THE ROLE OF PUBLIC LIBRARIES IN CONTINUING EDUCATION: A STUDY OF NIGERIAN ADULT READERS AT KADUNA STATE LIBRARY SERVICE HEADQUARTERS, KADUNA.

BY

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D E D I C A T I O N

To all those interested in the Provision of Public Library Services in Nigeria most especially in the Northern States of Nigeria in recognition of the tremendous difficulties they have had to contend with.

DEFINITION OF KEY-TERMS.

Purpose: The purpose of this section of the work is to define or describe certain key-words as they have been used within the context of this study. This is necessary in view of the fact that some of them are capable of various interpretations or of conveying different meanings at a particular point in time and place.

1. Adult Reader: Refers to persons of 18 years and above found using the library at the time of survey.
2. Civil Servant: Refers to junior staff in government ministries, departments, corporations and other quasi government organizations, who use the public library to study privately for self-improvement.
3. Continuing Education: Refers to any education or training designed to enable an adult to improve his basic knowledge and skills in his/her chosen field of endeavour by acquiring new skills and keeping abreast of new developments in such fields.

(4) Higher Education: Refers to any professional, academic or vocational education offered at post secondary level; which lasts for one or more academic sessions; and for which certificates, diplomas and degrees are awarded on successful completion.

5. People's University: Refers to the Public Library as a major centre of education, enlightenment and information on practically all spheres of human endeavour, through its collection of books and non-book materials, from which people acquire, develop and use such ideas, skills and information so acquired to improve themselves and consequently the society in which they live.

6 Public Library: Refers to a Library provided wholly or partly from public funds and the use of which is not restricted to any class of persons in the community but is freely available to all.

7. Lower-Income group: Refers to persons on salary grade levels 04-06.

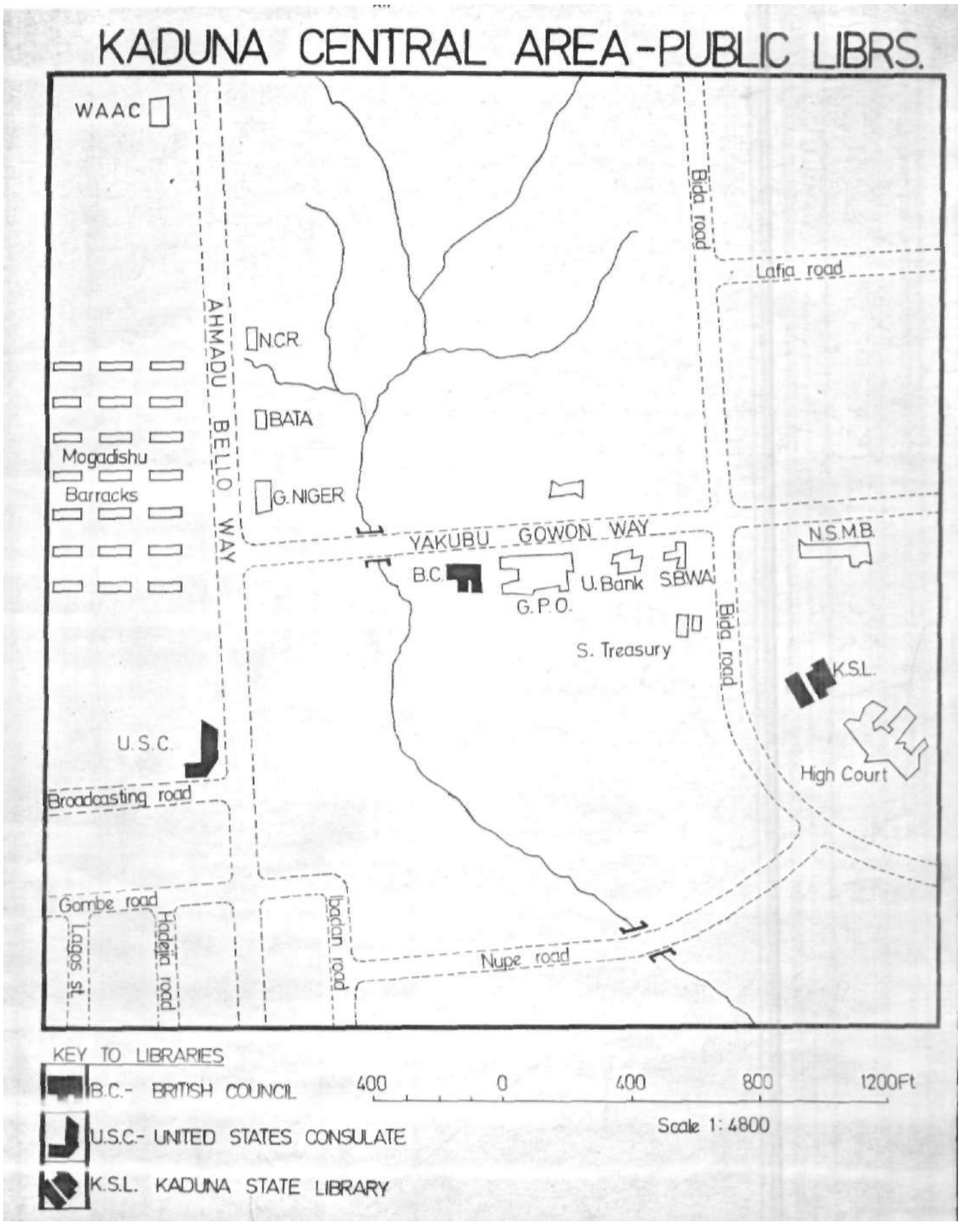
8. Newly Literate: Refers to persons who have just acquired the basic skills of Reading, Writing and Arithmetic by taking an approved course of study at the end of which a First School Leaving Certificate or its equivalent is awarded.

9. The Role of Public Library in Continuing Education: Refers to the responsibilities of the public library regarding the provision of relevant, cheap and popular reading materials, organized and made available to individuals, groups, institutions or organizations on request.

10. Self-education: Refers to studies undertaken privately through evening classes or correspondence courses and which prepare candidates for certain external examinations only.

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KADUNA CENTRAL AREA-PUBLIC LIBRS.
WAAC
AHMADU BELLO WAY
Bida road
Lafia road
NCR
BATA
G.NIGER
Mogadishu
Barracks
YAKUBU GOWON WAY
N.S.M.B.
B.C.
U.Bank
SBWA
G.P.O.
S. Treasury
K.S.L.
High Court
U.S.C.
Broadcasting road
Gombe road
Lagos st.
Hadejia road
Ibadan road
Nupe road
KEY TO LIBRARIES
B.C.- BRITISH COUNCIL
U.S.C.- UNITED STATES CONSULATE
K.S.L. KADUNA STATE LIBRARY
400 0 400 800 1200Ft
Scale 1: 4800

CHAPTER 1.

INTRODUCTION AND STATEMENT OF THE PROBLEM.

> "No one in these days can go far on the intellectual capital he acquires in his youth. Unless he keeps his knowledge or skill up-to-date, revises it, adds to it, enriches it with new ideas as they displace the old, he is soon handicapped for the duties of the day"[1]

Herein lies the challenge for the Public Library. This is even more challenging in these days of Mass Education, rapid technological transfer and rapid social economic transformations in Nigeria. The Library must be ready to help those just learning to read and write, the newly literate, the professionals in all fields, the scientist and the research worker, with its library resources.

Kaduna State is one of the 19 states created in Nigeria in 1975. It is situated almost at the centre of Northern Nigeria, hence the former name, North Central State. The state has a population of well over 4 million people.[2] The local government reforms of 1976 divided the state into 14 local government areas each with power to establish and maintain many vital services including library services.

Kaduna, the capital city of the state, is the most populous town in the state. According to 1976-83 Kaduna State population projections by Local Governments and Districts, Kaduna Township has a population of 473, 266 at the growth rate of 7% per annum.[3]

Kaduna Township has a fairly large number of educational institutions. As at the time of survey, there are about 10 post primary institutions, which are made up of secondary schools, teachers colleges and a technical college. There are three post secondary institutions. These are the Nigerian Defence Academy, the Kaduna Polytechnic and the Kaduna Federal Training Centre. Many evening classes and adult education classes are also available.

Efforts are also being made at industrilising Kaduna Township. Among the growing industrial establishments in the city are: the textiles, steel, furniture and fertilizer industries.

As the seat of the state administration, most of the state's civil servants reside in Kaduna Capital Territory.

Among the common languages spoken by the inhabitants include Hausa, English, Ibo, Yoruba, Arabic, French, Indian, Pakistanese and a host of other local and foreign languages and dialects.

The implication of all this for the provision of efficient, meaningful and relevant library service to meet the varying continuing-education needs of all in the community cannot be exaggerated. The needs range from those of the illiterates to that of students and staff of our institutions of higher education and research institutions. One thing that is clear is that they all need library services; the needs may be for periodical articles, reports, standards, pamphlets, manuscripts, films, recording and slides. The implications of this in summary are:

(1) The library collection must contain in fair proportions materials for every member of the community: the illiterates, the newly literates, the professionals, the vocations and the scholars.

(2) Any material being acquired must have a potential user, either now or in the nearest future.

(3) Materials acquired must be in different format such as books, films, recordings, microforms, etc. in order to meet the varying literacy levels or tastes of readers.

(4) The library must have an established system of publicising its resources and programmes and also

to influence the authorities (outside the library), who have to provide the funds for its services.

(5) The library must also have a regular means of measuring its responsiveness to the constantly changing needs of the community.

According to Kalu Okorie, apart from these responsibilities the library will also have to watch the following trends and developments, which are capable of determining and influencing the nature, variety and extent of services to be provided for the community, especially in Nigeria:

"(1) The escalation of enrolment in secondary schools and universities as well as elementary teacher training colleges directly increases the present demands on our libraries and promises more readers for the future.

(2) The great emphasis on private study through correspondence courses places a growing reliance on library services.

(3) The population growth and changes in our society make it necessary for us to serve more readers than ever before... we need to explore more effective ways of providing these people with purposeful library service which can open avenues of self-

education and advancement to them.

(4) The speed at which the frontiers of knowledge is advancing means that continuing education is essential, if we are to keep abreast with new developments in scientific and social fields.

(5) The troubled character of the world requires that our citizens have a knowledge and understanding of other peoples and other cultures, libraries can be a door to such understanding.

(6) The emphasis placed on research in industrial, economic and social development under-scores the need for the ready availability of fast and accurate information to individuals and institutions who may have need for it, regardless of their location or of the library connections they have."[4]

What all this sums up to is that the library has responsibilities to discharge to its community. It also must have the material resources, personnel, funds and infrastructures to carry out these responsibilities to its full capacity. The cost, no doubt, will be high. However, knowing full well that such expenditures in the long term are investments in Manpower Development, it will therefore not be a wasteful expenditure. It will long run, help to produce more enlightened

citizenry. The better educated and informed the people, the better is their standard of living and their appreciation of government programmes; and the better the contributions such citizens can make in ensuring that government programmes succeed.

STATEMENT OF THE PROBLEM.

The main aim of this study was to assess the role of the Kaduna State Library Service Headquarters as a major agency for education and enlightenment for its readers.

The Problem Sub-topics will be:

(1) to identify the Nigerian adult reader, his reading interest, habits and objectives for using the library;
(2) to examine the material resources of the library in order to ascertain their adequacy and relevance to the reading needs of users;
(3) to examine the adequacy of the physical facilities and equipment in the library;
(4) to examine the present services in the library, especially for adults;
(5) to examine the personnel situation of the library;
(6) to examine the extent of effective use of the library;
(7) to make proposals based on the findings above which

could help further in promoting effective library use.

OBJECTIVES OF THE STUDY.

The specific aims of this investigation can be listed as follows:

(1) to present data concerning the Nigerian Adult Readers; sex, age, occupation, educational background, areas of study or interest, purpose, frequency of use etc.

(2) to present data concerning library activities, programmes and publicity methods employed;

(3) to present data concerning physical facilities, equipment, material and personnel resources, services and objectives;

(4) to present data concerning collection development and selection policy;

(5) to present data concerning the readers' sources of obtaining reading materials;

(6) to present data concerning how readers rate the library services, collections and facilities;

(7) to make proposals based on these findings and suggest ways these proposals could be achieved.

JUSTIFICATION.

The need for this investigation can be justified on a number of grounds as follows:

(1) This study could provide some information on the Kaduna State Library Service Headquarters, which had hitherto not been provided by the previous studies reviewed;

(2) The study could effect some desirable changes in the quality of library services and resources through the data collected;

(3) It could generate closer co-operation between the librarians of the library service and the readers, which is a desirable thing;

(4) It could stimulate the need to make provision for regular review and examination of services and resources;

(5) It could reveal the influence of certain socio-political, economic and educational measures taken by the government on the development of the library service, especially in the way they have influenced demands for library service;

(6) It could draw attention to some problems which seem to impede the progress of the library service;

(7) It could measure the responsiveness of the library service to the library needs of its readers;

(8) It could suggest ways to improve the existing conditions in the library, which could facilitate effective and efficient library service;

SCOPE.

This study, of necessity, will have certain limitations in it. Among these will be the following:

(1) The study is limited to the Nigerian Adult Readers and it excludes non-Nigerian adult readers and children;

(2) The study is also limited to the Kaduna State Library Service Headquarters and it excludes its branch libraries;

(3) The study covers mainly the period beginning from September 1978 to April 1979. Data Collected, therefore, will be those relevant to this period;

(4) Data will be collected using the inquiry form and all relevant and available library records;

(5) Results, analysis and conclusions drawn will apply mainly to the Nigerian Adult Readers, resident in Kaduna Township or its environs at the time of investigation.

HYPOTHESIS.

Before embarking on this study the following working hypotheses, which the writer intends to test, were made:

(1) that the majority of the Nigerian adult readers in our public libraries are people with a leaning toward higher education;

(2) that the majority of the Nigerian adult readers still believe that education is a most important road to advance or enhance their social and professional status in the society;

(3) that the typical adult reader is still in his/her early 20s and in the low-income-group.

(4) that the typical adult reader hardly reads for pleasure (i.e. non-subject or occupational studies);

(5) that the majority of readers come to the library to use their own materials;

(6) that a good many library users are not aware of the existing library facilities and services;

ORGANIZATION.

This study has been organized into six chapters as follows:

Chapter:

I: contains the introduction and statement of the problem, objectives, justification and related topics.

II: contains the review of literature, related research and previous studies;

III: contains the status of the library and existing conditions.

IV: contains a step by step description of procedures used in the study.

V: contains data presentation and analysis and interpretation.

VI: contains the summary, conclusions and recommendations.

This chapter is followed by three appendices, A.B. and C. Apendix A, contains all correspondences on account of this survey, Appendix B, contains the questionnaire used to collect data and Appendix C. contains a select list of references which, though not cited, are relevant to the problem.

RECAPITULATION.

This chapter covers briefly the background for this study, which attempts to make a case for the need to provide a well-meaning and purposeful library service for the inhabitants of Kaduna Capital Territory. It stresses why continuing education has become a necessity for all those who have acquired any fundamental or basic education. It also provides data on population, educational opportunities, occupation and languages spoken in the city, to point to the fact that materials will have to reflect the varying needs and literacy levels.

The rest of the chapter touches on the statement of the problem, objectives, significance, etc, of the study, closing it up with the organization of the study and important references relevant to this chapter.

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CHAPTER 2.

REVIEW OF LITERATURE.

The purpose of this chapter is to examine articles and research studies relevant to the problem.

The rationale for this is two-fold:

(1) Knowledge of what is so far known about the problem will help in avoiding unnecessary duplication of efforts.

(2) A review will also help in determining what contribution this study can make in terms of adding new knowledge to the existing one.

The origin of what we now know as public libraries in the former Northern Nigeria has been traced to the 'Information Centres' set up for dissemination of news about the Second World War by the British Colonial Government in its colonies to keep the General Public informed about the War Zones.

However, in the late 40s and early 50s, these centres began to stock books, thus, taking on the functions of Reading Rooms, since by this time there was no more news or information about the war to disseminate to the public.

Though these Reading Rooms cannot in anyway qualify as public libraries, they helped in no small way to form the foundation of public librarianship in this part of the country.

According to Halil Sa'id, nothing near what we now know as Public Libraries could be said to have existed in this part of the country until after the Sharr Report of 1963. This is in terms of available reading public, who were aware of the functions of public libraries in the society, in the provision of reading materials and promoting adult and continuing education. He gave the following as some of the reasons for his assertion:

"(1) There was no clear statement of what the objectives of public libraries were/should be.

(2) Those running the information centres/reading rooms knew nothing about the functions of public libraries and those of librarians.

(3) There were no qualified indigenous librarians, who would have been preferred to expatriates in organizing the reading rooms. There was only one qualified northern librarian by 1963.

(4) Officials, both at the ministries and native authorities hardly had any ideas of public libraries"[1]

May be, for these and other problems not mentioned by Halil, public libraries remained mere reading rooms or information centres inspite of the efforts made to turn them into public libraries. One of such efforts

was the establishment of the Regional Library which was opened in Kaduna in 1952. This attempt also failed and according to J.A. Faseyi (a Principal Librarian with the Kaduna State Library Board, who joined the Library Service in 1960), four main reasons could be advanced for this failure.

These are:

"(1) Lack of a library structure: a Reading Room consisted of a room, a long table, a few chairs and a radio, whose noise dominated the room so much so that books hardly had any audience.

(2) Books sent to the Reading Rooms from the Regional Library were not suitable for the reading needs and experience of the local communities.

(3) The Native Authorities were more interested in the grants that accrued to them from the Reading Rooms rather than developing them.

(4) The training given was not suitable and suitable candidates for training were not forthcoming - only semi-literates were sent for training."[2]

Conscious of this failure the Regional Government again in 1962, asked for and got the services of a British Library expert, working in Australia, F.A. Sharr

who was commissioned to study the library situation in the Region and make recommendations.

In this report titled: 'Library Needs of Northern Nigeria', he made the following recommendations, based on his findings after visiting most of the Reading Rooms and talking with most of the people involved in developing libraries in the region:

"(1) The establishment of one library of quality in each province to serve as models to the N.A.'s as to what a public library should be and how it should function;

(2) That the Native Authorities should in the near future use the model libraries to establish more provincial libraries to be jointly financed by both the N.A. and the government;

(3) That the idea of developing Reading Rooms into public libraries should be discontinued immediately;

(4) The appointment of expatriate librarians to fill certain key-posts in the establishment on contract basis until indigenous librarians are available."[3]

The report was submitted and accepted by the government in 1963 and up to the time states were created in 1967, it remained the government's blue-print for

developing libraries in the region.

Following the creation of six states from the former region, there followed also the need for each state to have its own library service and so that seemed to be the end of the Sharr Report, since none of the states was bound to use the recommendations in Sharr report, and in any case, some of the recommendations were already out of place in the new political structure. Each of the new states was free to develop its own library service according to its material resources, funds, personnel and pccularities of its area of operation. To start with, the assets of the former regional library had to be shared among the new states.

To do this successfully, the services of a library expert were needed and towards this end, the Federal Government secured the services of another British Library expert, Robert Pearce, to work out guidlines and procedures to be adopted in carrying out this task. However, before Pearce came, the assets were already shared out through Assets Sharing Committees, set up by the Governments-concerned.

When Pearce came, he had to contend himself with visits to the new states to study their library situation and other problems. He compiled and submitted the report

of his findings to the Federal Government in 1968. In the report, he made a number of far-reaching recommendations, among which were:

"(1) That library service should come under the various state ministries of education;

(2) That for the time being, service to the public should be cancelled and attention concentrated on giving service to schools and colleges because of the acute shortage of funds, materials, accommodation and personnel.

(3) That the necessary machinery for the drafting of the states library laws should commence with a view to establishing state library boards.

(4) That library services should incorporate the following as soon as funds were available:

(i) Library services to the public.

(ii) Services to schools and colleges.

(iii) State Reference Library Services.

(5) That there should be cooperation and coordination between state libraries and the former Regional Library in Kaduna.

(6) Need to standardize and recognise professional qualifications by the various governments.

(7) The setting up of a centralized ordering and processing centre especially based at the former regional library in Kaduna.

(8) That the former Regional Reference Library opened in 1962 should be made a branch of the proposed National Library of Nigeria."[4]

Laudible as these recommendations were, they could not be implemented for certain reasons among which were:

(1) At the time the report was submitted the country was going through a very costly civil war (1967-1970 and so priority attention could not be given to it.

(2) As usual, events have overtaken most of the recommendations contained in the report. After the war, priority attention was given to reconstruction, rehabilitation and reconcilation of people and war ravaged areas.

(3) From experience so far, the Federal Government has not always pursued the implementation of library reports with the same zeal with which such studies were commissioned.

With the creation of 4 more states from the former six states in the North, it was no doubt, clear that the same fate that befell the Sharr report was bound to befall

the Pearce Report and precisely, that was what happened to it. It was accepted and that was the end of it.

In an earlier survey titled, 'An Evaluative Study of the use of the North-Central State Library', conducted in 1975, the following major findings were made:

"(i) That it appears the library was not fully conscious of the library needs of its readers.

(ii) That finance was not a major constraint on the library but rather the attitudes of government officials responsible for library development in the state.

(iii) That library lacked any organized and systematic publicity programme for reaching potential library users.

(iv) That the Library opening hours were too short and not convenient for many of its users.

(v) That the library's book-collection was inadequate and in many subjects out of date."[5]

In another survey on the use of Lagos City Public Libraries during the Pre-independent era, Michael Omolewa of the Lagos University continuing education centre had come out with a similar observation: that our public libraries did not seem to be geared toward providing a back-up programme for our educational system. Besides,

he observed that such libraries, where they existed were inadequate. He was of the view that public libraries today if given the necessary infrastructure, could play a very crucial role in ensuring that the all-important UPE programme was a successful venture, especially in the continuing-education process: he sees the library as crucial in continuing education through self-education.

He concluded his survey with the following remarks:

> "It is something of a mockery and undeniably wasteful to teach children to read and write if when they leave school, they would have no further opportunity to continue their education... no opportunity to borrow or buy books."[6]

Still writing on the important role the public library could play in the successful implementation of the UPE programme at the 1975 workshop on Rural Libraries, organized jointly by the Northern States Division of the Nigerian Library Association and the Ahmadu Bello University, Department of Library Studies, held in Kano, Oyeniyi Osundina was of the view that public libraries could not escape the consequences of the educational revolution, which was about to sweep the whole country

with the commencement of the UPE in 1976. He warned that:

> "... if we all agree that the post 1975 period will witness an educational revolution, then the library world cannot escape the consequences of that revolution... it is going to be a continuous revolution, which will never be expected to stop."[7]

In another paper read to the students of the Ahmadu Bello University Library School in December 1976, Sam. Ifidon[8] has proved that since the creation of states in 1967 and 1975 respectively, education has been the most important of all the factors that have affected library development in Nigeria. He observed that the massive expansion of our educational institutions and the creation of new ones from primary to the University Level has forced the governments of the Federation to accord (special), recognition to the vital role the libraries can play towards the long term successful implementation of these programmes. He referred to the third National Development Plan (1975-80), where the following library provisions were made:

(1) National Library of Nigeria - ₦15.8 million; and

(2) The State Library Services - ₦19.73 million.

In the same Development Plan the following breakdown of estimated expenditure on Library provisions was expected by 1983.[9]

GOVERNMENT	EXTIMATED EXPENDITURE IN MILLION ₦
Federal Government	15.800
Benue Plateau	0.500
East-Central	3.060
Kano	1.000
Kwara	3.850
Lagos	0.500
Mid-west	2.100
North-Central	1.050
North-Eastern	3.640
Rivers	1.500
South-Eastern	1.300
Western	0.596

Sam. Ifidon then argued that though it could be true that the establishment of these educational institutions was largely unplanned, the fact that some recognition (through them) has been given to the Provision of library services throughout the federation cannot be denied..

Having established the important role libraries can play in the educational processes, one of the most important aspects of the library service will be how to break the barriers between the reader and the library, which usually prevent maximum utilization of library, resources (personnel and material).

Writing on this problem, Javice Landendorf has cautioned that:

> "the process of attracting and educating users and non-users can never cease. Each new reader has to be convinced over again that the library resources can have value in solving his problems. Investigating potential users, redesigning the library and educating the user should be just as fundamental a part of the library's regular operations as they are of designing new programmes... Reaching the unserved demands an active concept library service... those who go out and initiate contact with users and potential users are exploring new routes to better service."[10]

As to what public library functions should be, the American Association of Public Librarians has set out the following as guidelines for public libraries and as desirable objectives which public libraries could always

struggle to achieve:

"(1) To provide materials to facilitate informal self-education of all people in the community.

(2) To provide material to enrich and further develop the subjects on which individuals are undertaking formal education.

(3) To provide material to meet the informational needs of all.

(4) To provide material to support the educational civic and cultural activities of groups and organizations.

(5) To provide material for encouraging wholesome recreation and constructive use of leisure time."[11]

On an individual's response to library provisions this writer in his survey mentioned earlier did identify some of the social factors which by and large, tend to influence or affect individual's use of the library in any given society. These factors are:

"(1) The general reading behaviour of the society or community.

(2) The educational achievement of the members of the community.

(3) Sex: especially in certain societies where women for religious or other reasons cannot move around like their male counterparts.

(4) Occupational distribution: nature of work of individuals affects his leisure, attitude to reading, etc.

(5) The relative importance of the library as a reading centre.

(6) Economic status and political sophistication of individuals dictate or affect what they read and how they read.

(7) Marital status: family demands, especially where both parents are out to work can and do affect one's reading habits and interest".[12]

The writer concluded that the interplay of these factors cannot be denied in developing countries like Nigeria, where reading has not become an integral part of the National life, and where socio-economic and political upheavals are the order of the day.

Discussing the role of Nigerian Public Libraries in adult education R.C. Enwonwu did warn very strongly that public libraries in Nigeria should not follow blindly the traditions and rules of librarianship as practiced in the developed countries. Rather, the suggested

among other things that:

> "public libraries in Nigeria should help people in villages and rural areas (as well as urban areas), in their efforts to become permanently literate and improve themselves on their jobs. Librarians, should, if necessary, conduct adult education classes, employ audio-visual aids and even sell education materials in the library."[13]

On the need for public libraries to acquire library materials in multi-dimensional format to suit the varying needs of the people in a highly cosmopolitan and industrialising environment, Devereux has advised that library collections in such a situation should take into consideration the varying needs and levels of reading materials needed by the community. He suggested that:

> "...Public libraries must contain in fair proportion, books that are attractive to the uneducated, half-educated, as well as those which embrace the studies and assist the prusuits of the clergy man, the merchant, the politician and the professional scholar."[14]

Writing on public library users in a survey conducted in North Sydney (Australia) Johnstone drew attention to the obvious fact that provision of library materials and facilities will be wasted (and they have been wasted),

if there is no congruence between the objectives of the library service and those of its users. To merge these objectives he has raised four fundamental questions to which the public library must find answers:

"(1) who are the people who come to the library?

(2) why do they come to the library?

(3) who are the people who do not come to the library?

(4) why do they not come to the library?"[15]

He concluded that answers to these questions will definitely help in providing library materials and facilities that will be used and in having complete identification of library users and their purpose. He goes further to recommend that such local surveys at intervals can help in gauging the impact of the library service on the community, which can generate further interest in both the library and its community.

In a similar survey titled: "Reading for self-improvement in Eastern Nigeria' conducted in September 1961 by Horrocks. It was discovered that the people of Enugu read mainly for self-improvement and to gain knowledge rather than to amuse themselves. He also identified the Enugu Central Library readers in these words:

"the average member is quite young, male and in his 20s, either still a college student or clerk with a leaning towards study... has been coming to the library for a year, lives a fair distance away... spends an hour or two a week and is in 2 out of 3 cases duly registered and lends his books to other friends or relatives."[16]

In her own survey of public libraries and N.A. Reading Rooms in the former Northern Region of Nigeria, titled: "Books mean progress" Allen has, strongly deplored the attitude of the region's educated elite, who scarcely read a single book after leaving schools or colleges. She expressed her views in the following words:

"... it is impossible for books to mean anything when they are not exploited by people who know their value and potentialities..."[17]

On the paucity of public libraries in the Region she recommended that it was high time such towns as a Zaria, Katsina, Sokoto, Jos and Ilorin to mention a few, had efficient libraries.

In another development N.M. Adeyemi, has noticed the use of public libraries by Nigerians mainly to pass examinations. According to him, public libraries are no more than 'reading shelters' for examination hungrry young boys and girls. He has attributed the cause of this to the historical evolution of public libraries in Nigeria; which was on regional basis, as a result of which library development in each region depended largely on the foresight and enthusiasm of the political leaders that emerged in each region and above this was a general apathy on the part of policy makers generally in Nigeria.

In concluding his observations he has listed four basic functions which any public library that aspires to qualify for the tag of the "University of the People" must perform satisfactorily. These functions are to:

"(1) Provide information to individuals for self-education;

(2) Provide information to individual or group seeking specialized information on his skill or vocation

(3) Provide for industry and other sectors of the economy requiring specific pieces of information needed to efficiently maximize production; and

(5) Provide information to individual or groups performing specialized or general researches or surveys".[18]

In a paper presented at the 1970 annual conference of the Nigerian Library Association titled: "The Social and other factors affecting library development in Nigeria" S.B. Aje traced these social and other factors to two basic concepts of support and acceptance. According to him, two factors conducive to support are:

"(1) The degree of enlightement and sophistication of members of government; and

(2) The educational background, preparation and experience of members."[19]

He argued that the attitude of those who read privately at home and those who went to higher institutions, if the two groups found themselves having to make policy statements on library provision, would differ significantly in their perspectives. He was of the view that those who have "made it" through private study, might be more sympathetic or appreciative of the role libraries can play, while the other group might be tempted to take this for granted or overlook it altogether.

On the concept of "acceptance", he concluded that the greatest problem facing library development in Nigeria today was the need to "convince" those in authority at all levels of the importance of the public library as an instrument for mass education and literacy. He warned that while the library remains non-revenue-earning, non-profit-making and not self-supporting, the mission of the library however, must not be lost in terms of monetary dividends. It should be regarded as an investment in human resources or manpower development.

Writing under the title "Essence of library Service in Kwara State," Segun Olanipekun was so disappointed at the State of the so called Kwara State Library Headquarters that he wondered if the Kwara State Government was aware of the special and unique virtues of Public Libraries in the Society. He urged the government to wake up to its responsibility by promulgating an edict to establish a library board, under a Chairman with a board of directors who shall be empowered to establish and manage library services throughout the state. He listed the following as main functions of a public library.

"(i) As educational centres, they are essential in rejuvenating and reinforcing people's intellectual and academic knowledge.

(ii) Access to better libraries is access to knowledge which in itself is access to power.

(iii) that public libraries are sancturies to intellectual advancement for the school drop-out and financially handicapped.

(iv) A good library is also the book-shop of the poor.

(v) It serves as the depository of the people's culture;

(vi) It is the laboratory of human information; and

(vii) A visit to the library should be a visit to nature, to life past and present."[20]

He concluded his plea for a better and more meaningful library service, by reviewing public library services in other states of the country. He described the Kwara State Library as the least developed of the 10 northern states library services that came into being in 1968, by the singular act of sharing the assets of the former regional library, located in Kaduna. While some of its counterparts have established permanent

library structures, and enacted library edicts, Kwara State Library Service was still being operated from annexed buildings after 10 years of its establishment.

In another article in the Miscellaneous Papers published by the Department of Library Science, Ahmadu Bello University, J.S.Oke while praising the Federal Military Government for introducing the UPE, was at the same time quick to warn that:

> "well-conceived as the plan is, if it fails to include libraries as a working element, if it does not encourage and instill habits of reading in the pupils or provide the necessary material needed to consolidate writing and reading skills learnt at school, it would ultimately fail in its major objective of eradicating illiteracy in the country because those who, through no fault of theirs, may be unable to go beyond elementary grades would unavoidably lapse into illiteracy".[21]

RECAPITULATION.

So far, this chapter has reviewed certain periodical articles, surveys, papers and books dealing or relating to the problems of public library development in Nigeria, and of library use and users; highlighting and drawing

attention to certain pertinent conclusion relevant to the problem. These various points of view at different points in time, have, no doubt, given a graphic picture of what the public library scene in Nigeria has been, especially since the creation of the states in 1967 and thus provide a background knowledge to the problem.

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CHAPTER 3.

KADUNA STATE LIBRARY SERVICE HEADQUARTERS UP TO DATE.

Following the creation of twelve states in Nigeria in 1967, and the consequent sharing out of the stack collection of the former North Regional Library Service, the Kaduna State Library Service (Formerly North Central State Library Service), commenced operation like its counter-parts in the other states from April 1, 1968.

By virtue of its location, the state library service automatically inherited all the library structures of the former Regional Library at Kaduna, the Kaduna stack collection and some Reference and Nigerian Collections that were being developed at the time states were created.

The library service remained a division of the Ministry of Information and Internal Affairs, contrary to the recommendation of the former Regional Executive Council: that it should transfer to the Ministry of Education. The service remained a division of the Ministry until the Kaduna State Library Board was established.

The edict establishing the Board was promulgated on the 11th of November 1976 with retrospective effect from October 1976. However, the Board did not start functioning until January 1978, when members of the Board were constituted. The first director however only assumed duty

on the 2nd of January 1979. Though the Secretary to the Board was yet to be appointed at the time of writing, the board has started work in earnest, and efforts were being made to appoint one so as to relieve the director of some of the administrative duties which could be best performed by the secretary.

Membership of the Library Board was drawn as follows:

"1. (a) one member representing creative arts and book industry;

(b) one member representing Higher Education and Research;

(c) Four members representing local governments;

(d) one member representing the Nigerian Library Association;

(e) one member representing the ministry of education;

(f) one member representing the ministry of internal affairs and information;

(g) and two members representing other social interests.

2. The director shall be an ex-officio member of the board."[1]

FUNCTIONS OF THE BOARD.

As provided for in section 9, sub-section,[1] of the edict, the board, subject to the provisions of the edict, have power to:

"1. (a) establish, control and maintain a state library service within the state;

(b) act as an advisory body and consultant to the body responsible for the school library service within the state;

(c) set standards and policy for the establishment and maintenance of the school library service within the state;

(d) provide such services as are usually provided by libraries of high standing.

2. The Board shall have such powers as may be necessary or desirable for the proper exercise of its functions... the board shall have power to:

(a) acquire, purchase, lease, mortgage...property: movable or immovable... required for or in-connection with the performance of its functions...

(b) enter into such contracts as may be necessary, advantageous or expedient for the performance of its functions;

(c) assemble, maintain and extend a collection of books periodicals... considered appropriate for a library of high standing;

(d) establish and maintain branches of the state library service at such places in the state as the board may from time to time determine;

(e) make the facilities of the state library service available to members of the public on proper terms...;

(f) make such arrangements as the board considers appropriate with respect to:

(i) the exchange of materials...

(ii) the preparation and publication of catalogues, indexes, etc.

(iii) the provision of assistance to any persons or institutions in the establishment or organization of libraries;

(g) inspect or cause to be inspected libraries and library services and make recommendations and advice on library development or organizations to any department or agency or state government or to any township or local authority in the state.

(h) receive and administer as the board may direct all grants from the Federal Government and other bodies specifically allocated for library development in the state; and

(i) carry on all activities, the undertaking of which appears to the board to be necessarily advantageous or expedient for the performance of its functions."[2]

Before the establishment of the Board, the library service also had its initial problems at the time of taking-off in 1968, as a result of the unexpected political developments, which led to the creation of states in 1967. (Six states were created from the former Northern Region of Nigeria) Some of these problems arose from the following:

(1) As a result of the deployment of staff to their states of origin, the library service was left with only two of its former nine professional staff and six of its former thirty junior and intermediate staff.

(2) As a result of the sharing out of stack collection of the Regional Library among the new states, the library lost some of its reference and lending stock.

(3) As a result of the mass deployment of civil servants to their states, the library lost many of its registered readers.

However, while it is true that the library service suffered from these disruptions, it is equally true that the Kaduna State Library Service had an edge over its new states counter-parts in providing effective library service to its readers.

Some of the factors responsible for these were:

(1) The library service inherited a permanent library structure, with a potential capacity to house about 100,000 books and a potential seating capacity for up to 250 readers at a time.

(2) The Library Service inherited most of the rich Reference Collection and the special Nigeriana Collection from the former North Regional Library, which was intended to form a branch of the proposed National Library of Nigeria.

(3) The Library Service inherited an already defined public library system which consisted of:

(a) the lending section

(b) the reference reading room and

(c) the children's library.

(4) The Library Service also inherited readers, who had benefited from the services of the former North Regional Library Service; the demand for library service was already established and had to be sustained by the new library service.

What all this mean was that the library did not have to start from the scratch like its new states counter-parts.

After all the problems had been sorted out, one of the first decisions taken by the State Librarian and his staff was to formulate a new policy objective to reflect the existing resources available and the new geo-political area to be served.

The new policy-objective was stated as follows:

"To provide library services for all citizens in the state in order to cultivate the desired reading-habit, especially in the rural areas."[3]

Having defined the objective of the service, the Kaduna State Library Service commenced service in earnest from 1st April, 1968.

However, it soon became obvious that the existing resources and facilities inherited from the former Regional Library would not be enough to cope with the new

challenges offered as a result of the creation of states. While the library was determined to offer effective and meaningful service to the people, the attitude of the officials in the ministry was something of a puzzle: approved funds for library development were not usually disbursed without difficultics. The ministry felt that for everything to be purchased into the library tenders must be made, and this was even extended to the purchase of books.

This is why it has been difficult for the library to replace damaged facilities like chairs, tables, etc as soon as the damages were reported.

While conducting this survey, the writer took sometime off to count the chairs and tables in the lending and reference rooms. It was discovered that the Adult Lending Library has sixty-five chairs and twenty reading tables while the reference reading room has 68 chairs and 16 reading tables. Broken chairs and tables could be found in the lending library.

This shows that as at the time of survey the library could only seat about 132 readers at a time as against the library's potential capacity to seat 250 readers at a time. This shortage was so serious at the time the universities were closed down in April 1978,

following students disturbances that the Readers Services Librarian had to go out to borrow more chairs and tables from some organizations and individuals so as to be able to cope with the large number of students that wanted to use the library to do their studies. While he attributed this acute shortage to some of the problems already mentioned, he also claimed that the original idea, not to use the Adult lending library as reading room was also responsible: it was originally intended for lending only, but this idea had since been dropped, and readers can now read in the lending library as well as borrow books. It is also now possible for readers to bring their own books to the Reference Room to read (with effect from 1978) hitherto, this was forbidden. Shortage of shelving is also evident from the way books are shelved together on the shelves in both the Reference and Lending Rooms.

LIBRARY FACILITIES.

Library facilities can be described as certain services, equipment and tools provided in the library to be used or enjoyed by the readers.

Four kinds of problems have been identified to be responsible for the state of library facilities as at the time of survey; These are:

(1) Lack of proper maintainance: for instance, the telephone booth which hardly works, the duplicating machine, microfilm readers, broken chairs, etc. are all related.

(2) Lack of publicity: For instance most of the readers are not aware that they can suggest titles for possible inclusion to the stock and readers are also not aware that the library has a fine collection of microfilm reels of old Nigerian News-Papers and certain government documents.

(3) Lack of Maximum Utilization: This is a direct result from 1 and 2 above and to a large extent readers cannot be blamed for this kind of situation.

(4) Inadequate facilities: Almost all facilities suffer this as a result of poor maintainance and non-expansion for a growing library, existing services

and facilities will not only be maintained but will have to be expanded as the need arises.

However, one of the faciltites that can be described as adequate is the library's display stacks, where new titles added to stock are displayed for a couple of days before they are routed to stock.

There are also notice-boards placed at strategic places in the library, where book jackets, 'lost but found' articles are announced, and other important pieces of information for library users. The significance of these noticeboards was confirmed to the writer in an interview with some readers: many of them claimed they have made it a habit to look at the noticeboards each time they visit the library.

However, it was discovered that the library has only one toilet room for its readers. This is attached to the lending library. Because this toilet is so poorly maintained, it is not uncommon to find readers urinating on the fields outside the library. Due to the absence of a relaxation room, it is common to see readers smooking along the corridors filling the whole place with the smell while leaving behind cigarette-butts. The parking spaces provided are quite inadequate and there is no evidence of any security measures designed

to guard against theft of vehicles. The telephone facilities provided at the main reception-desk in the library also appears to be more of decoration than a facility: it hardly works and when it does, readers are not allowed to use it.

Among the equipment available in the library are: Microfilm-readers, duplicating-machines, photocopying machines slides and bindery equipment. However, at the time of survey, none of this equipment was functionning. They had all broken down in one way or the other and the writer was informed that when they were functioning their use was not extended to readers. Infact, many of the readers confirmed in an interview that they were not aware of the existence of most of these equipment, not to talk of enjoying them as library facilities. While many of the readers agreed that they could do their studies without enjoying the services of the equipment, but they could not understand why the library did not have stand-by generators or gas-lamps to guard against frequent electricity failures. They also complained of the non-availability of standing or ceiling fans in the reading areas of the library. They described the weather condition in Kaduna during the dry season as very hot.

However, further investigations did reveal that many attempts have been made to provide air-conditioners in the past. These efforts did not come through due to the poor design of the buildings. The central air-conditioner was considered unsuitable while the cost of providing small air-conditioners was considered too prohibitive also. In the light of this, tenders have been requested for the supply and installation of ceiling and standing fans throughout the library buildings. The director expressed the view that with the Board now in total control, it was expected that some of these problems would be tackled fairly quickly.

PERSONNEL SITUATION.

The Kaduna State Library Service Headquarters without exaggeration can be described as grossly understaffed, most especially at the Senior Professional Level.

The following table which was compiled from the 1977/78 Kaduna State Estimates[4] confirms this assessment.

TABLE 2:

Type of Staff:	Establishments	Posts Filled	Vacancies
Senior Staff.			
(All Professional and Administrative Staff from Higher Library Officer or its equivalent and above)	27	10	17
Intermediate			
(Library Officers and Asst. Library Officers)	32	22	10
Junior Staff			
(Library Assts. and Attendants.	52	45	7
T O T A L	111	77	34

Though the above table speaks for itself on the acute shortage of staff, especially at the Senior Staff (Professional) level it was however discovered that efforts were being made by the board to fill the vacant establishments as quickly as possible.

MATERIAL RESOURCES:

As at January 1979, the material resources[5] of the Headquarters Library Service were as follows:

(i) the lending collection, 16,628 volumes,

(II) the Reference Library Stock was made up of the following:

(a) Reference Books, 17,695 books.

(b) Government Documents, 8,000 volumes.

(c) Current Newspapers, local and Overseas, 28.

(d) Current Periodicals, local and Overseas, 327.

(e) Microfilm Reels, 379 Reels.

The figures above, however, excluded those of branch libraries. This is in line with the scope of the study.

Collection Development is a joint responsibility of all Senior Professional Members of Staff, including the Director. Publishers Catalogues are circulated to

them to select in their subject areas, which had already been assigned after the staff concerned had indicated same. The acquisition librarian then co-ordinates and carries out all the bibliographic checkings necessary in ordering. Although the library has no written selection policy, however, selectors are usually guided by the principle that public library caters for all in the community: the illiterates, the newly literates, the general reader, the professional scholar and the research scholar. With this concept as a guide, each selector selects to meet some reading needs of any of these potential library users.

The guide-lines or targets established at the Ibadan Seminar organised for all heads of libraries in Nigeria in December 1974, have been another guide used in the provision of reading materials for all potential library users. At this Seminar, which was organised by the University of Ibadan Department of Library Studies, in collaboration with the British Council, the following objectives and targets for public libraries in Nigeria were set out:

"(1) Provide materials for those with primary school education; to avoid lapsing into illiteracy;

(2) Cater for all unemployed to continue their education;

(3) Assist Professionals to keep abreast of developments in their field.

(4) Provide research materials for those who may need them.

(5) Assist Adult Education Programmes by providing suitable reading materials;

(6) Promote the art and culture of the community; and

(7) Provide cheap reading facilities."[6]

SERVICES TO ADULTS:

Services provided for adults at the headquarters can be classified into two broad beadings:

(1) Readers Services; and

(2) Extension Services.

Readers Services: These are made up of:

(i) Lending: Every registered adult reader is allowed to borrow a maximum of two books for a period of two weeks. Renewal is also possible, depending on the demand at a particular time for a particular title.

(ii) Reference Service: This is no more than answering quick reference enquiries and readers consulting reference materials in the library. Reference Service as it is known in professional

circles does not seem to be offered: because the demand for it does not seem to be forthcoming: readers simply do not ask complex reference questions, although the library has a good collection of reference materials to cope with such demands.

(iii) Inter-library loan: Before now, it has not been an established service but the Board has commenced arrangements with libraries in Kaduna township to formalise the system with them so that henceforth it will be possible to borrow books from other libraries on behalf of their readers, whenever their requests warrant such.

The Estension Services include:

(i) Participation in open exhibitions: For instance, during the 1977 all Nigerian sports festival, held in Kaduna, the library mounted an exhibition of sporting books published in Nigeria and overseas for the public and sporting authorities to see.

(ii) Assistance to Government Departments to set up their own libraries: In this regard, the library has helped the following schools and departments:[7]

(a) Nigerian Prisons Service Kaduna: Trained their staff, provided professional advice, etc.

(b) The S.M.G. office: Set up their library and trained their staff.

(c) Command Secondary School, Kaduna: Trained their staff, provide professional advice and helped to organise their stock.

(d) School of Nursing Library Tundun Wada Kaduna: Trained their staff and provided professional advice.

Similar assistance has also been extended to many other departments and institutions and efforts will continue to be made in this direction.

(3) Visits to Schools: With effect from January, 1979 the Librarian in-charge, school libraries was being involved in these visits and both the schools services librarian and the librarian in-charge of field-organisations at the Kaduna State Library Headquarters, will now give talks on such occasions. For instance, one of such talks was given at the Women's Teachers College, Kaduna on 20th of February 1979. At the time of survey, schedules were being [illegible] up to make these visits more systematic and

state-wide. Librarians in local government areas were also instructed to visit post primary institutions in their areas to give talks for students on the use of libraries.

PUBLICITY METHODS:

Normally, publicity in Public Libraries is a continuous programme of activity designed to keep readers and non-readers informed of developments in the library, its services, collections, organization and facilities, which readers and would-be readers can enjoy by becoming members of the library. It may also be designed to achieve support and acceptance for certain library programmes by the funding authorities. Among the publicity methods employed in this library are:

(1) Occasional Radio Talks: According to the Staff In-charge this is designed to:

(a) educate readers and potential readers about the library

(b) enlist the support of officials responsible for the library matters in the state. When questioned on the regularity of this, he confirmed that only two of such talks were given in 1977 and one in 1978, (December).

(2) Issuing of monthly accessions lists to readers: The purpose of this is to keep readers informed of new additions to library stock. The publication and distribution of this is quite regular.

(3) Issuing of Annual Report: This is made up of the monthly cumulations of the accessions lists and other reports on issues affecting the library service. However, the latest of such annual reports, was the 1974/75 report. However, a publications committee to ensure, its regular publication from 1979/80 was set up in January 1979.

OPENING HOURS:

The library as at the time of survey opens as follows:

Monday-Fridays	8a.m. - 8 p.m.
Saturdays	8a.m. - 2 p.m.

The library remains closed on Sundays. In an interview with some of the readers on the adequacy of this, majority of them felt there was no justification for the library to close at 2p.m. on Saturdays, because Saturdays were the days when readers are most free to use the library. This is because Nigeria now operates a five-day working week, Monday to Fridays.

EXPANSION PROGRAMMES:

According to the State's Third National Development Plan (1975-80)[8] the sum of ₦.050 million would have been spent on expanding the headquarters library service in Kaduna by 1980. It was envisaged that a new Reading Room would be built to complement the present lending library and provide more office-accommodation for staff.

RECAPITULATION.

This chapter has described in detail the existing conditions and facilities in the library up to date. It also discusses significant developments from inception of service in 1968. Such topics like the library board and provisions of the edict establishing it, kinds of services, library resources (personnel and materials) etc, were discussed briefly and where relevant to the problem.

Through the data collected, it has been possible to show areas where some progress has been made and where some inadequacies exist.

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CHAPTER 4.

PROCEDURES USED.

INTRODUCTION:

The purpose of this chapter is to present the methods and procedures used in carrying out this survey.

It makes a step by a step description of such methods and procedures and other devices used to collect, analyse and interpret data. It also shows what steps were taken to ascertain the validity and reliability of responses to questionnaire items and data collected from library sources.

Selection and identification of the problem:

The first step taken was the selection and identification of the problem in this study. This was done through a series of discussions with other students in the MLS class, friends and colleagues in the library profession and the writer's Research Methods Lecturer, Dr. G.T. Onadiran.

As a result of these discussions, many new ideas emerged and the original topic proposed, had to be substantially shaped, refined and reduced to a reasonably manageable topic.

Literature Searching:

After the writer had convinced himself that the problem was feasible and worthy of investigation at the end of the procedures described above, the next step taken was getting the topic approved by the MLS Committee of the Department of Library Science, Ahmadu Bello University. After the approval, the writer commenced literature searching which was aimed at discovering and collecting literature relating to the problem in order to equip himself with sufficient and up to date background knowledge and information on the problem.

In this operation, the following source-materials were most useful:

(i) LIBRARY LITERATURE[1]

(ii) LIBRARY AND INFORMATION SCIENCE ABSTRACTS[2]

(iii) DISSERTATION ABSTRACTS INTERNATIONAL[3]

(iv) NIGERIA: A COMPREHENSIVE BIBLIOGRAPHY IN THE HUMANITIES AND SOCIAL SCIENCE, 1900-1971 by C. AGUOLU[4]

Most of the periodical articles, reports, surveys and books read were collected from the above source materials.

Writing a Proposal:

Having collected and read quite extensively on the problem, the next step taken was the writing of a proposal for consideration and approval of the MLS Committee, which read and approved the proposal with certain modifications and suggestions. With this approval, the process of data collection was begun.

Developing and Refining the Inquiry Form.

After having made a thorough examination of the various research methods/techniques, it was decided that the survey approach would best suit this kind of investigation. It was also decided that it would require. the use of an inquiry form to collect certain pertinent data, which could not be collected from source-materials.

To this end, the writer began to construct and make drafts of the questionnaire to be used. In this task, the following books were used quite extensively to collect relevant questionnaire items, which were adapted, modified and added to, in order to make them suitable to the respondents the writer had in mind and the local environment:

(i) Studying the community: a basis for planning library adult education services.[5]

(ii) Measuring the quality of library services: a handbook.[6]

(iii) The use of Kashim Ibrahim Library by the undergraduate students of Ahmadu Bello University by A. Ochai (MLS Thesis)[7]

(iv) Library Surveys: Problems and methods.[8]

Copies of the initial drafts were submitted as usual, to colleagues in the MLS class, experienced Librarians, friends outside the library profession and the writer's Research Methods lecturer and supervisors for their comments and suggestions, regarding the arrangement of questionnaire items, suitability, relevance and effectiveness as a research instrument.

Fair Draft:

With due consideration for all the various comments/ observations and suggestions received from the above persons, the writer was able to draft a fair-copy, which was used to conduct a pilot-test on adult readers at the Samaru Public Library, to test their useability. As a result of this exercise, it was discovered that certain ambiquities existed and they were subsequently corrected before the final draft was prepared.

For purposes of analysis and interpretation, the questionnaire items were divided into four groups, each group asking slightly different but related questions to

the problems. The purpose of this division, however, was not explained to respondents, when the questionnaires were administered on them.

The groups are as follows:

Group A: Asks for situational information and Library-use experience of respondents.

Group B: Asks for respondents' personal opinions on the existing facilities in the library.

Group C: Asks for respondents' suggestions for improving library services and resources; and

Group D: Asks for personal data of respondents.

Finally, the writer endeavoured to see that as much as possible, the questionnaire meets the 6 characteristics of a good questionnaire enumerated by John W. Best, in his book, titled: 'Research in Education' which are:

"(1) It deals with a significant topic, one the respondent will recognise as important enough to warrant spending his time on.

(2) It seeks only that information which cannot be obtained from other sources... statistics, census data, etc.

(3) It is as short as possible, only long enough to get the essential data.

(4) It is attractive in appearance, neatly arranged and clearly duplicated or printed.

(5) Directions are clear and complete important terms are defined, each question deals with a single idea, all questions are worded as simply and as clearly as possible...provide an opportunity for easy, accurate and unambigous responses.

(6) The questions are objective with no leading suggestions as to responses desired.

(7) Questions are presented in good psychological order, proceeding from general to more specific responses... leaving out annoying or embarrasing questions and providing for respondents' anonymity, where this is desirable.

(8) It is easy to tabulate and interpret"[9]

Other means used to collect additional data included the following library sources:

(i) Readers registration file.

(ii) Borrowing Statistics file.

(iii) Accessions lists.

(iv) Statistics of total stock-collection.

(v) Library notice and sign boards.

Selecting the Library.

In order to be able to get the necessary assistance from where this study was conducted, a letter asking for permission to conduct the survey was written to the Principal Librarian, Kaduna State Library Service (The Director had not assumed duties then). The letter also solicited his cooperation and that of his staff in gaining access to some library statistics, in interviewing staff and administering the questionnaire on the respondents all of which were granted by the Principal Librarian.

Administration of Questionnaire.

Two hundred copies of the questionnaire were delivered to the library by the writer. They were administered on the respondents by both the Readers Services Librarian and the Reference Librarian. Each copy contained a short introductory letter to the respondents, stating the main objective of the questionnaire and requesting his/her maximum co-operation.

The questionnaires were distributed to each library user at the main entrance to the Lending and Reference Rooms. This was done on three days of the week: Monday, Wednesday and Saturday. Respondents were requested not to fill the questionnaires more than once.

Out of the 200 copies distributed, 150 were returned and out of these, 145 copies were dully and satisfactorily completed. 5 copies were half filled, and therefore could not be used.

Verification of Data Collected.

In order to check the reliability, currency and validity of the responses given by respondents and data collected from the library sources, the following steps were taken.

(1) Personal visits: Several visits were made to the library to hold discussions with library users and staff. Discussions and interviews with users were on a random sampling basis, to clear up certain suggestions and responses given in the questionnaire to ensure that such responses were made in good faith.

(2) On-the-spot-checks: These were conducted on library sources used to collect data, As such data was supplied by the library staff, there was need to ascertain their authenticity currency and reliability; and this also provided opportunities to ask questions from the members of staff concerned with such sources.

(3) Discussions with library staff: These centred largely around library policies, objectives, programmes, facilities, problems and expansion programmes in preparation. Such discussions also provided an opportunity for library staff to explain to the writer, certain pertinent questions relating to some reader-library relationships.

Statistical Treatment of Data.

All readers' responses were presented by frequency counts and hand tabulated item by item; and an electric calculator was used to convert them to percentage responses. By translating those frequency counts into percentages, it was possible to show the number-per-hundred and thus a common and clear base of comparision was provided. After this, it was possible to show certain relationships which were analysed and interpreted. This analysis and interpretation, however took into consideration the following variable factors: The time of survey, purpose of survey, the population surveyed, individual characteristics, the status of the library in the locality as a reading centre, objectives of library service, attitudes of all involved in this investigation, readers' library use experience and the scope of the study.

Other data collected from library sources was used where appropriate in the body of the study as illustrative materials to show certain trends in the library development as related to the problem being investigated.

Testing the Hypotheses:

Certain hypotheses, formulated before this investigation commenced were tested in order to confirm or reject them as was the case. This was done using data gathered from readers' responses to questionnaire items and others collected from library sources, and from discussions and from discussions and interviews conducted.

RECAPITULATION:

This chapter has given a detailed account of all the methods and procedures adopted in chronological order in conducting this investigation: how data was collected, analysed and interpreted; and how the conclusions and suggestions made were arrived at.

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CHAPTER 5.

DATA PRESENTATION AND ANALYSIS.

INTRODUCTION:

The main purpose of this chapter is to analyse and interpret data gathered both from responses to questionnaire and library sources in order to provide a sound basis for testing the hypotheses formulated earlier in the study. This exercise will also provide reasons for whatever conclusions and recommendations are made later.

To give full answers to some of the questions, readers could tick up to two of the suggested answers and provision is also made where necessary for readers to provide answers to questions outside the suggested ones through the provision of 'others' column.

Population:

The population surveyed in this study consisted of the Nigerian Adult readers (i.e. persons of 18 years and above in Kaduna State Library Service Headquarters over the period of 8 months, September-April, 1979).

Questionnaire Distributed:

Two hundred (200) copies of questionnaire were administered on the readers, out of which 150 copies were

returned to the writer. Of these 150 copies, it was found that 5 were unsuitable for use because they were half-filled. The writer, therefore, was left with 145 duly and correctly filled. This gives the writer 73% of the original 2oo copies distributed.

Questionnaire Analysis:

It is generally accepted that for every action performed, including library use, there is a motive. The first question, therefore, was an attempt to find out the respondents motive for using the library.

Q.1.: For what purpose do you use this library?

Purpose	No. of respondents	% of total respondents.
to study	123	85
to read for pleasure	22	15
to borrow/return books	39	27
to find some information	49	34

It is clear from the above that the majority of the respondents used the library for more than a purpose, thus, the 85% who used the library to study (123). It is also of significant note that as much as 15% of them claimed

they used the library chiefly to read for pleasure, reading unconnected with subject or occupational studies. However, respondents seemed to get mixed up in distinguishing between reading for pleasure and for information because further investigations showed that the majority of those who claimed they used the library to find some information (34%) read mainly newspapers and latest magazines. It was also discovered that quite a good number of those who used the library to study it used their own private textbooks

The next question was aimed at finding out the reading interests of respondents.

Q.2.: If you come to study/borrow books, what subject(s) are you interested in?

Subjects	N	No. of respondents	% of total respondents
Economics		44	33
Eng. Lang. & Literature		60	41
Gen. Science		77	53
Geography		22	15
Government		44	30
Religion (R.K. & Islamic Studies)		27	18
History		20	13
Others		7	5

Analysis of the above subject-interests showed that most of the readers are interested in about 3-4 subjects. General Science as indicated in the table embraces subjects like Maths, Physics, Biology, Health Science, Chemistry, etc. Those in the 'others' category were persons preparing for some institutes exams like the Accountancy, Marketing, Purchasing, etc. The 41% in English Language and Literature, when analysed, showed that such respondents were persons reading for English Language and Literature in the WASC/GCE at both Ordinary and Advanced Levels.

An attempt to find out if the collection development policy of the library reflects these interests of readers was made. Additions to library-stock from August-December 1978 was investigated. The table below shows some relationships with readers' areas of interest, perhaps by accident because of certain limitations like:

(i) It does not show when those books were selected;

(ii) Selection is not by subject;

(iii) Books are not received monthly, so books catalogued (figures below) is not the same as books selected.

However, further investigations showed that selectors are guided by the readers needs as reflected in the type of books they borrow. Therefore, it may not be by accident

that this table shows greatest additior
Books in English (118 titles), Social S
Technology (60 titles) and Pure Science
titles added.

TABLE 3:

SUBJECT	AUG/SEPT.	OCT.	NOV.	DE
General	4	10	4	
100-Philosophy	-	1	1	
200-Religion	-	5	3	
300-Soc. Sci.	17	25	32	1
400-Lang.	-	8	2	
500-Pure Sci.	9	13	10	
600-Technology	15	19	20	
700-The Arts	5	2	10	
800-Lit.	1	3	2	
900-Geo. & Hist.	6	11	12	
Fiction Books (English)	51	48	16	3
Vernacular	3	2	4	2

TOTAL

20
3
12
90
13
38
9
1
4
1
1
use
y.
3
2

The next question was aimed at fi
of information that readers collect

Q.3.: If you come for information

Use	No. of Respondents	% of total Respondents
Personal interest	24	17
Your Studies	98	68
Club/Society	0	0
Others	0	0

The above table shows clearly that information sought is used largely to aid readers' studies (68%). The 17% who claimed they used the information for personal interest constitute those who used such information for their private matters or records.

To find out if respondents always found library books wanted, the next question was posed.

Q.4.: Do you always find what you want?

Reply	No of Respondents	% of Total Respondents.
Yes	86	59
No	60	41

The 59% who claimed they could find what they wanted (books) shows a happy trend in the sense that by and large, the library's capacity to make materials available appears to be growing tremendously, though this could be limited to what the library could afford and not necessarily that the readers wanted. To know why as much as 41% of the respondents were unable to find materials in the library,

the next question was posed:

Q.5.: If your answer to 4 above is No, is it because material needed is:

Reasons	No of Respondents	% of Total Respondents.
Not in the Lib. (i.e. the Lib. does not have it)	43	30
Not found on the shelf (i.e. library has it but it cannot be traced)	30	21
Out to another reader	12	8
Being Used	4	3
Others	0	0

Though 30% of the respondents indicated that they could not find materials in the library because such materials were not available in the library, however, further investigations showed that such demands range from mere request for magazines, which the library normally subscribes to (which have not been received, to popular text books for certain prescribed examinations)

The next question was asked to find out how much periodical publications (Magazines) are read by the readers and their area of interest.

Q.6.: What magazines (e.g. Newsweek, Trust, Time, etc) do you read most regularly and why?

Periodical	No. of Respondents	% of Total Respondents.
Newsweek	72	50
Trust	52	36
Time	54	37
Drum	70	48
Others	26	18

An analysis of the above shows that an average respondent reads about 2 magazines in the library depending on the respondents place of work, educational background and availability of the periodicals. Further interviews also showed that majority of the respondents are interested in topics like sex, politics, Nigerian and African Affairs, world troubled spots, the oil Industry and economics: The 18% who constitute 'others' named magazines like: Home Studies, Africa, Newbreed, Religious Magazines and some other learned journals, which are little known to the majority of readers e.g. Nature.

To find out that newspapers respondents read regularly, the next question was posed.

Q.7.: What newspapers (e.g. Daily Times, New Nigerian, Nigerian Herald, etc) do you read most regularly?

Paper	No. of Respondents	% of Total Respondents.
Daily Times	87	60
New Nigerian	109	75
Nigerian Herald	55	38
Others	63	43

Analysis of these responses have shown that the majority of the respondents read at least two newspapers daily with preference for their state papers. Further analysis also showed that areas of interest to respondents in order of preference were: Political news, editorial columns, "your views" column, news and features articles.

Respondents in the 'others' mentioned newspapers like the Punch, Daily Star, Tribune, Sketch, Nigeria Standard, e.t.c. with similar areas of interest as indicated above. From all this, it appears that all Nigerian Newspapers are read by respondents, though as indicated earlier they give preference to papers published in their home states or in their geo-political zone (No wonder then that the majority of respondents (75%) read New Nigerian).

To find out about the respondents principal source(s) of obtaining their reading materials, the next question was

posed.

Q.8.: Your principal source(s) of obtaining your reading materials (e.g. books, magazines, newspapers, etc.) is/ are:

Source	No. of Respondents	% of Total Respondents.
Library	73	50
Purchase	104	72
From friends	18	12

Analysis of the above shows that majority of respondents (72%) preferred to buy their books for two main reasons, even, where such materials are available: firstly, the urge to build up their own private collections, and secondly during preparations for exams, demands on library materials are always very high so that readers cannot renew popular titles, which they claimed were needed badly. However, it is interesting that at least, 50% of the respondents said they obtained their reading materials largely from the library.

Analysis of this group revealed that they were largely school leavers (applicants), who could not afford to buy their own books at the time.

To fine out how respondents usually located materials in the library, the next question was posed.

Q.9.: How do you locate materials in the library

Procedure	No of Respondents	% of total respondents.
Using the Lib. Catalogue	69	48
Consulting Staff	47	32
Going straight to the shelf.	61	42

The above table shows that 48% of the respondents could use the library catalogue to locate materials. However, an analysis has revealed that only very few of this group received their instructions from the library in Kaduna. They claimed to have acquired this skill elsewhere. The 42% who claimed they usually go straight to the shelf, said, this was as a result of constant use of certain materials on particular shelves. The 32% who consulted staff did so because they were either new-comers or in some cases they had no idea of what the catalogue was; or when they could not locate a book.

To find out the readers' borrowing habits, the next question was posed.

Q.10.: How often do you borrow books%

Frequency	No. of Respondents	% of Total Respondents.
Very regularly	28	19
Sometimes	78	50
Never	46	32

A further investigation of the above table shows that some of those who never borrowed books did so not because the materials were not available in some cases but for some other social and occupational problems like over-crowding in their houses and being frequently out of station. This they claimed made it difficult for them to be able to guarantee the safety of library books and so, they did not borrow. Those who borrowed very regularly are those who found the library's collection adequate for their needs and they hardly travel out of their stations.

To find out specifically why some respondents never or sometimes borrowed books, the next question was posed.
Q.11.: If your answer to 10 above is 'sometimes' or 'Never' why?

Reason	No. of Respondents	% of Total Respondents.
Books not very useful	20	14
Fines too high	10	7
Fear of loss	59	41
Others	27	19

A further investigation of some of the reasons given for not borrowing by some readers has shown that the library can hardly be held responsible. For instance, only 7% claimed fines were too high, but further investigations

have revealed that the library as at the time of survey, does not charge any fines on overdue books. Fees are only charged on mutilated or lost books to the tune of their current value.

Those in the 'others' (19%) gave reasons like forgetfulness, carelessness and frequent travels and some of them even claimed they only came to read magazines, newspapers and other reference materials.

To know the readers borrowing pattern, the following table, which shows the statistics of books borrowed in all subjects according to Dewey Decimal Classification for the year 1978, was compiled.

Analysis of the above table shows that borrowings were highest in the month of May, which is always the peak time for preparing for the WASC/GCE examinations.

It also shows that readers borrowed most in the 600, fiction, 500 and 300 classes in that order. The increasing use of the vernacular materials (748) for the year is encouraging, bearing in mind that such materials have only recently become available in the library.

The next question was aimed at finding out about the readers' pattern of library use.

Q.12.: How often do you visit the library?

Frequency	No. of Respondents	% of Total Respondents.
Once/week	4	28
Once/forthnight	11	8
Once/3 weeks	0	0
Once/month	0	0
Other	91	63

An analysis of the 'Other' in the above table (63%) of the respondents, claimed that they used the library several times a week, which is quite encouraging.

The next question was asked to know why some respondents could not use the library more often.

TABLE 4.

MONTH	GENERAL WORKS 000	PHILO-SOPHY 100	RELI-GION 200	SOCIAL SCIENCE 300	LANG-UAGE 400	PURE SCI. 500	APPLIED TECHN. 600	THE ART 700	LITERA-TURE 800	HIST. GEOG. 900	VERNA-CULAR	FICTION (ADULT & CHILDREN)	TOTAL
JAN.	11	35	97	259	99	215	188	47	90	151	13	104	1309
FEB.	20	31	61	195	80	257	516	90	60	139	52	279	1780
MAR.	3	31	96	277	136	432	246	71	122	138	34	84	1670
APR.	14	32	83	264	84	135	430	120	83	147	52	384	1826
MAY	17	24	65	288	91	235	551	123	92	192	79	456	2213
JUNE	15	20	57	229	66	136	266	80	72	140	99	44	1224
JULY	20	29	73	271	80	191	496	100	71	195	87	451	2064
AUG.	18	21	65	235	55	177	375	79	73	162	82	480	1822
SEPT.	15	28	57	136	45	99	89	63	113	130	83	459	1317
OCT.	16	72	69	58	190	244	177	81	88	120	54	139	1308
NOV.	25	22	70	288	51	169	402	75	57	141	67	240	1607
DEC.	39	36	46	158	60	75	192	96	124	69	46	314	1255
TOTAL	213	381	839	2658	1037	2365	3928	1025	1045	1724	748	3434	19395

SOURCE:
Statistics of Borrowings, Kaduna State Library Service Headquarters, Jan.-Dec. 1978.

Q.13.: Why do you not use the library more often?

Reason	No of Respondents	% of Total Respondents.
Live too far away	46	32
Sometimes out of town	27	19
Read in another library	15	10
Library always congested	7	5
Opening hours not convenient	8	6
Others	0	0

Analysis of the above shows that if this survey had been conducted during the peak periods of preparation for exams, the emphasis might not be on living too far away but on the last three choices in the table, because all data gathered in the library pointed to the fact that there is a need to expand the lending library by building a new reading room to complement the present lending library and to provide more facilities like chairs and tables. Further analysis also revealed that it is always at such times that readers read in other libraries like the British Council, and the United States Information Service (USIS), library.

To find out whether the readers came to the library chiefly to use their own materials or library materials, the next question was posed.

Q.14.: Do you come to the library chiefly to:

Answer	No. of Respondents.	% of Total Respondents.
Use Library Books	94	65
Use own books	61	42
Do assignment	34	23
Other	0	0

Further investigations into the 42% of the respondents who came to use their own materials in the library did so for the following reasons:

(a) the library is more conducive to study than their own homes (less noise making); and

(b) most of them do not have separate rooms, where they could do their private study undisturbed by friends and members of their family.

(c) the library has become a meeting point for likeminded persons in dare need for higher education.

These reasons, no doubt, are a challenge to the original idea of making the lending room strictly a lending library and not providing for a reading room.

In view of the present congestion and noise in our urban homes, this idea has since become unrealistic.

The next question was aimed at finding out the days of the week when readers were most free to use the library.

Q.15.: On what day(s) of the week are you most free to use the library.

Day	No of Respondents.	% of Total Respondents.
Saturdays	100	69
Friday	46	32
Monday	29	20

The above is not surprising bearing in mind that Nigeria now operates a five-day working week. However, a further analysis shows that majority of the respondents were of the view that the library should remain open till 10p. Fridays and Saturdays instead of closing at 8pm. on Fridays and Saturdays 2pm.

The next question was aimed at finding out if respondents had ever received instructions on the use of the library.

Q.16.: Have you ever received any instructions on how to use the library?

Reply	No of respondents	% of Total Respondents.
Yes	51	35
No	84	58

From the above table it is clear that less than half of the respondents know how to use the library for full exploitation of its resources. Further analysis has revealed that even those who have received those instructions did so in other libraries, while the 58% who claimed they have not, showed that they were secondary school leavers, who have never been exposed to any good library situation in terms of size, collection and facilities in their previous schools.

The next question was aimed at finding out about the out-reach of the library's publicity methods to its potential readers.

Q.17.: How did you become aware of the library service?

Answer	No. of Respondents	% of Total Respondents.
Through library publicity method	36	25
Through a friend	51	35
Found out on my own	66	46

The 25% who claimed to have known the library was because they happened to pass by the sign board outside the library building. Further investigations showed that if publicity programmes could be done over the Radio, more people would benefit from it.

The next question was aimed at finding out from respondents if they thought they could have completed their studies successfully without using this library.

Q.18.: Do you think you could complete your studies successfully without using this library?

Replies	No of Respondents	% of Total Respondents.
Yes	24	17
No	64	44
Perhaps	41	28
don't know	16	11

It is of significant point here that only 17% of the respondents felt they could have done well in their studies without using the library.

The 28% who chose 'perhaps' meant something between 'yes' and 'No'. The 11% who were not sure, claimed this was because they used other libraries like those of their college, the British Council, the United States Information Service, etc. Therefore they could not know if they would have completed their studies successfully without using one of the many libraries they used.

To find out whether respondents have derived any benefits from using this library, the next question was asked.

Q.19.: Do you think you have benefited in anyway by using this library?

Answer	No of Respondents	% of Total Respondents.
Yes	127	88
No	4	3
Cannot say	12	8

It is significant that only 3% of the respondents felt they had not benefited in anyway. However, further investigations and interviews showed that some of those who claimed so were just making a joke at the time, because some of them agreed later that the fact that they had entered the library at all, make a difference. It is also of note that only 8% of the respondents said they could not say 'yes' or 'No' to the question. On the whole, the 88% majority here seems convincing enough that the library is performing some useful service to the majority of its readers.

To know how respondents would rate the library's book collection in their subject areas, the next question was sked.

Q.20.: How do you rate the library's book collection in your subjects of interest?

Rating	No of Respondents	% of Total Respondents.
Adequate	64	44
Inadequate	62	43
Other	0	0

It is interesting to note that the respondents were almost evenly divided in their assessment of 44% and 43% respectively for those who claimed adequate and inadequate. Further analysis showed that most of the respondents based their answers on their ability to get a material being sought for at a particular time, it did not matter if the material was out to another reader, as long as they could not use it at the material time, the item was presummed not in the library. This may account for the fairly even rating.

As similar question to the above was also asked for the periodical collection of the library.

Q.21.: How do you rate the library's periodical collection (i.e. Newspapers and Magazines).

Rating	No. of Respondents	% of Total Respondents.
Adequate	41	28
Inadequate	49	34
No idea	47	32

The same attitude noted in the respondents' ratinggs for the book collection was also identified. However, what is clear here is that most of the respondents read fewer magazines and newspapers than books. The 32% who claimed 'No' !Idea' did so because they read one or two magazines or newspapers, so, they were not in a good position

to assess the entire collection. As long as their favourite newspapers and magazines were available, they were satisfied.

The next question was aimed at knowing the extent of use being made of the library's microfilms collection.

Q.22.: Have you ever requested and used the library's films and microfilms collection?

Answer	No of Respondents	% of Total Respondents
Yes	4	3
No	138	95

This table shows clearly that the majority of the respondents have never used these materials (95%). Further investigations and analysis also showed that most respondents were not even aware of their existence and contents. The 3%, who have used them said they were aware of their existence in the library because they were familiar with such non-book materials and had used them elsewhere.

The next question was aimed at finding out how respondents would rate staff ability and willingness to help them.

Q.23.: How will you describe the staff of the library?

Answer	No of Respondents.	% of Total Respondents.
Able and willing to help	131	90
Sometimes able to help	12	8
Hardly able to help	0	0
Sometimes reluctant to help	8	0
Unwilling to help	0	0

It is of significant note that 90% of the respondents agreed that they found the staff able and willing to help. Though they deplored the idea of bidding away senior staff in offices, instead of exposing them to readers. Those 8% and 6% who found them 'sometimes able to help' and 'sometimes reluctant to help' respectively also confessed during further investigation that their opinion was limited to the junior staff, since they hardly come into contact with members of senior staff. They felt that new recruits to the library staff should be adequately oriented before they were exposed to readers. However, it is quite significant that even the junior staff who are exposed to readers have not been found unwilling or hardly able to help by the majority of them. The next question was aimed at finding out from respondents how library

service can be improved.

Q.24.: How do you think the library service can best be improved?

Suggestions	No of respondents	% of Total Respondents.
Need more staff	20	14
Need more library facilities	109	75
Extend opening hours	34	23
Other	25	17

The need for more library facilities has been re-echoed here again. Further investigations and analysis showed that the majority of the respondents referred mainly to chairs, tables, fans and reading space, as library facilities. The 17% of the respondents in the 'other' suggested things like expanding the library buildings. establishing branches in ungwarrimi, Ungwassanu and Tudun Wada villages around Kaduna Township, etc. Investigations also showed that readers from these areas encounter transportation difficulties to and from the library.

The next question was aimed at finding out from respondents which of the library objectives should be given priority attention.

Q.25.: Which of the following library objectives do you suggest should be given priority attention?

Suggestion	No of respondents	% of total respondents.
Education	116	80
Reformation	47	32
Recreation	57	39
Cultural	16	11
Research	10	7

Further analysis showed that by education here respondents meant concentration of efforts on the provision of reading materials to pass examinations they were preparing for (i.e. textbooks) However, it is interesting to note that 39% of the respondents felt the library should give top priority attention to the provision of recreational materials. By this they meant materials like light or fiction literature, films and 'popular' magazines like Drum, Trust, Spear, Joy, etc. and popular novels, especially set-texts for literature in the WASC/GCE exams.

The next question was aimed at finding out from respondents their suggestions for improving library collection.

Q.26.: How do you think the library's collection can be improved?

Suggestions	No of Respondents	% of Total Respondents.
Invite suggestions from readers	82	57
Invite suggestions from specialists	47	32
Pay attention to all subjects	57	39
Other	0	0

The above table shows that 57% of the respondents would like the library to invite suggestions for required titles from readers. However, further investigations showed that this priviledge is already enjoyed by few of the readers. Perhaps the system would have been more effectively used if it was publicised for the information of all readers. What operatesat present is that if a readers comes up with a title that is not available in the library, the library staff collects such and put it 'on order' for the library. So, anybody who was not aware of this cannot utilize the system.

In all, it was discovered that most of the readers judged from their answers are not aware of the intricacies of book selection and acquisition generally, e.g. getting

the necessary information for ordering, deciding where to purchase materials, time lag between ordering and receiving materials and difficulties of disbursing funds before the library board came into being. There was a time books were tendered for by the ministry like any other items, forgetting the question of users who require such books for a purpose to be met almost immediately.

The next question was to find out what other suggestions respondents had for the library.

Q.27.: What other suggestions do you have for the library?

Here it was discovered that all suggestions made were a restating of what had been suggested earlier in the questions eg. need for more library facilities, funds, etc.

The next question was to find out the sex of respondents.

Q.28.: Your sex.

Sex	No of Respondents	% of Total Respondents.
Male	133	92
Female	9	6
No answer	3	2

The next question was to collect data regarding respondents occupation.

Q.30.: Your Occupation:

Occupation	No of Respondents	% of Total Respondents.
Civil Servant	58	40
Member of the Armed Forces and the police	7	5
N Y S C	2	1
Student	56	39
Others	29	20

It is of significance that in spite of the fact that this survey was not conducted during a vacation, the student respondents still made up 39% of those surveyed. However, further investigations revealed that these were largely off campus students of Kaduna Polytechnic. Analysis of the 40% who were civil servants showed that such persons were largely holders of the West African School Certificate, General Certificate of Education or Teachers Grade II Certificate. This shows that these are people who are on salary grade levels 04-06 (lower-income class) and generally speaking, they are people who have not "made it" academically.

Further analysis showed that the 20% in the 'others' were largely people who have just left school and were seeking for jobs or awaiting results.

The next question was aimed at collecting data regarding respondents educational background.

Q.31.: Your Educational Background.

Education	No of Respondents	% of Total Respondents.
Primary Education	7	5
Sec. Edu. or equivalent	78	54
Post Sec. Edu.	51	35
Other	11	8

Analysis showed that 35% who have post secondary education are made up largely of students pursuing various Diplomas at the Kaduna Polytechnic, and people who were undergoing short-term and Certificate Courses. Only two respondents had University Degrees.

The next question was to collect data regarding respondents' residential address:

Q.32.: Present residential address:

Place	No of Respondents	% of Total Respondents.
Kaduna Township	81	56
Tudun Wada	35	21
Ungwassanu	20	14
Ungwarrimi	19	13

Analysis of the above table shows that the figures for the three surrounding villages: Tudun/Wada, Ungwassanu and Ungwarrimi were few in number due to poor public transport facilities to and from those areas. It was also discovered that the figures would have been higher if the survey was conducted when readers were preparing for WASC/GCE examinations.

The next question was to find out what examinations respondents were preparing for.

Q.33.: What examinations are you currently preparing for?

Exam.	No of Respondents	% of Total Respondents.
GCE O/A Level	84	58
JAMB/IJMB Exam	31	21
NND	5	3
Others	26	18

Analysis of the above table showed that people in the 'others' (18%) were made up largely of those studying through evening classes for certain Institutes' examinations e.g. stores and purchasing, accountancy, personnel management, etc.

TESTING OF HYPOTHESIS.

As has been indicated elsewhere in this study six working-hypotheses were formulated before the investigation actually commenced. These hypotheses have been tested using relevant data collected from responses to questionnaire items, interviews/discussions and those collected from library sources. The following, therefore, are the data used to confirm or reject the six hypotheses.

(1) That the majority of the adult readers in our public libraries are people with a leaning toward higher education:

(a) When asked about their motive for using the library (Q.1.), 85% of the respondents did reply that they used the library mainly to study (i.e. do their subject or occupation studies);

(b) In an answer to another question, 80% of the respondents were of the view that five of the library objectives (Q.25) the library should give priority attention to education instead of cultural, research, information and recreation. By education, respondents meant the concentration of service and resources towards supporting massive formal education at all levels (primary to University).

(c) To yet another question, it was discovered that 79% of the respondents indicated they were students and junior civil servants. (39% and 40% respectively). (Q.30).

(d) Elsewhere it was discovered that 69% of the readers were either preparing for or have just written the WASC/GCE and preliminary or JAMB/IJMB examinations, which could qualify them for places in the universities and other higher institutions of education if they passed (Q.33).

(e) And yet to another question, it was discovered that 54% have had full secondary education as against 35% who have had some post secondary education which indicates that the urge for higher education is greater among people with secondary or equivalent background education (Q.31)

(2) That the majority of the Nigerian Adult readers in our public libraries believe that education is a most important road to advance or enhance their social and professional status. Apart from the fact that all the above data can be used to support the assertion, the following data also offered proofs that the statement is true.

(a) Of the 145 readers surveyed, only two (1%) have had university education as against the 78 (54%) who claimed they have only secondary education (Q.31).

(b) In another question it was discovered that 41% of the respondents were in the 21-25 age group, which is about the age when such people were expected to be able to make up their minds on what they wanted to become in life professionally, In the same question, it was also discovered that only 4% of the respondents were 36 years and over. This goes to show that those who seemed to have 'settled' down either professionally or economically at least in Nigeria, hardly visit the public library. Professor Benge[1] in his paper "Notes on Reading", has noted this and given ten reasons while Africans are non-readers. Some of these reasons are cultural, social, economic, political and educational, among others.

(3) That the typical Adult Reader who uses Public Libraries is still in his/her early 20s and in the lower-in-come group. This assertion has also been proved to be correct. For instance, it was discovered

that, of the readers surveyed, 72% claimed they were not above 25 years of age (Q.29). Elsewhere, it was also discovered that 41% of the respondents claimed they were junior civil servants, workers who are on salary grade levels 04-06; and in Nigeria today these are the people who constitute the lower-in-come group (Q.30).

(4) That the typical Adult Reader who uses public libraries hardly reads for pleasure (i.e. non-subject or occupational studies):

This hypothesis has also been found to be correct. For instance only 15% of the respondents claimed they used the library to read for pleasure or 'while away the time', as against the 85% who claimed they used the library to study (Q.1). Further investigations have proved that this 15% is rather too high. For instance, when readers were asked what esaminations they were preparing for (Q.33), the following responses were given: GCE O/A 58%. JAMB/concessional examinations 21% NND 3% and 'others' 18%, Of this 18% many mentioned certificate and other professional or institutes' membership exams. No one indicated that he/she was not reading for one exam or the other.

(5) That the majority of our readers come to use their own materials in the library.

This has been found to be wrong. In an answer to a questionnaire item, 65% of the readers have indicated that they came chiefly to use library materials, as against 42%, who claimed they came to use their own materials (Q.14).

(6) That a good many users are not aware of the existence of the library facilities and services:

This has been found to be correct. For instance, in an answer to a questionnaire item, only 25% of the respondents claimed they heard about the library through any organized publicity method. In the same question, 46% and 35% claimed they found out about the library on their own and through friends respectively (Q.17). Even, of those who used the library quite frequently, only 3% of the respondents claimed they have used the library's collection of microfilm-reels, as against the 97% who claimed they were not aware that such materials existed in the library. From this, there is no doubt, that there is quite a good number of readers who have no knowledge of some of the facilities provided for them in the library.

To conclude this section, it must be stated that the data collected was not just accepted and used: it was subjected to rigorous questioning, supported by interviews, discussions and observations to ascertain its reliability and validity before the writer finally made up his mind to accdept and use it to test these hypotheses. However, the limitations of some of the data were definitely obvious, but the writer has no choice but to accept such data with reservations.

RECAPITULATION.

This chapter has presented an analysis of data collected in the course of this investigation. All responses to questionnaire items have been fully tabulated and converted into percentage responses in order to show their relationships. Data collected from library sources has been used in the most appropriate places to show certain trends of library use, development and growth. Hypotheses were also tested using relevant data collected, after establishing its reliability and validity to a highly reasonable extent.

REFERENCE.

BENGE, R.C. Notes on Reading, (unpublished paper), Zaria, Department of Library Science, Ahmadu Bello University, April, 1977.

CHAPTER 6.

SUMMARY FINDINGS, RECOMMENDATIONS AND CONCLUSIONS.

INTRODUCTION:

As was stated in the statement of the problem, the primary objective of this study was to examine the role of the Kaduna State Library Service Headquarters in the continuing education process of its users. So far, all efforts have been directed toward the achievement of this objective.

This chapter, therefore, brings together all major (significant) findings made in the process of investigation. It also presents recommendations made in the light of the writer's experience, bearing in mind their implications and the means of achieving them. Certain inference or conclusions made are presented, as a review of the entire study in a nutshell and the opinions of the writer regarding the expected usefulness of the study.

FINDINGS:

From the analysis of responses to questionnaire items data collected from the library and on-the-spot visits coupled with interviews and discussions with library staff and some library users on a random sampling basis, the following major findings have been made.

1. Objective of Library Service.

Although this is not written, it has been discovered that the main objective of the Kaduna State Library Service is the provision of free and varied educational facilities for all the inhabitants of Kaduna Township and its environs, with particular bias towards promoting basic and continuing adult education programmes throughout the state.

2. Personnel.

It was discovered that there is a general shortage at all levels but most acute, at the Senior Staff Level (Professional and Administrative). Of the 111 establishments for such cadre of staff in the state's 1977/78 estimates, only 77 were filled and of the total of 189 establishments approved in the same period for both junior and senior staff, only 120 were filled.

However (from discussions with the Director), efforts would be made to see that all library establishments were filled as quickly as possible, now, that the library Board has its own machinery for filling its vacancies (it does not need to get approval of the Ministry of Internal Affairs and Information to do that).

3. Physical Facilities.

It was discovered that most of the existing physical facilities in the library e.g. chairs, table, shelves; reading spaces, etc were grossly inadequate. Others like ceiling fans, standing fans, electricity generating plants, etc. were not even provided.

4, Equipment.

It was discovered that most of the major library equipment investigated eg. Microfilm readers, slides, duplicating and photocopying machines were not functioning. Even when they functioned which was rarely, the services were not extended to library users, some of which could have generated revenue for the library.

5. Material Resources:

It was discovered that although the library did not have any written book-selection policy, yet the collection development of the library was found to be very active with an emphasis on the pure and applied sciences, English Language and literature and the social sciences. Particular attention has started to be given to vernacular collection, especially publications in Hausa Language.

6. Library Users.

The following characteristics have been discovered:

(a) the majority of readers were males (92%)

(b) the majority of readers were made up of Junior Civil Servants (40%) and students (39%)

(c) the majority of readers were persons below 30 years of age (91%).

(d) that the highly educated hardly visit the public library, only 2 (1%) of the users surveyed claimed they were university graduates.

(e) the majority of readers used the library in connection with their examinations (85%). Only 15% claimed they used the library to read for pleasure - i.e. non-subject or occupational studies.

(f) the majority of readers visit the library almost daily (63%)

(g) it was also discovered that 65% of the readers depended largely on library books.

7. Service.

The services of the library were found to be limited to lending, organized lecture tours to post primary institutions and simple reference services e.g. answering of directional enquiries from readers, like

. where can I get this or that book? Do you have this or that book? etc.

8. Publicity Methods.

These were discovered to be limited to issueing accessions lists (monthly), occasional radio talks and book exhibitions, which hardly achieved the desired objective in terms of reaching the would-be library users. For instance, 81% of readers surveyed claimed they first knew the library through their own efforts or that of their friends. It was also discovered that the library has no published Guide for the library for its readers.

9. Opening Hours.

It was discovered that the present opening hours for Saturdays were not satisfactory to many of the readers. At present, the library opens from 8am. to 8pm. on Mondays to Fridays while it opens 8am.-2pm. on Saturdays

10. Expansion Plans:

(a) A new lending library is being proposed to complement the existing one.

(b) Provision of more office accommodation is planned.

(c) The building of a medium-sized public library in each local government area is planned.

(d) A school library service dividion at the headquarters of the library Board will be created.

(e) The establishment of a book depot similar to that of Bendel State Library Board, at the Headquarters of the library board in Kaduna is planned and feasibility studies on this project had already started.

(f) The headquarters library service will become a training ground for junior staff of other libraries in the state excluding the university libraries.

(g) It planned that by the year 1980, the sum of N.05 million would have been spent on expanding the headquarters library.

11. Problems.

(a) It was discovered that although the Library Board had operated for one year, it does not have approved conditions of service of its own, (distinct from that of the state's civil's service, like the other state's boards and corporations).

(b) It was discovered that the Kaduna State Government has not fully complied with the Federal Government directives that no Nigerians should be given contract-appointments except on their own volition

(c) The library still lacks certain basic infrastructure like official vehicles, with which to carry out its business more quickly and efficiently.

(d) The Board had not been able to appoint its Secretary in spite of the fact that the post had been advertised twice (the appointee was required to have an LLB Degree with 7 years post qualification experience.)

RECOMMENDATIONS:

In the light of the above major findings and other less significant ones not mentioned, the following recommendations are being made in the hope that their adoption could lead to improvements.

(1) As a matter of urgency, all damaged chairs and tables should be repaired and put to use to ease the present congestion that usually characterizes the lending library, especially during school vacations.

(2) Urgent measures should be taken to repair the library's photocopying machine, microfilm-readers and duplicating machine as quickly as possible and the services of this equipment should be extended to readers and commensurate fees charged.

(3) The library should as a matter of urgency have its own electricity generating plant or gas lamps to guard against constant power failure.

(4) A special attention should be given to the cleanliness of the only toilet room provided for readers. The present situation in which readers ease themselves on the fields is quite unsightly.

(5) The library should have a written book-selection policy for the use of its selectors.

(6) The library as a matter of urgency should produce and publish its Readers Guide, for the benefit of its readers and other visitors.

(7) Concerted efforts should be made to develop a strong collection on the arts and culture of the people. The present collection of Hausa Language Publications is too limited in scope.

(8) The publication of the library's annual reports should be regular and circulated to all major libraries in the country on exchange basis.

(9) Special attention should be given to teaching readers how to use the library, especially the library catalogue.

(10) Readers must be encouraged to ask general and specific reference questions in order to ensure that library resources to give reference service are fully utilized in addition to using the Reference Room to do their studies.

(11) Contacts should be made with other libraries in Kaduna Township with a view establishing a basis for a sound interlibrary loans service policy with some of them.

(12) The library's publicity methods should be broadened and pursued more regularly in order to reach the desired audiences: readers, would-be readers and policy makers in the state.

(13) Deliberate efforts should be made to encourage reading for pleasure by collecting more recreational literature (light reading materials.)

(14) The library must investigate the possibility of providing relevant, important and popular reading materials to support the state's adult education programme.

(15) The library should as quickly as possible, publish its own conditions of service as obtainable in other government boards and corporations.

(16) All appointments made to Nigerians, who are non-indigenes of the state on contract arrangements should be converted to tenure except where staff members wish otherwise.

(17) The appointment of expatriate officers should be restricted to areas where they have specialised skills to be imparted to their indigeneous counter-parts or where indigenous librarians are not available.

MEASURES TO ACHIEVE THESE RECOMMENDATIONS.

(1) The proposed conditions of service of the library board should be very similar to other library boards in the country-i.e. it should look beyond the Kaduna State's Boards and Corporations whose functions and mode of operation are totally different from that of the public library.

(2) A publications committee charged with the responsibility of publishing the library's annual reports, monthly accessions and the readers' guide should be established without further delay.

(3) The Director's Management Committee (DMC) should include all senior professional members of staff both at the headquarters and the branches.

(4) The library board should review all appointments made by the State's Civil Service Commission and all errors regarding grading and promotions should be corrected immediately in order to give the staff a new sense of direction and belonging to the board.

SUGGESTIONS FOR FURTHER STUDY:

Throughout this study no attempt was made either directly or indirectly to cover all aspects of the problem or provide answers to all questions raised during the process of carrying out this survey. Therefore, some investigation on the following aspects of the study can be profitable and beneficial to the library and its readers:

(1) How far are the findings in this study applicable to other state libraries in the country especially in the Northern States?

(2) Who should provide school library services: the library Board or the Ministry of Education?

(3) The effects of the handing over of the branch libraries to the LGA's on central processing and acquisition.

(4) A comparative study of the public library edicts in the country in order to identify their characteristics and weaknesses.

CONCLUSIONS.

One conclusion that can be drawn without any fear of contradiction is that the history of the Kaduna State Library Service Headquarters is one of a continuous growth. That the library has made positive and significant contributions towards providing free and varied educational facilities to its users cannot be denied.

The 1976 Kaduna State Library Edict, formally establishing the Kaduna State Library Board, is a clear testimony to the State Government's desire to provide relevant and popular reading materials state-wide. All hopes are that the board will soon get over its teething problems to justify the confidence the state government has reposed in it.

It is hoped that this study, though an academic exercise, will be of some practical application to the library authorities, student-librarians and those who may have to conduct similar surveys, ahd to any one interested in the growth and development in Public Librarianship in this part of the country.

APPENDICES:

A: All correspondences in connection with the study.

B: Questionnaire used.

C: Select Bibliography.

The Chief Librarian,
Kaduna State Library Service Hdqrs.,
Kaduna.

21st December, 1978.

Dear Sir,

Permission to conduct a Library Survey.

I shall be very grateful for your permission to carry out a survey of the Nigerian Adult Readers in your library.

The survey is in connection with my Master of Library Science (MLS) Thesis, which will be submitted to the Department of Library Science, Ahmadu Bello University, Zaria, in partial fulfilment of the requirements for the award of the M.L.S. Degree of the Ahmadu Bello University, Zaria.

I shall also be very grateful for your assistance in the effective administration of the accompanying questionnaire.

Grateful for your anticipated co-operation.

Yours sincerely,

M.A. Omoniwa,
KASHIM IBRAHIM LIBRARY.

Kashim Ibrahim Library,
A.B.U.,
Zaria.

The Director,
Kaduna State Library Board,
Kaduna.

26th Feb., 1979.

Dear Sir,

Request for Interview.

I should be grateful if it would be convenient for you to grant me an interview to discuss some important topics regarding your library board as far as they relate to my M.L.S. thesis titled: The Role of Public Libraries in Continuing Education: a Study of Nigerian Adult Readers at Kaduna State Library Service Headquarters, on the 5th of March, 1979, in your office.

Some of the topics I wish to discuss with you include:

(1) The edict establishing your Board, if you consider the provisions appropriate and adequate, considering similar edicts already promulgated in other states of the federation.

(2) What measures the Board has taken toward re-organizing the library to ensure that the Board can achieve its declared objectives as provided for in Section 9, Sub-Section 1 of the edict.

(3) How the Board intends to solve some of its staffing problems, e.g.
(a) frustration as a result of slow promotion and non-confirmation of staff appointments;
(b) contract appointments issue;
(c) appointment of expatriates, etc.

(4) How the Board wants to come into the school library services and the adult education programmes in the State.

Other topics will include the day to day running of your libraries: Headquarters and branches, etc.

Looking forward to meeting you on the 5th March, 1979.

Thanks.

M.A. Omoniwa.

Kashim Ibrahim Library,
Ahmadu Bello University,
Zaria.

Date:_____ 19_____

Dear Reader,

I am currently carrying out a research on Nigerian Adult Readers at the Kaduna State Library Service Headquarters. Among other things, the study will investigate the role of the library serviee in continuing-education of private students and other adults who use the service.

The attached questionnaire will provide data for my Master of Library Science Thesis (M.L.S.) titled: The Role of Public Libraries in Continuing Education: a Study of the Nigerian Adult Readers at the Kaduna State Library Service Headquarters.

I shall appreciate very much if you complete this questionnaire to the best of your ability; and frankly too.

All answers will be treated confidentially and used solely for the purpose stated above. You need not sign your name.

Thanks for your anticipated cooperation.

Yours sincerely,

M.A. Omoniwa.

To the Reader: This questionnaire is divided into A, B, C & D. Please complete them by marking (X) in the boxes provided as appropriate.

You may mark up to two boxes where this is found necessary in order to give full response to the question asked.

GROUP A.

1. For what purpose do you use this library?

   ( ) to study

   ( ) to read for pleasure (general reading)

   ( ) to borrow books/return books

   ( ) to find out some information

   ( ) other (please specify)_____

2. If you come to study/borrow books, what subject(s) are you interested in?

   a) _____

   b) _____

   c) _____

   d) _____

3. If you come for information, is it for:

   ( ) personal interest (not connected with any studies)

   ( ) your studies

   ( ) your club or society

   ( ) other (please specify)_____

Please list your areas of interest:

1._____ 2 _____

2._____ 4. _____

8. Your Principal source(s) of obtaining your reading materials (e.g.books, magazines, newspapers, etc. is/are:

( ) the library

( ) by purchase

( ) borrowing from friends

( ) borrowing from clubs/societies

( ) other (please specify)_____

9. How do you locate materials in the library?

( ) using the library catalogue

( ) consulting staff for help

( ) going straight to the shelf

( ) other (please specify)_____

10. How often do you borrow books from the library?

( ) very regularly

( ) sometimes

( ) never

11. If your answer to 10 above is SOMETIMES or NEVER, Why?

( ) books not very useful

( ) fines on overdue books too high

( ) fear of loss of library materials

( ) other (Please specify)_____

12. How often do you visit the library?

( ) once/week

( ) once/forthnight

( ) once/3 weeks

( ) once/month

( ) other (please specify)_____

13. Why do you not use this library more often?

( ) live too far away

( ) sometimes out of town

( ) read in another library

( ) library always too congested

( ) opening hours not convenient

14. Do you come to the library chiefly to:

( ) use library books

( ) use your own books

( ) do your assignment

( ) other (Please specify)_____

15. a) On what day(s) of the week are you most free to use the library _____

(b) why? 1. _____

2. _____

3. _____

16. Have you ever received any instructions on how to use the library?

( ) Yes (please specify place and date)_____

( ) No

17. How did you become aware of the library service?

( ) through the library's publicity programmes

( ) through a friend

( ) live/work near the library

( ) found out on my own

( ) other (Please specify) _____

Group B.

18. Do you think you could complete your studies successfully without using this library?

( ) Yes

( ) No

( ) Perhaps

( ) Don't know

19. Do you think you have benefited by using this library in any way?

( ) Yes

( ) No

( ) Cannot say

20. How do you rate the library(s) book collection in your subjects of interest?

( ) adequate

( ) inadequate

( ) other (please specify) _____

21. How do you rate the library's periodical collection (e.g. Newspapers, magazines, etc.)?

( ) adequate

( ) inadequate

( ) No idea

22. Have you ever requested and used the library's films and microforms collection?

( ) Yes

( ) No (Please give reason) _____

23. How will you describe the staff of this library

( ) able and willing to help

( ) sometimes able to help

( ) unwilling to help

Group C.

24. How do you think the library service can best be improved?

( ) Need more staff

( ) Need more library facilities

( ) Extend opening hours

( ) Other (Please specify)_____

25. Which of the following library objectives do you suggest should be given priority attention?

( ) education

( ) recreation

( ) information

( ) cultural

( ) research

26. How do you think the library's collections can best improved?

( ) invite suggestions from readers

( ) send out request forms to specialists in various subjects

( ) attention should be given to all subjects

( ) other (please specify)_____

27. What other suggestions do you have for the library? (please list)

1. _____

2. _____

3. _____

Group D.

28. Your sex ( ) Male
( ) Female

29. Age Group:

( ) 18-20 years

( ) 21-25 years

( ) 26-30 years

( ) 31-35 years

( ) 35 and over.

30. Your occupation

( ) civil servant (in the public service)

( ) member of the armed forces or police

( ) member of N.Y.S.C.

( ) student (State school)_____

( ) other (please specify)_____

31. Educational Background

( ) primary education or equivalent

( ) secondary education or equivalent

( ) post secondary (indicate) _____

( ) other (please specify) _____

32. Present residential address:

_____

_____

_____

33. What examination(s) are you currently preparing for?

(please list)

1. _____ _____

2. _____ _____

3. _____

4. _____ _____

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