid the library discharge its responsibilities by putting the bill or by providing the materials and equipment required to maintain a service. Whatever form of funding a library receives the funds must be used for the purpose the donor intended. It is unethical to divert donations and aids for purposes not intended by the donor; as this, attitude may discourage potential donors from donating or funding services in the library. To this end intervention programs as we have in Nigerian colleges of education

ought to be administered in the manner that will benefit all. The services that are funded should be subsidized and must be relevant to the user's interest otherwise it may not be patronized.

2.4 Intervention funds in college libraries in Nigeria

Teacher education in Nigeria derives its objectives from the needs of the country to impart skills, experiences and competencies to develop and survive in the competitive world of modern society. The objectives include provision of information, application of information in solving identified problems and demonstration of a correct attitude towards individuals, ideals and materials. Teacher education needed to be accorded maximum support to make it occupy it deserves position in the economy. However, as it can be seen in Nigeria today education has become a major area of concerns to well meaning Nigerians.

The aims and objectives of teacher education in Nigeria is anchored on five value objectives as enshrined in the National Policy on Education (1981). These are:

- Production of highly motivated, conscientious and efficient classroom teachers for all levels of the educational system.
- Encouraging the spirit of enquiry and creativity in teachers.
- Helping teachers to fit into the social life of the community and society at large and enhancement of their commitment to national objectives
- Provision of teachers with intellectual and professional background adequate for their assignment and to make them adaptable to any changing situation not only in the life of their country but in the wider world.
- To enhance teachers commitment to the teaching profession

However, it is evident from the above that the aims and objectives of teacher education in Nigeria are not only based on the production of teachers in large quantity; but also in imparting professional skills and techniques Possession of a body of knowledge and

understanding. To achieve the goals of education in the country fund are required to sustain the system.

2.5 Funding for Library services by Education Trust Fund (E.T.F.)

The library can fulfill its educational objectives in teaching, learning and research through the acquisition of relevant information. Academic libraries continue to operate in financially restrictive environments and often under increasing external economic pressures. There is frequent mention in the literature for instance Moyer (2005) wrote on 'budgetary pressures', Holt (2005) researched on 'budget cut world' and Nevo et al (2005) explored 'funding crisis' and Huang (2005) declares that funding is 'increasingly problematic and competitive.

Libraries are expected to provide services to match the expectations of their users. Managers and financial administrators, as well as customers, expect, and rightly so, a business-like approach with cost-effective services and value for money. Therefore acquisition of materials in the library now revolves around issues of funding, quality, accessibility, manageability, cost and budget, and availability and usage. Funding or inadequate financial resources allocated to libraries have been affecting the services of college libraries n Nigeria. Louis (2008) aptly predicted that "library funding will probably be the issue which will consumes the energy of library managers to the end of this century"

Generally, the availability of relatively adequate funding would enable libraries to renew journal subscriptions and develop a collection of non-book materials to support activities in learning teaching and research. Modern technologies are placing not only operational, technological and strategic burdens on libraries and their staff, but also a very real financial weight. Patrons expect instant connectivity and integrated access. In this context, libraries need to become more financially savvy, to develop better marketing and public relations skills and, critically, to acquire more expertise in matters financial. These

matters financial relate not just to the management of budgets and resources, but to actually increasing and generating additional revenues.

Gotwals (1999) describes the financial situation of libraries and conclude that clearly most libraries, needs to go beyond the capacity of the operating budget provided by the institution' by looking more vigorously at alternative income streams and more non-traditional ways of raising finance as intervention. Despite the vulnerability of the Nigerian libraries many libraries have successfully attracted additional funds, shared or reduced costs participated in projects with other libraries and partners and forged strategic alliances that have resulted in economies of scale. Many others have reacted positively and creatively and have become adept at managing resources and budgets, often invoking those good friends Peter and Paul to stay on top of things. Libraries have developed collaborative strategies and partnerships that have become well established, such as consortium approaches to buying electronic resources, datasets and databases.

2.6 Information resource development in higher education

The primary clients in a library in institution of higher learning to be students who have varying levels of experience on information seeking and who are also distinguished by their courses and enrolment in general courses. Other clients in the library are staff, and the members of community who may have the need for information. O'Brien, et al … (2007) identified that libraries are expected to provide services to match the expectations of their users. "Managers and financial administrators, as well as customers, expect, and rightly so, a business-like approach with cost-effective services and what auditors are rather fond of calling 'VFM' – value for money." These expectations are glaring now with more heightened technological and strategic burdens on libraries and their staff, also a very real financial weight. Library users expect instant connectivity for twenty four hours a week integrated access. In this context, libraries need to become more financially confidence, to

develop better marketing and public relations skills and, critically, to acquire more expertise in matters of finances. These matters relate not just to the management of budgets and resources, but to actually increase and generate additional revenues. For libraries to meet these increased needs and if we are to sustain our existing services and add value, we need more money. Gotwals (2006) describes it thus "clearly for most libraries, needs go beyond the capacity of the operating budget provided by the institution." Shrinking budgets mean that libraries will need to look more vigorously at alternative income and more non-traditional ways of raising finance. Despite this vulnerability, many libraries in Nigeria have successfully attracted additional funds, shared or reduced costs participated in projects with other libraries and partners and forged strategic alliances that have resulted in economies of scale. Many others have reacted positively and creatively and have become adept at managing resources and budgets. Libraries can also develop collaborative strategies and partnerships that have become well established, such as consortium approaches to buying electronic resources, datasets and databases.

All the resources and services provided in a college library must recognize the users of the library. Services must be designed to support the students and to facilitate academic success. Library services must be designed to support the students and to facilitate academic success. Library services must provide access to broad range of information resources based on needs. The services should be designed to serve as gateways to library and information service inquiry including preparing students for graduate work, research, and use of sources of information. Therefore, any intervention project to be undertaken in colleges of education libraries must be directed towards what would benefit the users in their academic endeavor.

2.7 Funding for Library services in Nigeria

According to Ifidon (1985) the college library derives funds through the college whose sources of financial support are government grants, private contributions and gifts,

endowments, student fees, investments, and consultancy. Direct collection of funds by the library may come from sources such as photocopying proceeds, fines for overdue books, sale of duplicates and publications, and charges for loan of special items. The main source of funds is government grants, which account for about 90% of the total revenue of each college. Currently, the average rate of funding English speaking African college libraries is about 5% of the total recurrent grant.

Massive foreign debts; debilitating debt repayment schedules; greatly devalued currencies; more borrowing from the International Monetary Fund and the World Bank; stringent and controversial economic measures that bring in their trail social and other upheavals; food riots; strikes and demonstrations aimed at bettering the standard of living; these are the items on the current agenda of the developing nations. Ishaka (1989) noted that many students in the tertiary institutions are simply trapped. They skip breakfast or lunch or both to be able to pursue their studies...." “The dearth of relevant textbooks and the high cost of books are rendering college education students to experience difficulty in access to information." "We are now graduating students who are not reading books...." The books in the library are not replenished because the college does not have money. It means we are giving the students old information which may no be useful in the present day Nigeria.

Phiri (1984) reported that in Zambia there was inadequate funding and little foreign exchange for reading materials despite the bulk of material ordered from overseas. While Kaungammo (1985) maintained that in Tanzania the situation is worse still: a ban on the purchase of books from abroad has been in force there since 1979, presenting a threat to the very existence of libraries other areas of the developing world have had similar experiences. To say that Third World college libraries are currently perched on a precipice would not be an exaggeration. In fact, one could go a step further to say that the necessary factors required for the declaration of a library state of emergency are in place. At the same time

our publishing industries have remained crippled, as paper, ink, photographic plates, printing machines and so on are in short supply, and when broken down they cannot be repaired for lack of spare parts. Thus fewer publications are being produced in our countries, and the frustration of librarians is shared by authors, publishers, and the reading public.

Nwafor (2009) identified that the situation can be reverse through (1) Library cooperation and resource sharing; (2) Greater persuasiveness in getting authorities to liberalize library funding; and (3) More effective pursuit of external assistance. Resource sharing, so common in the advanced countries, is still a topic of discussion rather than action in the developing countries. As for talking the authorities into increase library allocations, the idea seems little more than a pipe dream under the current economic order. Yet we should be able to elaborate a position at least, one that favors something like a 10% share of college educational expenditures, rather than the more accepted 5% (in normal times). The 5% figure was drawn from experience in the United States, and based on the patterns found there in established library situations. But Third World universities have not yet been able to establish a base line of collections and staffing that allow reasonable growth with such a small share of college budgets. As in the U.S. and in Britain, libraries without basic collections need to be funded at higher levels, in the vicinity of 10%. Pursuit of greater external assistance seems to be a realistic strategy. Already numerous national and foundation efforts are operative in the interest of bringing books and journals to libraries of developing countries.

2.8 Summary of the review

It has been established by the review that That education encompasses teaching and learning specific skills, and it also incorporate imparting of knowledge, positive judgment and well-developed wisdom. It is one of the method of imparting culture from generation to generation as such educational systems are established to provide education and training, in

most cases for children and the young. It is the most effective means of boosting sustainable economic development and re-enforcing competitiveness in face of rapid growth taking place between industries, countries and peoples in the world. Educational activities are supported and boosted by library services.

The review also established that libraries provide support services to colleges and are important in research, teaching and learning. Therefore libraries have been seen to provide key services within educational institutions. However, as it is within the Nigerian educational system the status of libraries have risen to the level where libraries are viewed as component of research as well as teaching, and also active players in academic activities. But the libraries may not function well without adequate funding.

The review revealed that finances are in the heart of library services for without finance the library would be crippled. Libraries should be managed in a manner that permits and encourages the most effective use of resources. But in Nigeria government has been identified as the sole sponsor of colleges of education in Nigeria as they receive funding directly through the ministries. Nigerian colleges of education libraries are mainly funded from the recurring expenditures of their individual colleges. Funding of Nigerian colleges of education became difficult with devaluation of the local currency. This situation has drastically affected the growth of library collections in Nigerian colleges of education both in terms of quality and quantity. The level of funding received by the colleges has largely affected the speed of their acquisition of physical facilities befitting the library, laboratories and lectures. The review noted that Funding for library services takes many forms including donation of materials, journals, library furniture or equipment, physical cash, training and or access to web based sources of information.

It was discovered in the review that academic libraries are operating in financially restrictive environments and while the libraries are expected to provide services to match the

expectations of their users. Managers and financial administrators, as well as customers, expect, and rightly so, a business-like approach with cost-effective services and value for money. Therefore acquisition of materials in the library now revolves around issues of funding, quality, accessibility, manageability, cost and budget, and availability and usage. Funding or inadequate financial resources allocated to libraries have been affecting the services of college libraries n Nigeria.

It was emphasized by the review that resources and services in the libraries are provided based on recognition of the needs of the users of the library. Services are designed to support the students and to facilitate academic success. Library services must be designed to support the students and to facilitate academic success. Library services must provide access to broad range of information resources based on needs. The services should be designed to serve as gateways to library and information service inquiry including preparing students for graduate work, research, and use of sources of information. Therefore, all intervention programmes to be provided in colleges of education libraries must be directed towards what would benefit the users in their academic endeavor.

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CHAPTER THREE

METHODOLOGY

3.0 Introduction

The chapter will deal with the processes adopted in the study. This includes description of research description of research method adopted, population of the study, sample and sampling techniques, description for instrument of data analysis and procedure for analyzing data. The importance of the chapter is to document the in its methods. Hence this study will employ appropriate methods in order to achieve success. The chapter is presented in the following sub-headings:

3.1 Research method adopted for the study

3.2 Population of the study

3.3 Sample and sampling procedure

3.4 Instrument for data collection

3.5 Procedure for collecting data

3.6 Procedure for data analysis

3.1 Research method adopted for the study

The study adopted survey method to assess the impact of the ETF library intervention funding in colleges of education libraries. Survey research method involves specifying properties of a given phenomena including aspects of the problem being investigated through the use of sample.

The researcher identified that survey is relevant for this study as it will allow the use of sample. This is because the population to be involved in the study are scattered in all the states of the federation. Therefore it will be waste of resources if the researcher is to use the method that will require him to go to each one of them. It is also the belief of the researcher that by using survey method pertinent data will be collected to enable comparison of data.

Moreover, adopting the method would enable accurate description of the problem being investigated.

3.2 Population of the study

The population of the study is the library in colleges of education in Nigeria especially the in colleges owned by state and federal government. These formed the targets for the intervention by the ETF. The list of colleges of education as provided in the statistical year book of the National Commission for colleges of education (2003) is given in table 3.1. The table presents the colleges of education under the commission which are also the targets for intervention by ETF. There are currently ETF projects in all the colleges of education in Nigeria and this gives a total of 60 colleges in the population of the study. But it is not the colleges that the study is after but the projects executed by the ETF in the libraries in the colleges. This means that only colleges that were covered by ETF were included in the population of the study. Subjects were taken from the library staff and users in the colleges of education in Nigeria. The number of students in Nigerian colleges of education according to NCCE yearbook (2003) is 70,718 while staff is about 10,700. This shows that students are more in number than staff.

Table 3.1: Distribution of colleges of education by geo-political zones in Nigeria

NAME OF COLLEGE	NAME OF COLLEGE
SOUTH WEST ZONE	**SOUTH-SOUTH ZONE**
FCE Abeokuta	FCE Technical Asaba
FCE Akoka, Lagos	FCE Obudu
Adeyemi College of Education Ondo	FCE Omoku
Adeniran Ogunsanya College of Education	FCE Omunze
College of Education Oyo	College of Education Nsugbe
Tai Solarin College of Education	College of Education Portharcourt
College of Education Ekere-Ekiti	College of Education Warri
College of Education Ila-Orangun	College of Education Afaha-Nsit
College of Education Ilesha	College of Education Agbor
SOUTH EAST ZONE	College of Education Arochukwu
FCE Eha-Amufu College of Education	**NORTH WEST ZONE**
College of Education Noforiga Epe	FCE Technical Gusau
College of Education Oju Otukpo	FCE Kano
College of Education Oro	FCE Katsina
Alvan Ikoku College of Education Owerri	FCE Kontagora
NORTH EAST ZONE	FCE Technical Bichi
College of Education Azare	College of Education Kumbosto Kano
Umar Ibn Ibrahim El Kanemi College of Education Bama	Shehu Shagari College of Education Sokoto
College of Education Gashua	College of Education Dutsen-ma
College of Education Hong	College of Education Gumel
FC E Technical Gombe	College of Education Arugungun
College of Education Waka, Biu	College of Education Ankpa
FC E Technical Potiskum	NORTH CENTRAL ZONE
FCE Yola	FCE Okene
College of Education Jalingo	FCE Zaria
College of Education Katsina- Ala	College of Education Lafiagi
Kashim Ibrahim College of Education Maiduguri	College of Education Minna
	College of Education (FCT) Zuba, Abuja
	College of Education, Gidan Waya
	College of Education Gindiri
	College of Education Akwanga
	College of Education Pankshin
	College of Education Ilorin
	College of Education Jama'atl nasarul
	Nigeria Army Education Corps Ilorin

Source: National Council for Colleges of Education Statistical Yearbook (2003)

3.3 Sample and sampling procedure

A portion of colleges of education in Nigeria was drawn to form the sample of the study. Representativeness of the sample was guaranteed by the fact that the spread and distribution of the colleges of education in Nigeria was considered. The attributes considered in drawing the sample were: 1) number in the population, 2) involvement of ETF in the college library, evidence of using the intervention funds to execute some projects

within the library and willingness of the staff to cooperate with the researcher. Therefore, the researcher used representative portion of the colleges of education that met with the criteria listed above. The unit of sampling used was the list of colleges of education in Nigeria as produced by the National Commission for Colleges of Education in its Statistical Yearbook of (2009). The sampling frame used was the list of the colleges that are beneficiaries to ETF library intervention project written from visit to the colleges.

The sampling was by cluster random sampling where the colleges were divided into six geopolitical zones. Randomization was used to eliminate the chances of bias in the selection. Randomization allowed the researcher to gave each member of the population equal chance of being included in the sample and where the selection of one sample was not influenced by other samples.

Thus, in sampling for this study the method of lucky dip was used where names of colleges were written on pieces of paper cut in the same size. Each piece of paper was squeezed to hide the name on it before being dropped in a cardboard box. The papers were thoroughly mixed and each time a piece was drawn the name on it was recorded then returned to the box. This process was used for all the sample taken.

Table 3.2: Sample taken from geo-political zone

Zone	**No. of Colleges of Education in population**	**No. of Colleges of Education sampled**	**Number of subjects taken**	
			Staff	**Users**
North Central	12	08	37	72
North East	11	07	32	63
North West	11	07	32	62
South East	05	04	18	35
South West	10	07	32	64
South - South	11	07	32	64
TOTAL	**60**	**40**	**183**	**360**

The sample size needed to conduct this study was two third (2/3) of the population, that is forty (40). The number is arrived at for convenience in terms of the expenditure required to cover the whole country.

3.4 Instrument for data collection

The instrument used in collecting the relevant data was questionnaire and this was chosen to ensure that only the relevant data is collected. Research instrument was designed bearing in mind relevance of the instrument to the method of study and data to be collected. The instrument must also be such that the researcher can handle to measure what need to be measured.

The decision to use questionnaire was born out of the fact that it is easy to handle and can illicit the responses required for the study. Moreover, the distribution of the population cover the whole country required an instrument that can be responded to with ease and at the same time by the population. And since the population is scattered as such it will cumbersome to reach every member of the population. Above all questionnaire is cheap to produce and administer under the circumstances. Another reason for using the questionnaire was the fact that data can be collected faster to enable the researcher concludes the study on time. It can also allow the researcher to use the instrument at once thereby reducing the chances of interference. Moreover the researcher will not have to be present for the respondents to respond to the questionnaire as this can be handled by the respondents at their own convenience.

3.5 Procedure for collecting data

Data collection was undertaken personally by the researcher and two other research assistants. To avoid collection of unwanted data the research assistants were instructed on how the respondents should respond to the instrument. Their knowledge on what was

expected of them was tested to eliminate wastages and to ensure that only the relevant data is collected before putting them in the field.

The data collection started from the south-south, south east, and south west; and up to geo-political zones in northern Nigeria. The zones were covered in 21 days from May 2nd to May 23rd 2009 with second round of data collection taken place from May 25th to 15th June 2009. Follow up of data collection was also performed from 20th May to 31st May 2009 and this will cover all zones to ensure that comprehensive data is obtained from all the sampled colleges of education in the country.

3.6 Procedure for data analysis

Analysis in this study was conducted by using descriptive statistics inform of frequencies and percentages. Frequency distribution and percentages provide a means of comparing data to determine their variability and to compare cases as required in assessing ETF library intervention funding to colleges of education libraries in Nigeria. The hypotheses were measured using the t-test at five percent (0.05) level of significance. It was believed that using these statistics can produce useful representation of data to enable meaningful interpretation of the problem being investigated.

References

Education Trust Fund (2003) ETF Bulletin, Abuja: Education Trust Fund, p1-16

National Council for Colleges of Education, (2003) National Council for Colleges of Education Statistical Yearbook, Kaduna: National Council for Colleges of Education

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND INTERPRETATION

4.0 Introduction

The chapter presents the data collected for the study. Analysis and discussions were also conducted on the data presented. The chapter is presented under the following sub-headings:

4.1 Response rate of library staff

4.2 Response rate of library users

4.2 Data analysis

4.1 Response rate of library staff

A total of 183 questionnaires were distributed to library staff in the sampled colleges of education in the country. Out of the number of questionnaires distributed 165(90.16%) were returned dully completed.

Table 4.1: Response rate of library staff from colleges of education libraries

Zone	No. of questionnaires distributed	No. of questionnaires returned dully completed	Percent
North Central	37	33	18.03
North East	32	30	16.39
North West	32	31	16.93
South East	18	13	7.10
South West	32	29	15.85
South – South	32	29	15.85
TOTAL	**183**	**165**	**90.16**

From analysis of the response rate of the library staff in table 4.1 above it can be seen that colleges of education libraries from North central zone recorded the highest distribution and return of questionnaires as 37(20.23%) questionnaires distributed and

33(20.0%) returned questionnaires. This was attributed to the fact that it was the zone with the highest concentration of colleges of education. The least responses was obtained from south east were 18(9.84%) were distributed and 13(7.88%) response rate. This low return was probably due to the fact that it was the zone with the least number of colleges of education in the country.

4.2 Response rate of library users

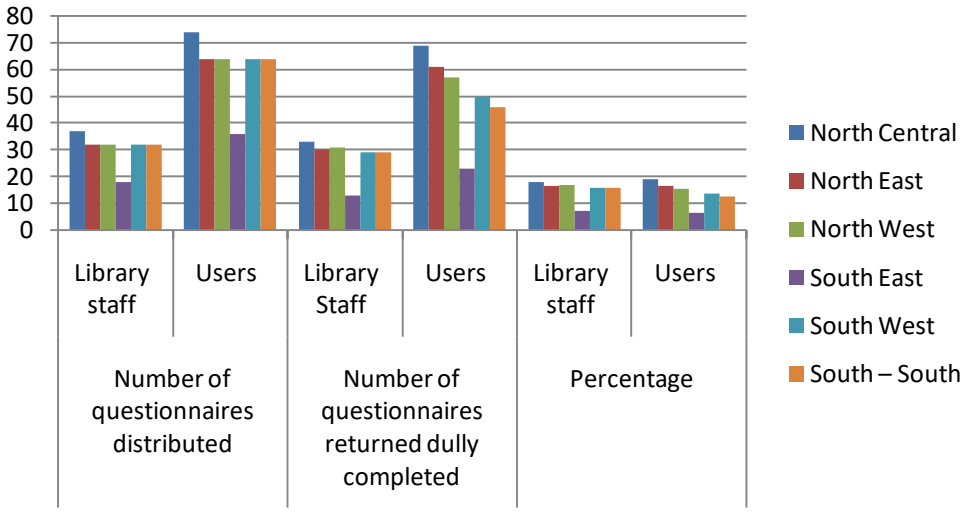
In conducting the study no discrimination was done as to the status of the user both academic staff and students who use the library were taken as library users. In all 360 questionnaires were distributed to the library users in colleges of education libraries in Nigeria. Out of the number of questionnaires distributed 306(83.58%) were returned dully completed by them. Table 4.2 bellow indicates the response rate of the users from the sampled colleges of education libraries in the country. From the table it can be seen that the highest return was from north central geo-political zone which recorded 69(19.17%) and the least was south-east geo-political zone with return rate of 27(7.5%). This also was because north central has the highest concentration of colleges of education and south- east has the least concentration of colleges of education respectively.

Table 4.2: Response rate of library users in colleges of education libraries

Zone	**No. of questionnaires distributed**	**No. of questionnaires returned completed**	**Percent**
North Central	72	69	18.85
North East	63	51	16.66
North West	62	57	15.57
South East	35	27	06.28
South West	64	53	13.66
South – South	64	49	12.56
TOTAL	**360**	**306**	**83.58**

The overall figure of return on questionnaires from the zones for both library staff and library users was high and this was attributed to the researcher's familiarity with the settings in colleges of education in Nigeria. The college librarians also assisted the researcher by ensuring that the questionnaires were dully completed and returned by both staff and the users. Figure 1 bellow is showing the response rates of both library staff and users in the colleges of education libraries.

Figure 1: Response rate



The overall figure of responses obtained was considered adequate for meaningful analysis to be conducted in the study. Moreover, in a similar study Aliyu (2005) used 69.6% responses to reach conclusion in his work. Therefore, the researcher is confident that 90.16% response rate of library staff and 83. 58% response rate of library users can provide adequate data to enable reasonable conclusion to be reached in the study. Additionally, the data collected was a good reflection of the subjects as it comprised the views of the respondents from the six (6) geo-political zones covered by the study.

4.2 Data analysis

Data collected for the study was done by use of descriptive statistical analysis. Descriptive analysis was employed to present, analyzed and discuss data collected with

respect to the research questions raised in the study. This was done under the following sub-headings:

4.2.1 Library and information resources and services Nigerian colleges of education libraries have been providing from their budget.

4.2.2 Library and information resources and services required by library and information users in libraries of the Nigerian colleges of education.

4.2.3 Library and information resources and operations funded by ETF library intervention fund.

4.2.4 Channels of disbursing the ETF library intervention fund to Nigerian colleges of education libraries.

4.2.5 Adequacy of ETF library intervention funds in the Nigerian colleges of education libraries

4.2.6 Extent to which library users are satisfied with the resources and services funded by the ETF.

4.2.7 Hypothesis one: There is no significant difference between library and information services provided by libraries of colleges of education in Nigeria before receipt of ETF library intervention fund and services funded by ETF.

4.2.8 Hypothesis two**:** There is no significant difference between services desired to be provided by the ETF in libraries of colleges of education and adequacy of ETF library intervention funding to colleges of education libraries in Nigeria.

4.2.1 Library and information resources and services provided by Nigerian colleges of education libraries from their budget before ETF library intervention project

It was discovered that the libraries in the Nigerian colleges of education were providing some services at different levels – maximum and minimum while some services did not exist before the ETF Library Intervention Funding.

Table 4.3: Types of library and information resources and services provided by the college of education libraries before the ETF library intervention

Library and information services	**Level of library and information services provided**		
	Maximum	Minimal	Not existing
Manual Literature searching service	109(66.1)	53(32.1)	3(1.8)
Reference and information service	121(72.0)	40(24.3)	4(2.4)
Selective dissemination of information service	117(71.0)	40(24.3)	8(4.8)
Reprographic services	91(54.6)	74(44.4)	0
Book acquisition	2(1.0)	32(19.4)	131(79.4)
Circulation services	1(0.6)	41(24.8)	123(74.5)
Readers guidance services	79(47.9)	56(33.9)	30(18.0)
Inter-library Loan service	0	40(24.0)	125(75.0)
Current awareness service	109(66.1)	53(32.1)	3(1.8)
Microfilm/fiche reader services	0	25(15.2)	140(84.8)
lending service	1(0.6)	43(26.0)	121(72.0)
Newspapers	58(34.8)	107(64.2)	0
Library orientation	111(67.3)	47(28.5)	7(4.2)
Internet service	0	8(4.8)	157(95.2)
Journal subscription	0	31(18.8)	134(81.2)
Bindery service	9(5.4)	11(6.7)	145(87.9)
Online literature search	0	10(6.0)	155(93.9)
Library furniture and equipment	76(46.1)	87(52.7)	2(1.2)
Standby electricity power generator	0	21(12.7)	144(86.4)
Abstracting service	0	0	165(82.4)
Indexing service	0	35(21.0)	130(78.9)
Online Public Access Catalogue	3(1.8)	11(6.7)	141(85.5)

The data collected from the library staff in the colleges sampled revealed that before ETF library intervention funding project took up in the colleges of education libraries in Nigeria, the libraries had been providing some services to their users. The services provided are indicated in table 4.3 above. The table is indicating the resources and services provided by the libraries at maximum level to include Manual Literature searching service 109(66.1),

Reference and information service 121(72.0), 109(66.1) Selective dissemination of information service 117(71.0), Reprographic services 91(54.6), Readers guidance services 79(47.9), Library orientation 111(67.3), and Current awareness service 109(66.1). These services were provided at maximum level because the libraries then had the capacities to provide them. Moreover, some of these services were part of the core services libraries supposed to be providing to their users. It was revealed to the researcher that these services were provided because they represented the core competencies in information searching skills which is an aspect of teacher training. The libraries were also able to provide these services because they had few core textbooks required in the courses taught in the colleges. The services provided at the maximum level probably because there was no enough funds to acquire the resources and to render services at maximum level even though the resources and services were important to the colleges.

The services provided at the minimum level were provision of newspaper and periodicals 107(64.2%) and library furniture and equipment 87(52.7%). These services were provided at the minimal level because the library had little resources to provide them at that level. The services provided at the minimum level were provided not because they were least important but because there was no money to buy and fund the provision of the services.

The services that were not existing include Online Public Access Catalogue 141(85.5%), Indexing service 130(78.9%), Abstracting service 165(82.4%), Standby electricity power generator 144(86.4%), Online literature search 155(93.9%), Bindery service 145(87.9%), Journal subscription 157(95.2), Internet service 121(72.0), lending service 140(84.8), Microfilm/fiche reader services 125(75.0%), Inter-library Loan service 123(74.5%), Book acquisition 131(79.4%). These were never provided by the libraries because the resources to provide them were not available. As observed it can be seen that

the libraries in the colleges of education have been providing information resources and services to enhance the quality of learning, teaching and research. But this can only be possible where the basic infrastructure is already in place as library facilities and equipment are more expensive than the reading materials.

Adebayo (2007) corroborates the findings in the study where he pointed out that the colleges of education libraries provided basic resources and rendered basic services as recommended for them by the National Commission for Colleges of Education (NCCE) before the ETF library intervention funding project. He identified the services provided by the colleges to include book loaning, reference service, photocopying, current awareness and bindery. He noted that the resources which were no made available and services not provided by the colleges to include indexing and abstracting services even though they are important information retrieval devices to the library users.

4.2.2 Library and information resources and services required by library and information users in libraries of the Nigerian colleges of education.

Responses of the library users from the sampled libraries on the resources and services required by them are presented in table 4.4 below.

Table 4.4: Resources and services required by users in colleges of education libraries

Library and information services	Frequency	Percent
Online Public Access Catalogue	251	80.3
lending service	233	74.6
Bindery service	231	73.9
Selective dissemination of information service	219	70.1
Journal subscription	219	70.0
Readers guidance services	211	67.5
Online literature search	201	64.3
Book acquisition	200	64.0
Library furniture and equipment	199	63.7
Library orientation	187	59.8
Internet service	177	56.6
Improved circulation services	175	56.0
Newspaper clippings services	175	56.0
Abstracting service	175	56.0
Standby electricity power generator	158	50.6
Indexing service	137	43.8
Reprographic services	97	31.0
Reference and information service	94	30.1
Current awareness service	85	27.2
Manual Literature searching service	80	25.6
Microfilm/fiche reader services	50	16.0
Inter-library Loan service	38	12.2

Analysis of the responses of the users on the resources and services required by them in the table revealed that Online Public Access Catalogue 251(80.3%) is mostly required because probably the users want to be accessing the content of the library from their hostels, offices and homes, and the least service required by the users is interlibrary loan 38(12.2%).

This was taken as least probably because is no longer the practice in libraries to provide physical access to materials as electronic access is the trend today. This implies that for the ETF library intervention funding project to yield appreciable impact more services need to be provided. Moreover, the colleges of education libraries supposed to collect information resources in all formats and provide services with adequate depth and quantity to students and their instructors. As observed these resources and services if provided will promote student-centered learning, problem-solving and independent learning. It will also enable students to learn at their own paced from customized learning resources.

Moreover, in every library the teacher and the librarian supposed to work in partnership to facilitate and guide the students along the learning process. The library exposes students to varied experiences contained in information resources in order to help them to develop relevant skills. To achieve this it has to serve as the laboratory for learning where abundant information resources in all formats and their accompanying infrastructure are made available for exploration and skills development. But these can be expensive hence, the need for extra budgetary allocation.

4.2.3 Library and information resources acquired and operations funded by ETF Library Intervention Fund.

Information resources and services are important for effective library services in the colleges of education in Nigeria. The library resources acquired and services funded by the ETF within the study period 1999 to date are many in the colleges of education libraries. From the table 4.5 below the operations and services provided are Standby electricity generating set 227(72.6), Reprographic services 219(70.0), Reference and information service 209(66.8), Online literature search 211(67.5), Library orientation 177(56.6), Library furniture and equipment 176(56.3), lending service 159(50.9), Journal subscription 177(56.),

Internet service 203(64.9), Current awareness service 127(40.6), Book acquisition 255(81.6).

Table 4.5: Library and information resources and operations funded by ETF library intervention fund

Library and information services	Resources and services funded	
	Resources and services funded	Resources and services not funded
Standby electricity power generator	227(74.6)	79(26.1)
Selective dissemination of information service	94(31.0)	212(70.0)
Reprographic services	219(72.3)	87(26.7)
Reference and information service	209(69.0)	97(26.4)
Readers guidance services	247(81.5)	59(6.3)
Online Public Access Catalogue	31(6.6	275(90.8)
Online literature search	211(69.6)	95(31.4)
Newspaper clippings services	38(9.9)	268(88.4)
Microfilm/fiche reader services	221(72.9)	85(26.4)
Manual Literature searching service	149(14.9	157(84.5)
Library orientation	177(23.1)	129(76.9)
Library furniture and equipment	176(58.1)	130(33.0)
lending service	159(51.8)	147(26.4)
Journal subscription	177(8.3)	129(1.7)
Internet service	203(23.1)	103(5.6)
Inter-library Loan service	72(23.1)	234(0.7)
Indexing service	5(1.7)	301(99.3)
Current awareness service	127(29.7)	179(59.1)
Circulation services	191(29.7)	115(52.1)
Book acquisition	255(84.2)	51(3.6)
Bindery service	147(13.2)	159(6.3)
Abstracting service	55(11.6)	251(82.3)

This does not mean that electricity is not important in the library. It can only mean that among the items required for the libraries electricity power generator is the least. This is so more especially as most libraries are connected to Power Holding Company of Nigeria electricity line. Other sources of light are inverters, rechargeable lanterns and battery. From the table it can be seen that book acquisition/lending service has the highest ranking of items

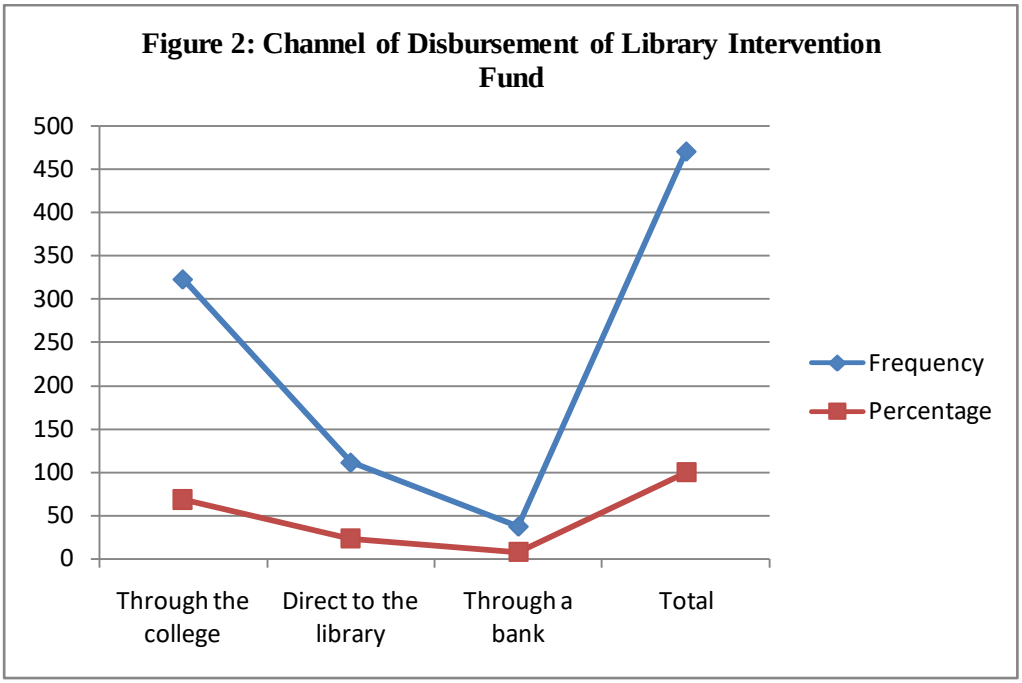
funded by ETF probably because the libraries need books more to provide full circulation service especially, loan service and other related services.

4.2.4 Channels of disbursing the ETF library intervention fund to Nigerian colleges of education libraries.

The channel by which money is disbursed to institutions determines whether the institution gets the money or not. It is common to encounter stumbling block in some institutions that will frustrate the efforts of the librarian to secure money for important projects in the library. This situation has been discovered to be controlled by the ETF because money is disbursed through the college as identified by 323(68.57%) in table 4.6 and figure 2 bellow.

Table 4.6: Channel of disbursement of funds by the ETF

Channel	**Frequency**	**Percentage**
Through the college	323	68.57
Direct to the library	111	23.56
Through a bank	37	7.85
Total	**471**	**100**



This implies that the college control the money meant for the library probably to ensure accountability as the librarian must follow due process by observing financial regulation of the institution before the money is spent. The responses indicate that only 37(7.85%) of the respondents reported that they receive their money through the bank. This can be explained as all financial transactions with the government or any of its agencies must be through a bank.

As observed the challenges in management of ETF fund in colleges of education are many but as reported in the responses of the respondents insistent on use of ETF approved consultants is the major challenge as indicated in the responses of 185(39.27%) of the respondents while administrative bottle neck in release of fund from ETF and in the colleges is minimal as responded by 91(19.32%) of the respondents. This implies that colleges of education libraries do not encounter much problem in securing the release of their allocation from the college authorities or the ETF office.

To manage funds available to a library of Michigan Financial Management Reference Guide (2010) proposed that fund is an independent fiscal and accounting entity with a self-balancing set of accounts recording cash and/or other resources together with all

related liabilities, obligations, reserves and equities that are segregated for the purpose of carrying on specific activities or attaining certain objectives in accordance with specific regulations, restrictions or limitations. Each fund is a completely separate accounting entity in itself, with its own accounts to record various transactions. The ETF funding is separate from grant which libraries are receiving directly from the National Commission for Colleges of Education. When receive libraries supposed to account for every kobo spent.

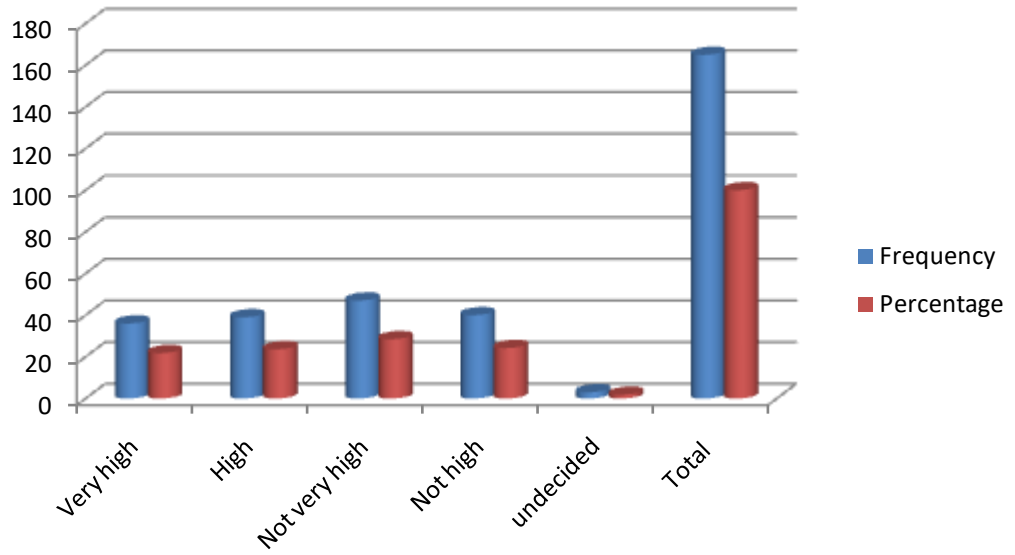
4.2.5 Adequacy of ETF library intervention funds to libraries of colleges of education in Nigeria.

Table 4.6 and figure 3 below present data on adequacy of ETF funding to colleges of education libraries in Nigeria. The table and figure analyze the responses of library staff on level of adequacy with funding received by colleges of education libraries in Nigeria.

Table 4.6: Adequacy of funds received from ETF library intervention project

Level of adequacy	**Frequency**	**Percentage**
Very high	36	21.82
High	39	23.64
Not very high	47	28.48
Not high	40	24.24
Undecided	03	1.82
Total	**165**	**100**

Figure3: Adequacy of ETF Library Intervention Fund



It discovered that 87(52.72%) of the respondents reported that funding was not adequate while 75(45.46%) recorded that the funding was adequate and 03(1.62%) were undecided. This implies that there are so many unsatisfied needs which have not been met by the ETF Library Intervention Funding among the colleges of education libraries in Nigeria. This corroborates with the earlier findings on services required by the users where many services and resources were indicated as services required by them.

Table 4.7: ETF Yearly Allocations to Institutions (1999 – 2009)

Year/type of intervention	Normal intervention	Library intervention	Staff training	Research	Publications	Total
1999	18,318,965.50	No Allocation				**18,318,965.50**
2000	8,000,000.00	No Allocation				**8,000,000.00**
2001	16,000,000.00	1,125,000.00				**17,125,000.00**
2002	20,000,000.00	1,125,000.00				**21,125,000.00**
2003	10,000,000.00	1,125,000.00				**11,125,000.00**
2004	10,000,000.00	1,125,000.00	1,000,000.00			**12,125,000.00**
2005	15,000,000.00	2,000,000.00	No Allocation			**17,000,000.00**
2006	37,160,000.00	2,000,000.00	No Allocation			**20,000,000.00**
2007	43,000,000.00	2,500,000.00	No Allocation			**25,900,000.00**
2008	23,400,000.00	3,680,000.00	15,000,000.00	0.00	0.00	**61,680,000.00**
2009	18,000,000.00	5,000,000.00	15,000,000.00	2,500,000.00	1,000,000.00	**60,660,000.00**

Culled from ETF bulletin downloaded from http//www.etf.org on 16th June, 2010

Table 4.7 above is showing the disbursement of library intervention funds to colleges of education libraries from 1999 to 2009. From the table it can be seen that library intervention was not allocated any amount in the first two years of it inception - 1999 to 2000, but as of today the amount allocated to library intervention is five million naira (=N=5,000,000.00). from the table it can also be seen that equal amount of money is allocated to library intervention regardless of the needs including size of users, number of academic programs and other needs within the college library. This implies that the disbursement is not giving based on needs but rather as blanket allocation which does not recognize the needs of the colleges.

It is in the light of this that Akintoye (2008) recommends that there is the need to link funding to quality as there can be no quality without adequate funding system. Efficient library services depend on adequate funding because the library is standing on three legs -

building, collections and staff and the string that holds each of these legs and ultimately binds them together into a whole is money. Therefore, it is important to make money available to the libraries in colleges of education to ensure their smooth operations.

Similarly, Salami and Hauptman (2006) noted that higher education sector in countries around the world handle challenges in funding in comparable manner to the public sector where performance-based funding is used to allocate funds. But in Nigeria funds to tertiary educational institutions are allocated based on input criteria rather than performance. Performance-based funding is different from traditional fund allocation approaches.

4.2.2 Level of satisfaction with services receiving from the college of education libraries before the ETF library intervention

Satisfaction of the user is an important indicator of the goodness and relevance of the services the user is getting from the library. Analysis of library users responses collected in the study in table 4.8 below present the responses of the users on their satisfaction with the resources acquired from the ETF funding and services provided by the library from the same funding.

Table 4.8: User response on level of satisfaction with the services receiving from the college library before the ETF library intervention

Library and information services	Level of satisfaction		
	Satisfactory	Unsatisfactory	Not respond
Standby electricity power generator	226(74.6)	79(26.1)	1(0.33)
Selective dissemination of information service	212(70.0)	94(31.0)	0
Reprographic services	219(72.3)	81(26.7)	6(2.0)
Reference and information service	209(69.0)	80(26.4)	17(5.6)
Readers guidance services	40(13.2)	19(6.3)	247(81.5)
Online Public Access Catalogue	20(6.6	275(90.8)	11(3.6)
Online literature search	211(69.6)	95(31.4)	0
Newspaper clippings services	30(9.9)	268(88.4)	8(2.6)
Microfilm/fiche reader services	221(72.9)	80(26.4)	5(1.7)
Manual Literature searching service	45(14.9	256(84.5)	5(1.7)
Library orientation	70(23.1)	233(76.9)	3(1.0)
Library furniture and equipment	176(58.1)	100(33.0)	30(10.0)
lending service	157(51.8)	80(26.4)	69(22.8)
Journal subscription	25(8.3)	5(1.7)	276(91.1)
Internet service	70(23.1)	17(5.6)	219(72.3)
Inter-library Loan service	70(23.1)	2(0.7)	234(77.2)
Indexing service	5(1.7)	0	301(99.3)
Current awareness service	179(59.1)	90(29.7)	37(12.2)
Circulation services	90(29.7)	158(52.1)	58(19.1)
Book acquisition	40(13.2)	11(3.6)	255(84.2)
Bindery service	40(13.2)	19(6.3)	247(81.5)
Abstracting service	35(11.6)	20(6.6)	251(82.3)

Using five point Liker scale the level of highly satisfactory, satisfactory, not highly satisfactory, not satisfactory, and undecided the level of satisfaction of the users was assessed. However, to carry out meaningful analysis the five points was collapsed in to three points as follows: satisfactory, not satisfactory, and undecided. The responses of the users were satisfactory in the following services and resources: selective dissemination of information service 212(70.0), reprographic services 219(72.3), reference and information service 209(69.0), online literature search 211(69.6), library furniture and equipment 176(58.1), and current awareness service 179(59.1). The users reported not satisfactory in the following areas: Online Public Access Catalogue 275(90.8), Newspaper clippings

services 268(88.4), Manual Literature searching service 256(84.5), Library orientation 233(76.9), and Circulation services 233(76.9). they were undecided on the following Journal subscription 276(91.1), Internet service 219(72.3), Inter-library Loan service 234(77.2), Indexing service 301(99.3), Book acquisition 255(84.2), Bindery service 247(81.5) and Abstracting service 251(82.3)

The users reported satisfactory because the resources and services were probably available in the libraries. Therefore, satisfaction with library services may relates with availability of the service within the library. The services reported to be not satisfactory were as can be seen resources and services which the libraries could not provide due perhaps to lack of funds. Undecided can also mean that the users were not sure of the availability of the resources or services in the library.

Abubakar (2005) in a similar study assessed the satisfaction of university library users with the services provided to them from World Bank loan. He discovered that not all the services provided before the loan was received satisfied the users and the resources and services provided with the loan did not satisfy the users because they were not relevant. It can be the same with ETF Library Intervention Fund but this is different as the final decision on what to do with the money rest with the college librarian. Therefore, if there is problem it was due to bad decision of the librarian not ETF.

To obtain the satisfaction of the user ACRL (2000) pointed out that the library should promote, maintain and evaluate its services to obtain feedback on its activities so that the mission and goals of the colleges of education can be achieved. it added that in addition there should be competent and prompt assistance to users. Hours of opening should be reasonable and convenient to the users, reference and information services should be available to when the users want them. Therefore, Mohammed (2002) opined that libraries in colleges of education are expected to cater for the intellectual, social, political, cultural

and other needs of the students and staff alike. To achieve these libraries need to float various types of information services to take care of the information needs of their communities.

4.3 Hypotheses testing

The data analyzed in this section represents the outcome of the test of the two hypotheses generated in the study. One hypothesis was targeted at the users and one to the staff of the libraries in the colleges.

4.3.1 Hypothesis one: There is no significant difference between library and information services provided by libraries of colleges of education in Nigeria before receipt of ETF library intervention fund and services funded by ETF.

To test the difference among the two variables the chi-square was used and the summary of the test is presented in the table 4.10 below.

Table 4.8: Test statistics on differences between library and information services provided by libraries in colleges of education before receipt of ETF library intervention fund and services funded by ETF

	Library Services Before ETF Funding	**ETF Funded Services**
Chi-Square	.000[a]	.000[b]
Df	4	8
Asymp. Sig.	1.000	1.000

Statistically the conditions under which a hypothesis accepted or rejected are:

a. when the calculated value is equal or less than the critical value the hypothesis is rejected.
b. when the calculated value is more than the critical value the hypothesis is retained.

From the table library and information services provided by libraries in the colleges of education before receipt of ETF library intervention fund is compared with services funded by ETF. The critical value of chi-square for library services provided by the colleges before receipt of ETF funding is .000 and with degree of freedom of 4 the chi-square calculate is 1.000. The critical value of chi-square for ETF funded services in the colleges of education libraries is 0000 and with degree of freedom 8 the calculated value becomes 1.000. From the analysis it can be seen that the two variables have the same value of chi-square calculated. This means that there is no difference and therefore the hypothesis is rejected. The lack of differences can be attributed to the fact that the ETF funding has not made significant effect on the colleges of education libraries. It can also be due to the fact that the services funded are not the essential services needed by the users in the colleges. It is also possible the services are not relevant to needs of the users.

In a related study Edoka (2000) discovered the following services as services provided in colleges of education libraries: orientation on use of the library, acquisition of list and bulletins, current awareness services, selective dissemination of information, special bibliographies, provision of indexes and abstracts, translation services, library loans facilities, referral services and photocopying.

4.3.2 Hypothesis two: There is no significant difference between services desired to be provided by the ETF in libraries of colleges of education and adequacy of ETF library intervention funding to colleges of education libraries in Nigeria.

The data analyzed in testing this hypothesis was collected from the library staff in the colleges and the outcome of the test of the test is presented in the summary table below.

Table 4.9: test statistics on the differences between services desired to be provided by the ETF in colleges of education libraries and adequacy of ETF library intervention funding to the colleges.

	Services required by the users	Adequacy of Funding
Chi-Square	.714[a]	.000[b]
Df	5	4
Asymp. Sig.	.982	1.000
a. 6 cells (100.0%) have expected frequencies less than 5. The minimum expected cell frequency is 1.2.		
b. 5 cells (100.0%) have expected frequencies less than 5. The minimum expected cell frequency is 1.0.		

Statistically the conditions under which a hypothesis accepted or rejected are:

a. when the calculated value is equal or less than the critical value the hypothesis is rejected.
b. when the calculated value is more than the critical value the hypothesis is retained.

From the table it can be seen that the chi-square expected for anticipated services to be funded by ETF is 1.2 and for adequacy of funding is 1.0. However, the chi-square value calculated for anticipated services to be funded by ETF is .982 which is less than the expected and for adequacy of funding the chi-square value calculated is 1.0. This shows that there is difference between the two variables and the decision taken was to accept the assumption that there is difference. The reason for the difference can be attributed to how the fund is being allocated to colleges. In making allocation of money to colleges input on the actual needs of the respective recipient colleges is not sought by the ETF board. That is why the funding has fallen short of the expectation of the recipient college library. Observation from the colleges revealed that ETF funding is regarded as award which must not reflect the actual needs of the colleges of education libraries.

Salami and Hauptman (2006) noted that governments in many countries around the world handle funding in comparable manner to the public sector where performance-based criteria is used to allocate funds to educational service. But in Nigeria funds to tertiary educational institutions are allocated based on input criteria rather than performance. Performance-based funding is different from traditional fund allocation approaches as it takes in to consideration the total activities within the institution including number of students and programmes and courses run by the institution. The activities within an institution determine the type of information service to be provided and the manner in which to dispense the service among the users.

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CHAPTER FIVE

SUMMARY OF THE STUDY, SUMMARY OF THE FINDINGS, CONCLUSION AND RECOMMENDATION

5.0 Introduction

This chapter presents the summary of the study, summary of the findings in the study, as well as, conclusion and recommendations. The findings were based on the data analyzed and conclusion and recommendations were made based on the findings of the study. The chapter is presented under the following headings:

5.1 Summary of the study

5.2 Summary of the findings

5.3 Conclusion

5.4 Recommendation

5.5 Suggestion for further study

5.1 Summary of the Study

The study assessed ETF library intervention funding in Nigerian colleges of education. Its objectives include among others to discover the library services provided by colleges of education libraries before the intervention funding was received, to examine the satisfaction of the users with the services they received before the intervention and to find out the services funded by ETF library intervention and assess the satisfaction of the users with the services. Relevant literatures on the theory and practical application in library funding and financing were reviewed to establish the foundation of the study. The study used the staff in the colleges of education libraries and students as subjects. The subjects were drawn randomly to avoid working with biased samples. Data collected were analyzed using descriptive statistics in form of frequency distribution and percentages. Hypotheses formulated were tested using t-test and the findings in testing the hypotheses revealed

differences in services provided by the colleges and services provided from the intervention. The study discovered that the services provided by colleges of education libraries were manual literature searching as reported by 113(23.77%) of the respondents and library users were not satisfied with the services they received from the college libraries before the intervention was received. It also identified that the major services funded from ETF library intervention fund include among others book acquisition/lending service as reported by 87(14.22%) of the respondents and users were highly satisfied with the services funded by the ETF library intervention as recorded in the responses of 195(41.40%). In assessing adequacy of funding it was discovered that the intervention fund was not adequate recorded from 193(40.98%) of the respondents. It established the acceptable mode of disbursing fund to libraries was through the college as identified by 323(68.57%) of the respondents. It finally insistent on use of ETF approved consultants reported by 185(39.27%) of the respondents as the major challenge in managing the fund. The study concluded that funding was essential to college of education libraries and recommended that if teacher education was to be improved library services need to supported by regular and adequate funding.

5.2 Summary of the Findings

The findings in the study can be summarized as follows:

1) It was discovered that one of the library services provided by colleges of education libraries before ETF library intervention was received was manual literature searching as reported by 113(23.77%) of the respondents and minimal book acquisition and lending services as indicated in the responses of 57(12.10%) respondents

2) It was also established that the users were not satisfied with the services they received from the college libraries before the intervention as indicated in the responses of 153(32.48%) of the respondents and 74(15.71%) of them were not sure

of what their satisfaction was from the services they received as they reported undecided.

3) The library services funded by the ETF among others were book acquisition/lending service as reported by 87(14.22%) of the respondents and procurement of electricity plant (Generator set) with 30(6.36%) response rate.

4) It established the level of satisfaction of the users with the services funded by the ETF library intervention as being highly satisfied with the responses of 195(41.40%) and undecided with the responses of 02(0.42%) of the respondents.

5) It established that ETF funding to colleges of education libraries in Nigeria was not adequate as recorded by 193(40.98%) of the respondents and highly adequate from the report of 54(11.46%).

6) It found out that the channel by which money was disbursed to institutions was through the college as recorded by 323(68.57%) of the respondents and through the bank as indicated by 37(7.85%) of the respondents.

7) It established the major challenges in management of ETF fund in colleges of education as insistent on use of ETF approved consultants as indicated by 185(39.27%) respondents and administrative bottle neck in release of fund from ETF and in the colleges from 91(19.32%) of the respondents.

5.3 Conclusion

From the findings of the study the researcher wish to conclude that higher education is fundamental to the development of the economy and society. Therefore, to fulfill the responsibility of teacher education in Nigeria it is important that libraries in colleges of education are adequately funded. Library services can solve the problems of effectiveness of the teacher in providing instruction to students as well as promote the efficiency of instructional methods to produce quality educational outcomes. However, before the library

can be most effective in the campus it services need to be developed and supported by strong financial backing that can guarantee access to wider information services at all time. In every library the teacher and the librarian work in partnership to facilitate and guide the student along the learning process. They expose students to varied experiences contained in information resources in order to help them to develop relevant skills. For this the every library of today supposed to serve as the laboratory for learning where abundant information resources in all formats and their accompanying infrastructure are made available for exploration and skills development.

The library mediates between the classroom activity and the desired learning outcome design in the curriculum. But as the teacher cannot have all the experiences needed by the students; there has to be reliance on documented experiences of other people presented in books, journals and other information resources to be provided by the library. For this the library collects information to enhance students' learning and facilitate the teacher's efforts in making the students to learn.

Funding the library is a prerequisite to achieving educational goals and objectives. Funding underpins all activities in a college and that is why if funding is inadequate to the library the needed information by the institution may not be made available to members of the institution. The consequence of non-availability of information is reduced productivity and efficiency in the institution because the required information that will impart the relevant experience and skill is in accessible. To this end the college library needs to study the sources of funds within the institution and also plans how to utilize the funds made available to it.

Funding in college libraries make the libraries to cope with pressure and to demonstrate their worth and value to their institutions. For this college of education libraries need to assess their funding situation and report to their parent organization how they

expend the funds they received. Every library stands on three legs a building, collections and staff and the tendon that holds each of these legs and ultimately binds together into a whole is money. Therefore, it is the duty of the college authorities to ensure adequate funds to the library.

5.4 Recommendation

The study wish to recommend the following:

1) Government should provide funding based on teaching, research and number of students so that whatever is allocated reflects the reality in the institution.
2) Colleges should diversify their sources of revenue generation to maximize their income generation by engaging in consultancy services and collaborative funding among the sections of the institutions to provide more infrastructures for teaching, learning and research in the institutions.
3) Financial transactions in the institutions should be strictly monitored and financial regulations should be followed to ensure probity and accountability.
4) Private and Non-Governmental institution should be encouraged to be involved in direct or indirect funding of basic of educational services to ensure effective learning and teaching in the institutions.
5) Colleges should pursue external assistance from friends of their colleges such as alumni as realistic strategy to obtain resources and funding for the library. This can operate at national and local level in the interest of bringing books and journals to libraries in the colleges.

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APPENDIX 1

QUESTIONNAIRE

Department of Library and Information Science,
Faculty of Education,
Ahmadu Bello University,
Zaria.
12th February, 2010.

QUESTIONNAIRE ON ASSESSMENT OF EDUCATION TRUST FUND (ETF) INTERVENTION PROGRAMME IN NIGERIAN COLLEGES OF EDUCATION LIBRARIES

Sir,

I am a postgraduate student of the above named department currently conducting a study on the above mentioned subject matter. Therefore, I am soliciting your cooperation to kindly respond to the questions appearing overleaf.

All Information provided will be used for the purpose intended in the study. Therefore, no part of the questionnaire will be used for any other purpose without the consent of the respondents. All information provided will be treated in confidence.

Thanks for the co-operation.

Yours faithfully,

Rufa'i Garba Koki

PART ONE

PERSONAL DETAILS

Instruction: Indicate only the correct response by marking in the box against the response that best applies to you.

1. Name of Library: ……

2 Category of respondent:

a) User [ ]

b) Staff [ ]

PART TWO

(To be completed by library users only)

3 Indicate the library services you have been receiving from the college library.

Please select the services you have been enjoying from the ETF funding. Select as many options as possible.

a) Reference services [ ]

b) Computerized circulation service [ ]

c) Selective dissemination of information services [ ]

d) Current awareness services [ ]

e) Abstracting services [ ]

f) Indexing services [ ]

g) Internet services [ ]

h) e-mail services [ ]

i) Electronic information searching [ ]

j) Photocopy services [ ]

k) Literature service [ ]

l) Online information services [ ]

m) Others please

specify……..

4 Indicate the library services you have received from ETF intervention

Please select the services you have been enjoying from the ETF funding. Select as many options as possible.

a) Reference services [ ]

b) Computerized circulation service [ ]

c) Selective dissemination of information services [ ]

d) Current awareness services [ ]

e) Abstracting services [ ]

f) Indexing services [ ]

g) Internet services [ ]

h) e-mail services [ ]

i) Electronic information searching [ ]

j) Photocopy services [ ]

k) Literature service [ ]

l) Online information services [ ]

m) Others please

specify……..

5 Indicate the library services you are receiving now

Please select the services you have been enjoying now. Select as many options as possible.

a) Reference services [ ]

b) Computerized circulation service [ ]

c) Selective dissemination of information services [ ]

d) Current awareness services [ ]

e) Abstracting services [ ]

f) Indexing services [ ]

g) Internet services [ ]

h) e-mail services [ ]

i) Electronic information searching [ ]

j) Photocopy services [ ]

k) Literature service [ ]

l) Online information services [ ]

m) Others please

specify……..

PART THREE (To be completed by library staff only)

Areas being funded by ETF

6 What are the areas being funded by the ETF in college of education library in Nigeria?

a) Building [ ]

b) Books [ ]

c) Furniture [ ]

d) ICT facilities [ ]

e) Bindery equipment [ ]

f) Training [ ]

g) Standby Power Generator [ ]

h) Others (specify) ……

Services provided by college of education libraries

7 What are the library and information services provided by college of education libraries in Nigeria? Please indicate as many as possible.

a) Book purchase [ ]

b) Journal subscription [ ]

c) Book lending [ ]

d) Computerised information services [ ]

e) Internet services [ ]

f) Building maintenance [ ]

g) Furniture and fittings [ ]

h) Bindery services [ ]

i) Training [ ]

j) Standby Power Generator [ ]

k) Others (specify)……

Library services funded by ETF

8 Which of the library and information services provided by college of education libraries are funded by ETF? Please indicate as many as possible.

a) Book purchase [ ]

b) Journal subscription [ ]

c) Book lending [ ]

d) Computerised information services [ ]

e) Internet services [ ]

f) Building maintenance [ ]

g) Furniture and fittings [ ]

h) Bindery services [ ]

i) Training [ ]

j) Standby Power Generator [ ]

k) Others (specify)……

Adequacy of funding

9 How adequate is the funding received by the college of education libraries in Nigeria?

a) Very highly adequate [ ]

b) Very adequate [ ]

c) Adequate [ ]

d) Not adequate [ ]

e) Undecided [ ]

Adequacy of the funding in relation to the needs of library services

10 How adequate is the funding received by the college of education libraries in Nigeria.

a) Very highly adequate [ ]

b) Adequate [ ]

c) Not adequate [ ]

d) Not very adequate [ ]

e) Undecided [ ]

Channel of disbursement of funding to libraries

11 What are the channels of disbursement of ETF fund to the libraries?

a) Direct to the library [ ]

b) Through the college [ ]

c) Through a third party [ ]

d) Through bank [ ]

e) Other channels (please specify)……

Problems encountered in managing ETF funds

12 What are the problems encountered in management of ETF fund in the colleges of education libraries in Nigeria?

a) Administrative bottle neck characterized by delays in release of money. [ ]

b) Mismanagement and fraudulent activities. [ ]

c) Transfer of fund to other project from what was meant by funding agreement. [ ]

d) None release of funding after it has been approved. [ ]

e) Insistence on use of ETF approved contractors. [ ]

f) All of the above [ ]

f) Others (specify)……

13 Suggest anything you think if used can improve management of ETF funding in your college

……

……

……