

**AN ASSESSMENT OF INFORMATION RESOURCES AND SERVICE PROVISION
OF STAFF SCHOOL LIBRARIES IN NIGER STATE**

BY

MURJANATU ABDULLHAMID

SEPTEMBER, 2016

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**BEING A DISSERTATION SUBMITTED TO THE SCHOOL OF POSTGRADUATE
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SCIENCE**

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SEPTEMBER, 2016

DECLARATION

I hereby declare that this study entitled Assessment of information resources and services in staff school libraries in Niger State was written by me under the supervision of Professor TijjaniAbubakar and Dr. Abu Yusuf. All the sources consulted and cited were properly acknowledge.

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Signature

Date

CERTIFICATION

This Dissertation titled "Assessment of information resources and services of staff school libraries in Niger State" has been read and approved as meeting the requirements of postgraduate school, Ahmadu Bello University, Zaria for the award of masters in library and information science (MLS) Degree

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DEDICATION

This Dissertation is dedicated to my mother Hajiya Aisha and my children Fatima Zarah and Fadila.

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All praises, honour and adoration be to Allah for leading me thus far in my research work. I wish to express my profound gratitude and appreciation to my supervisors Professor TijjaniAbubakar and Dr Abu Yusuf for their patience and guidance in seeing to the completion of my work.

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ABSTRACT

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

CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

The library which is the hub of any educational set up, provides information and ideas that are fundamental to functioning successfully in the increasingly information and knowledge-based society. The library is, therefore, able to equip pupils and students' imagination, thereby enabling them to live as responsible citizens (Federal Republic of Nigeria FRN, 2001).

A school library (or a school library media center) is a library within a school where students, staff, and often, parents of a public or private school have access to a variety of resources. The goal of the school library media center is to ensure that all members of the school community have equitable access to books and reading, to information, and to information technology. A school library media center uses all types of media is automated, and utilizes the Internet as well as books for information gathering. School libraries are distinct from public libraries because they serve as learner-oriented laboratories which support, extend, and individualize the school's curriculum. A school library serves as the center and coordinating agency for all material used in the school.

According to Saka and Bitagi (2010) school library can be defined as a place designed for the provision of all kinds of learning resources. Petters and Ottong (2012) described school library as a learning laboratory that provides opportunities for pupils to develop information skill. Augustine, Odenigbo, and Tongs (2014) defined school library as the part of the school where collection of books, periodicals, magazines, and newspapers, films, filmstrip, videotapes, recording of all kinds e.t.c. are housed for use by the students.

School library supports the school curriculum by providing up-to-date information resources and services to keep staff and students abreast of new development. The library equally involves in promoting the development of reading skills and encouraging long term reading habits through listening to and viewing a variety of learning materials. Thus, the school library system is an integral part of the school and it must be run according to agreed standard. According to National Policy on Education and School Library Standard in Nigerian, (2004) the aims and objectives of establishing school Libraries in Nigeria are:

1. Teaching students the necessary skills required in the use of library.
2. Complementing classroom instruction by exposing the students to a wider selection of books and other resources.
3. Inculcating in students the habits of reading for pleasure and
4. Providing users of the library with information on current issues, etc.

Library resources are seen as all inputs which are utilized in the library in order to provide good learning environment for students and teachers so as to achieve the educational goals. Resources in the library are of two types, that is, human and non-human resources. Human resources refer to the professional librarians and other library staff, while non-human resources refer to prints such as; reference books, dictionaries, and so on, and non-print resources such as; videotape for instruction, slides and other software for instruction.

However, to be able to achieve the objectives stated above, the school proprietors and government should follow the standards as stipulated in the Inspection Guidelines for libraries in Nigeria as recommended below:

1. Every school should have a standard library and it should be built separately or use a space of two classrooms.

2. Furniture seating capacity should not be less than 50-60 seats in the library.
3. The Library should be managed by librarian who has a degree in Library Science.
4. Non-print resources should be part of resources in the library, etc.

(Federal Government Guidelines on Inspections of Library, p.5)

Information Provision in School Libraries

Materials in school libraries are made up of print and non-print media. These are all information carriers. There cannot be a functional school library without adequate stock of relevant and current information resources. These include textbook fictions, newspapers, films, film projector, radio, television, maps, charts, realia, tape recorders, reference items and other educational materials. Egesimba, Quadri, Dimkpa, and Ezebuike (2011) highlighted that the school library media centre resources include, books, periodicals, newspapers, pamphlets, brochures, handbills, and ephemeral notices, audio materials (disc, phonographic records, audio-tapes on reels and cassettes), film materials (slides, film-strips, motion picture films as well as other forms of photographic film), graphics, video materials (video-tapes on reels, cassettes and cartridges as well as video disc), Realia (toys, games, model and actual specimens) and microforms (microfilm, microfiche and micro-card).

Morris (2004) also revealed that other school library resources include, Information and Communication Technology (ICT) facilities such as computers, computer diskettes, computer programmes, multi-media collection, teleconferencing, videoconferencing, audio graphic communications, Broadcast TV/Radio + audio-teleconferencing and Interactive Multimedia. The author emphasized the need for annual financial provisions for the replenishment of school library. From the above analysis, it could be argued, with great emphasis that modern school library information resources should be made up of both print and non-print formats so as to

enhance teaching and learning among the teachers and students. Scott (2002) relates acquisition methods to the various ways by which a Library build up its collection. It is concerned with the selection and acquisition of materials for an expanding collection and the decisions on the materials to be included in that collection.

According to Scott(2002) there are five methods, by which libraries can acquire materials, purchase, gift/Donation, Exchange/Inter institutional Cooperation, Bequest and Legal Deposit

Staff Schools in Niger State

There are 15 tertiary institutions in Niger State which have established Staff Schools These are School of Nursing, Bida, School of Midwifery, Minna; School of Health Technology, Minna; School of Health Technology TunganMagajiya; College of Agriculture Mokwa; Justice FatiAbubakar College of Arts and Islamic Studies Minna; Niger State Polytechnic , Zungeru; College of Education, Minna; Ibrahim BadamasiBabangida University Lapai; Federal College of Education Kontagora; Federal Polytechnic, Bida; Federal University of Technology Minna; Federal College of Wildlife Management New Bussa; Federal College of Freshwater New Bussa; Fisheries Technology Staff School, New Bussa; and National Cereals Research Institute Badeggi. This studycovered only six selected school libraries located in Federal and State tertiary institutions spread across the three geopolitical zones of Niger State. The institutions are: the Federal University of Technology Minna, Federal college of Education Kontagora, Federal Polytechnic Bida, Ibrahim Badamasi University Lapai, College of Education Minna, and Niger State Polytechnic Zungeru.

1.2 Statement of the Problem

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

Ose and Okoedon (2012) surveyed the present state of school libraries in Benin City and revealed that all the schools visited are under stocked with library materials. Majority of the schools visited in Benin City have outdated books which are very dusty, where they existed. A similar case was reported by Selbar, et al. (2009) who reported that secondary school libraries in Jos metropolis are not equipped with the necessary materials and staff to render services to users. Majority of school libraries in Ilorin metropolis did not have non-print resources at all.

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

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

1.3 Objectives of the Study

The aim of this study is to assess Information Resources and Service Provided by Staff School Libraries in Niger State. The specific objectives of the study are:

1. To reveal the available information resources in staff school libraries in Niger State.
2. To ascertain the information services available in staff school libraries in Niger State.
3. To find out how information resources are acquired in the staff school libraries in Niger State.
4. To find out the ways in which the information resources are organized in the staff school libraries in Niger State.
5. To identify the challenges constraining in the provision of information resources and services in staff school libraries in Niger State.

1.4 Research Questions

The research seek to provide answers to the following questions-

1. What are the information resources available in staff school libraries in Niger State?
2. What are the information services provided in staff school libraries in Niger State?
3. How are the information resources acquired in the staff school libraries in Niger State?
4. What are the ways in which the information resources are organized in the staff school libraries in Niger State?
5. What are the challenges constraining in the provision of information resources and services in staff school libraries in Niger State?

1.5 Significance of the study

The study will be of great significance to governments at all levels, school proprietors, non-governmental organizations and information professionals. Findings of the study will help in knowing the importance of providing information resources in school libraries. In this study suggestion will be given on how to improve school libraries. The study will be useful to school proprietors and government on how to provide functional school libraries at both primary and secondary school levels. The government can through this study appreciate problems faced by school libraries thus make effort to alleviate such problems. It will also contribute to the advancement of knowledge in library and information studies.

1.6 Scope of the study

The study covers the school libraries in staff schools in Niger State. School libraries in conventional primary schools and Local Government Education Authorities (LGEAs) in the state are not included in the study neither are primary school libraries in other neighboring state included in the study.

1.7 Limitation

Due to distance, time factor and financial constrain the researcher limited the study to six selected schools libraries located in federal state tertiary institution spread across the three geographical zone in Niger state. This institution are:

1. Federal College of Technology Minna Staff School Library.
2. Federal College of Education Staff School Library K/Gora.
3. Federal Polytechnic Bida Staff School Library.
4. Ibrahim Badamasi Babagida University Lapai Staff School Library.

5. College of Education Minna Staff School Library.
6. Niger State Polytechnic Zungeru Staff School Library.

1.8 Operational Definition of Terms

The following terms are defined in the context of this study to enhance their understanding and use:

Information resources –The total collection of library materials including print and non-print provided in staff schools in Niger State with a view to satisfying users information needs, these include books, journals, reference books, computers and related electronic gadgets.

Library services –Are those critical activities that facilitate the easy inventorying, tracking, retrieval or access, and utilization of all information resources and systems therein. These include reference services, cataloguing services, inter-library loan services, bibliographic services, etc. This has to do with acquisition, processing, storing, retrieval and dissemination of information to teachers and students in staff schools in NigerState.

School library: Any library found in the staff schools, be it at primary or secondary level in Niger State

Staff schools: these are primary schools that are particularly established to serve the interest of particular institutions or organizations in Niger State.

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CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1 Introduction

This chapter reviewed literature that is related to the study. The review of literature is discussed under the following sub-heading;

- Availability of Information Resources in School Libraries,
- School Library Services,
- Adequacy of Resources and Services,
- School Library Resources Acquisition Method,
- Organization of School Library Resources,
- Problems of School Library Services

2.2 Conceptual Framework

A school library has a relationship to the teaching and learning processes. The pedagogical role of the school library underlines the fact that the library contributes in a significant way to learning (Hell,2005). School libraries represent a set of implicit and explicit choices made by the school about the extent of centralizing information resources and services and exploitation of that and other information resources from beyond (Streatfield &Markless, 2006)

Divulging further, Hell(2005) explains that the school library is a system providing information resources and services for the benefit of the teaching and learning processes in schools. Thus, the pedagogical theory subsume that the school library is the base within which library and information services is felt and accommodated; with the library being part of a network of the school system. This study focuses on what ways is the school library facilitating

teaching and learning. Though there are several ways both materially and psychologically of contributing to teaching and learning, however, the school library, by providing the necessary information resources and services can make the school teaching method more effective. Information here can be said to include physical resources, bibliographic access, staff and space.

Another theoretical framework found relevant to work is hinged upon the active learning paradigm. Active learning is a method of educating students that allow them to participate in class; it takes them beyond the role of passive listeners and note takers, preparing the student to take some direction and initiative during the class (Lorenzen, 2012). Barnwell and Eison (1991) wrote that strategies that promote active learning have common characteristics such that students are involved in class beyond listening; less emphasis is placed on transmitting information; more emphasis is placed in developing skills of the student; and the students are continually involved in activities like reading, discussion and writing. Thus, provision of information resources and services should increase the realization of the potentials for learning by exploration and increase the participation of student in the active mode of teaching and learning.

2.3 School Library

According to Dike (2004) a school library is an academic library that supports school programs as well as the teaching and learning processes, Wikipedia, sees it as a library within a school where students, staff, and often, parents of a public or private schools have access to a variety of resources. Meanwhile Petters and Ottong (2012) described it as a learning environment which provides space (physical or virtual), access to resources, and services to encourage and support students and teachers in learning and teaching.

School library plays a very significant role in the educational development of a child, its goal according to IFLA (2012) include:

Supporting and enhancing educational goals as outlined in the school's mission and curriculum, developing and sustaining in children the habit and enjoyment of reading and learning, and the use of libraries throughout their lives offering them opportunities for experiences in creating and using information for knowledge, understanding, imagination and enjoyment. The school library also supports all students in learning and practicing skills for evaluating and using information, regardless of form, format or medium, including sensitivity to the modes of communication within the community.

The school library fulfills these functions by developing policies and services, selecting and acquiring resources, providing physical and intellectual access to appropriate sources of information, providing instructional facilities, and employing trained staff. Agabi (2003) corroborated this view by emphasizing that school libraries serve as a place to do independent work, use computers and research materials but these goals can only be achieved through a systematic acquisition and organization of all forms of recorded and documented information in all subject patterning to the goals of the school. In the same vein, the school library prepares both the teachers and pupils to achieve sound and quality education by all or any of the following:

- (a) The improvement of teaching by enabling the teaching staff to make reference to current books in the preparation of their lessons
- (b) Providing information for teachers and pupils on current affairs.
- (c) Providing supplementary reading for teachers, enriching class work.

(d) Serving as the laboratory where all books on all disciplines encourage self-reliance, good use of leisure time, and arouses interest in reading (Ekweozoh, 1989 cited by Ogunrombi, and Sanni 2005)

School Library World (2009) summarized the effectiveness of a school library as follows: “it is accessible to the total school community, it is cost effective because one book is used by many, it provides flexible scheduling and timely access to the collection by all students, a broad range of materials, add new resources throughout the school year to keep collection dynamic, create a sense of ownership that is shared by the entire school community”

The importance of school library cannot be overemphasized. As the foundation of all other libraries, school library play a major and significant role in the development of the basic education sector Frye (2006) submits that both librarians and educationists regard the school library as “the heart” of the school and indeed the apex upon which the entire sphere of the school’s intellectual life rests. Akpe (2005) argued that the school library is not just the intellectual provision of a functional library in every school but it also affords such a school the opportunity to improve the intellectual capabilities of students and by so doing, complements the classroom teaching. Kolade (2008) asserts that the role of school library is very crucial to learning as it provides the rudiments to learning, gives information that can change people’s lives to a better one, encourages students to study, learn and achieve better results as well as provides confidence to look for information on their own at different levels. According to Dike (2004) school library provides the atmosphere for self-education and self-development of individual students and public in general. It is expected to bring its services within the reach of every adult member of the public and every child in the school irrespective of their social and mental status; and also to provide resources of all types on all subjects for students at various levels and class.

2.4 Availability of Information Resources

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

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

Findings on non-print resources of the above cited author was in line with the study of Obajemu (2002) on school libraries in Oyo town that non-print resources were virtually non-existent in the secondary schools of study. The study presented respondents view on the availability and accessibility of learning resources in the SUBEB library/ LRCs. It revealed that majority of the respondents attested to the availability of textbooks (95 or 77.2%), dictionaries (86 or 69.9%) and fiction books (75 or 61.0%). On the other hand, few of the respondents attested to the accessibility of these identified learning resources. This implies that textbooks, dictionaries and fiction books are the most commonly available learning resources in SUBEB/ library /LRCs even though other learning resources such as journals, magazines / newspapers, maps/ atlases, encyclopedias are also available. It can further be deduced from the study that the learning resources are not readily accessible to the teachers as revealed in the responses of the respondents presented in the study.

Muhammad & Saka (2012) in a study on the implementation of the minimum standards in Federal Government Colleges Libraries in North-Central Nigeria revealed that 35 responses indicated that all collections were available, while six responses showed non-availability of those collections. The study showed percentages of various collections as contained in the minimum standard. The standard was used to evaluate the percentage collection from school libraries of Federal Government College Libraries. In terms of reference books seven school libraries gave various percentages and only two school libraries conformed to the minimum standard by allocating ten percent to reference books. None of the nine school libraries adopted forty five percent to acquire non-fiction materials. Also, of the nine school libraries, non-adopted 25 percent to acquire fictions (story books, novels). Two school libraries acquire audiovisual materials (AVM) but did not use ten percent allocation as contained in the minimum standard.

The two school libraries used five percent and one percent respectively to acquire AVM out of eight school libraries that acquire periodicals only one school library used 10% to acquired periodicals. All these shows that Federal Government College Libraries in North Central Nigeria do not use minimum standard to acquire their collections

Oyewusi and Oyeboade (2009) defined library information resources as collections of all text and bibliographic information sources; also included is information technology, such as those that support browsing, authoring and communication, like the computer and the Internet. The availability of school libraries and information resources enables learners to be effective information seekers (Fourie& Kruger 1995). Audio-visual, auditory and electronic media are essential in schools - especially for learners who do not find books appealing. Learners are also given opportunities to develop media and digital skills and to acquire lifelong information retrieval skills to cope with changes brought about by Information and Communication Technology (ICT) (Machet&Olën, 1997,Naidoo 1997&Mutula, 2004). Electronic media such as CD-4 ROMS offer electronic access to vast databases of information ranging from encyclopedias and newspapers to talking books, as a form of reading support for learners (Ordidge, 1995).

Oyewusi and Oyeboade (2009) argued that the growth of research in all fields of human endeavours is becoming increasingly detailed and sophisticated. Faculty and students have realized that the library has great roles to play in the provision of information necessary for their day-to-day research. The library acts as a medium of getting the latest scientific and technological information either in print or electronic form. From another perspective, the library is seen as preserver and custodian of human knowledge, from which history is retrieved in current form (Aghoghivwia&Kubenje, 2008). University libraries collect a variety of materials for preservation and use of the library clientele. These resources include not only traditional

print-on-paper media, like books, journals, newspapers, and maps, but also modern information sources in electronic formats, such as e-books, e-journals, and the Internet. Besides, the availability of information sources in a university library, such information sources must be easily accessed and retrieved by potential users. Consequently, the demand for effective use of library information resources in library schools calls for the need to ensure that faculty members and students have effective and efficient access to these resources. According to Unagha (2008) for any viable service to be operational, adequate finance must be provided. She further pointed out that inadequate finance has been the bane of school libraries in Nigeria. Owate and Iroha (2013) noted that in Nigeria, no adequate attention has been given to the provision of libraries in both primary and secondary schools, only a few secondary schools can boast of libraries, even when these exist, they are managed by unqualified staff instead of experienced and qualified teacher – librarians.

2.5 Library Services in School Libraries

Adebayo (2007) conducted a study to examine the implementation of library service standards in the colleges of education in Nigeria under name “Library Services Standards Implemented in Colleges of Education in Nigeria”. Data was collected through structured questionnaire. Results of the study revealed that libraries were rendering basic services as recommended by National Commissions for Colleges of Education. These were not providing indexing and abstracting services. In a similar study Sujatha and Mudhol (2009) in the paper titled “Evaluation of Electronic Information Services in the Fisheries College Libraries in South India: A Study” described the electronic information services in four fisheries college libraries. Authors also discussed the challenges the libraries and information centers were facing.

Bajpai (1995) in a research paper “Evaluation of College Library Services in Delhi” assessed the services of college libraries in Delhi and identified their problems. He brought forward that librarians often found it difficult to deal with teaching and non-teaching staff members regarding return of books. For this, library rules existed only on paper and were not being implemented properly. Moreso, Adeleye (2012) studied the influence of library and information services on the attainment of millennium development goals on education in Oyo State and found out that the level of availability of MDGs materials on education in the libraries in Oyo State is high.

Based on the aforementioned, Nnadozie (2006) view school library as an integral part of the institution’s programme and not just shelves of books in a school or a periodical mobile library services but school library resources which are centrally housed in a school and organized by staff that are professionally prepared to administer its services and activities to teachers and students.

On the other hand, library and information services are those critical activities that facilitate the easy inventorying, tracking, retrieval or access, and utilization of all information resources and systems therein. This is simply the formalized provision of information service in their best form, using the library and information resources, through different processes. Al-Ansari and Al-Enezi (2001) conducted a study to assess the current status of health science libraries in Kuwait. Study was titled “Health Sciences Libraries in Kuwait: A Survey of Their Resources, Facilities, and Services”. Library facilities, use of IT, information services and co-operation were the various facets explored. Survey revealed that majority of the library staff was non-professional. Libraries were offering only basic information services and a significant number of libraries were not automated.

Elonye (2013) sees information services as services provided by the library which draws attention to information possessed in the library in expectations of demand. This is done by preparing and circulating new sheets, displaying current arrivals, use of notice boards, abstracts, and headlines of articles in current periodicals, etc. Library services are therefore always regarded as necessary for the educational needs of students, the research needs of scholars and the leisure reading needs of the literate. Thus, academic libraries primarily build their collections to meet the information needs of the users. The patrons, according to Egesimba, Et al (2011) and Frye (2006) are therefore, equipped with intellectual and physical skills that they require to be innovative and self-reliant members of the society.

According to Aramide and Elaturoti (2013), school libraries should provide the following information services in order to remain competitive and relevant in information profession. These are: Reference service, Cataloguing service, Inter-Library Loan service, Indexing and Abstracting services, Bibliographic service, User Education (Orientation/Induction) services and Information service.

Library information services may be viewed as the activities that libraries and their personnel render to meet the information needs of their users. Eguavoen (2011) found that most services available in school libraries do not enjoy full usage owing to wrong perception of such services on the part of users. The questions that readily come to mind include: how can library schools in Nigeria ensure that lecturers and students know how to use their library resources effectively? How do faculty and students' expectations change with the advent of modern information technologies? Do lecturers and students know how to search, identify, locate and select, and use library resources relevant to their teaching and learning? All the above issues

should be addressed by university libraries. Gwang (2011) in his paper provision of information services to Nigerians: meeting the challenges of 21 century.

2.6 Provision of Information Resources in School Libraries

The building is not what makes up a school library but the information resources contained in it, Akpe(2005) asserted that all primary and post primary schools must, as a matter of urgency have functional libraries whose materials must include beginners' books, books in the curriculum, encyclopedias, atlases, magazines, story books, picture books and audio-visual materials like radio sets, television sets, objects etc. Biagini (2012) supported this view when the author opined that the most important areas of new development in library resources are non-book resources. This has become necessary because, Dike (2004) asserted that developments in science and technology have made it possible for information to be recorded in non-book media which are relevant to the school curriculum.

It is due to its importance that the federal government of Nigeria emphasizes the adoption of school library development policy nationwide. Gojeh (2004) and The Federal Government of Nigeria Blueprint on School Library Development (2000) emphasized the adoption of school library development policy nationwide; the development of state and LGEAs specific guidelines adapted from the nationwide school library development; school library services as a core subject in pre-service teacher training programmes; the provision of adequate supplementary and reference reading materials for schools and regular updating of library materials, among others. The school library is acknowledged in the National Policy on Education as one of the educational institutions required to achieve the nation's education goals.

Provision of libraries is never a luxury but a necessity in every school; this is supported by Okiy, (2004) who emphasized that the provision of a functional library in every school is a

necessity to enhance effective intellectual imagination and creative thinking to supplement classroom teaching. No wonder Bello, Issa and Jimoh, (2002) asserted that the experience of teachers, inspectors of education, librarians, and others concerned with both primary and secondary school education has shown that a good library in one form or the other is simply indispensable to the healthy life of a school.

2.7 Information Services in School Libraries

It is generally believed that the quality of services provided in a school library depends to a large extent on the quality and quantity of its collections and staff that provide the services. For effective service delivery, it is necessary to equip the libraries with adequate information resources comprising of print and non-print information resources for the users. Ideally, school libraries are expected to support their parent institutions in achieving their educational objectives. Thus, the main functions of the school libraries are acquisition, preservation and dissemination of information to users. The development of library services is generally correlated to the development of educational programmes in Nigeria and Niger State in particular.

Elonye (2013) sees information services as services provided by the library which draws attention to information possessed in the library in expectation of demand. This is done by preparing and circulating new sheets, displaying current arrivals, use of notice boards, abstracts, and headlines of articles in current periodicals, etc. Library services are therefore always regarded as necessary for the educational needs of students, the research needs of scholars and the leisure reading needs of the literates. Thus, school libraries primarily build their collections to meet the information needs of the users. The patrons, according to Egesimba, Et al (2011) Frye

(2006) are therefore, equipped with intellectual and physical skills that they require to be innovative and self-reliant members of the society.

According to Aramide and Elaturoti (2013) libraries should provide the following information services in order to remain competitive and relevant in information profession.

These are:

- i.* Reference service
- ii.* Cataloguing service
- iii.* Inter-Library Loan service
- iv.* Indexing and Abstracting services
- v.* Bibliographic service
- vi.* User Education (Orientation/Induction) services
- vii.* Information service

2.8 Adequacy of Resources and Services in School Library

A good library well-equipped with books and periodicals in all subjects is essential for advanced study and research. The role of a university library in regard to these functions are unique. It collects, organizes and disseminates information to the faculty members, research scholars and students and support the generation of new knowledge. The up-to-datedness of contents in courses, the continuous academic growth and competence of faculty members and the quality of learning environment depend on how effective the academic library is in identifying and connecting information on current developments in various subject fields with the concerned academic community.

Uddin(2009) in his studies adequacy of reading resources and the satisfaction of the information needs of the faculty members: A case study of the Dhaka university library, discover

that Three-fourth of the total respondents, i.e. 63 (75%) considered that the Main library resources were not adequate (Table 1). Olajide and Arwodola(2009) also study the utilization of school libraries by teachers of public secondary school of Ado LGA of Ekiti state and reported that materials in the school library are not adequate.

The library and information Commission (1998) has claimed that libraries and information services of all kinds are catalysts for learning. They are intimately related to learner's needs and already offer quality learning places in their many different environments. The library may achieve this through the provision of:

- gateways and access to information, advice, guidance and quality assurance;
- opportunity to learn by providing resources of an appropriate range and quality;
- personal support for learners;
- accessibility through resources and expertise at times and places convenient to learners
- A supportive environment;
- Staff skilled in supporting learners and the learning process; and
- Resource in all formats.
- Links to other learning resources through partnership (Library Association 2001).

School libraries exist to enhance the acquisition of knowledge by their clientele through the provision of reading materials (book and non-book) for the purpose of teaching, learning and research. A university library, according to Mallaiah, Kumbar and Mudhol (2008) occupies the central and primary place in teaching and research therefore, it has to meet the diverse and growing needs of educational programme at the undergraduate, post-graduate and research levels.

Every school library is expected to meet the objectives of the institution that established and funds it. In a similar vein, library, according to Aina (2004) is concerned with the collection, processing, storage and dissemination of recorded information for the purpose of reading, study and consultation.

Library services, according to Bassey (2006) are regarded as social services which are bound to stimulate the reading habit of the society, including people in the academic environment. Library services present a picture of remarkable variety and play an important role in the educational, economic, cultural and recreational life of the entire population. There is no doubt that any library is in the business of providing services to its user's community. To be most functional, the services it provides should correspond with the needs of its users because the user is the very reason for the existence of the library and it ensures that the services so provided are exploited to the maximum.

To determine whether the objectives of the library are met, on the adequacy of library resources and services, Aguolu and Aguolu (2002) showed that it is the size of a collection, combined with its quality that ensures its adequacy. Thus, adequacy of any collection has both qualitative and quantitative dimensions.

The extent to which library resources and services satisfy the needs of users will determine how effective and efficient a particular library is. For a library to be worth its salt, the resources and services it renders must strive to meet and satisfy the needs of its users. However, user's perception, which is a way a user forms impression of and makes inferences about library resources, services and personnel in term of how far they meet their expectation, should be used to measure library performance. This is because, according to Aina (2004) user is critical to the

practice of librarianship and that all processes revolve round the users. User is a focal point of all libraries or an information center since the primary objectives of library's existence is to satisfy its users i.e. provision of excellent services to its users. This is usually the mission statement of libraries.

Mallaiah, Kumbar and Mudhol (2008) analysed the main tasks of a library to include collection, storage and distribution of the reading materials keeping in view the user requirements. Out of these three main functions, the collection occupies the most vital position. If the book collection of library is efficient, ideal and could satisfy the needs of the readers, then it would enhance the image of the library. The quantity and quality of the collection are vital in the achievement of the university library's goals and objectives. The efficiency of library is governed by the quantity and quality of its collection.

The materials stocked in the library, according to Aina (2004) are meant to be a source of knowledge, pleasure and assistance for generations to come. The collection and services of these libraries are usually consciously built up and organized for maximum utilization by clientele they are meant for. It is therefore necessary for such libraries to periodically examine the extent to which these facilities and services are utilized, as this will assist the library management in the planning and management of activities as well as evaluating the performance and achievement of their goals. Library user studies have, therefore, become a veritable tool for this assessment.

Thus, knowledge of the level and extent of use of any library is seen as vital component of the planning processes that provides librarians and library administrator with feedback information and service delivery in response to user needs and preferences. This knowledge is, therefore, considered an important factor in management of libraries. Therefore, it is imperative

that school libraries and its resources be within the reach of the users in order for them to broaden their knowledge and make meaningful and effective contribution to the development of the nation (Awojobi&Madu, 2005).

School libraries have long shifted from the old notion of being the custodian of books to that of being the disseminator of information. For school library and information professionals to be effective as information providers, according to Bello and Musa (2005), they require a fuller knowledge of students' information needs, the characteristics of needed materials, the context of research process in which information needs occur, how information is used and whether users' information needs have been met.

The library today is a busy Information Centre where information is packaged in various formats to the advantage of the users. The value of the library collection depends not only on the quantity of information sources but on the effective ways and means of providing and interpreting them to users. The artificial techniques followed in the library activities are not common to the users hence these should be interpreted in the easy understandable ways (Mallaiah, Kumbar&Patil, 2008). The library within the university today is user-centered as a result of the provision of Information and Communication Technology (ICT) facilities in Nigeria (Onwubiko, 2005). According to Aina (2004), ICT has radically transformed most of the services provided by a library.

Information Communication Technology is heavily utilized in the storage, processing and dissemination of information. It has made the organization of information very efficient, the delivery of basic information services more effective and dissemination of information to users easier. It has eliminated a lot of routine and repetitive tasks in a library. Any modern library and

information professional must be knowledgeable in library automation, networking, Internet surfing, database management, processing software, statistical software, etc in order to provide tailored information, according to the user information needs, and adequate facilities for physical comfort and mental peace.

The primary purpose of school libraries, according to Oyewusi and Oyeboade (2009) is to support teaching, learning and research in ways consistent with, and supportive of, the institution's mission and goals. In addition, library resources and services should be sufficient in quality, depth, diversity, and currency to support the institution curriculum.

Gbadamosi, (2011) in his study a Survey of Primary School Libraries to determine the Availability and Adequacy of Services for Universal Basic Education (UBE) in Oyo State observed that instructional and book resources that are rated highly adequate include children's encyclopedias, verbal and qualitative reasoning, Yoruba language and story books. These are rated foremost and considered highly adequate in terms of the total collection in relation to the number of pupils using them at a time

2.9 School Library Resources Acquisition Methods

Acquisition is defined as a process of securing the materials identified in the selection process for a library's collection, whether by purchase, gifts or through exchange. It includes paying the bill (invoice) or acknowledging receipts or acquired materials in order to keep the appropriate records (Fourie 2002).

The objectives of acquisition of any Library resources include

- (i) To keep record of what to be ordered.
- (ii) To keep record of what is on order

- (iii) To select materials from various sources e.g. Publishers 'Catalogue, Book-in-print etc.
- (iv) To keep financial record or book budget
- (v) To keep records of gifts and donations from various philanthropists and organizations etc.

For the school library to serve the users effectively, community analysis is imperative to determine and assess the needs and demands of its users, namely, educators and learners. Community analysis provides valuable data on what information the users need. Analysing and assessing the needs of the patron community enable users to have an input in the process of collection development (Andrade 1996, Evans 2000, & Fourie, 2002). Community analysis supplies data for the planning of the library that allows users to establish a mechanism for participation in the collection development activity or process (Vignau & Meneses 2005). Educators' and learners' needs should be assessed and analysed so that they are taken into consideration during the collection development process.

The Collection Development Policy of School Library

The collection development policy is defined as a written statement or plan aimed at correcting the weaknesses of the collection and maintaining its inherent strengths. It is the 'plan of action' which provides the general guidelines for the building of a school library collection as a whole (Adekanmbi 2007 & Fourie 2002). The collection development policy is meant to define and clarify the mission in relation to the goals and objectives of the library for its collection, and to facilitate coordination in a school library. The collection development policy provides justification for the inclusion of each library item or resource in the school library (Adekanmbi 2007). Without a written collection development policy, the collecting of library materials would

be done unsystematically and illogically, and therefore the collection would be irrelevant to users.

The collection development policy also helps teacher-librarians to select and acquire the most appropriate materials for the collection. It also serves both as a planning and communication tool in the library (Evans 2002, Gorman & Howes 1989 & Spiller 2000). The collection development policy ought to cover aspects such as donations, de-selection or weeding and cooperation (Vignau&Meneses 2005)

Selection

Selection is defined as a process of deciding and choosing which materials and media will be included in a library collection to meet the needs of the individual users. Materials and media for possible inclusion in the collection should be evaluated according to specific criteria in respect of content and form. Selection is a form of decision making, because the teacher-librarian decides among materials which are essential, needed, important, marginal, nice or luxurious (Evans 2000 &Fourie 2002). Teacher-librarians use selection policies and lists to choose appropriate and relevant materials and resources for a particular school library's collection. Selection policies should be used to facilitate decisions about what materials to buy, to accept or to include in the collection if they are gifts or donations (Andrade 1996, Spencer 2005, Vignau&Meneses 2005).

Acquisition involves the process of budgeting, ordering, receiving, and processing materials for the library collection. ODLIS defines acquisitions as "the process of selecting, ordering, and receiving materials for library or archival collections by purchase, exchange, or gift, which may include budgeting and negotiating with outside agencies, such as publishers,

dealers, and vendors, to obtain resources to meet the needs of the institution's clientele in the most economical and expeditious manner.

Also refers to the department within a library responsible for selecting, ordering, and receiving new materials and for maintaining accurate records of such transactions, usually managed by an acquisitions librarian. In small libraries, the acquisitions librarian may also be responsible for collection development, but in most public and academic libraries, this responsibility is shared by all the librarians who have an active interest in collection building, usually on the basis of expertise and subject specialization."

The American Library Association offers a Statement on Principles and Standards of Acquisitions Practice for librarians to consider as they make purchasing decisions.

Gregory (2011) identified three types of information items that must be considered in acquisitions.

Those that are owned by the library

Those that are leased by the library

Those that are accessed electronically by the library (or its users)

A key role of those involved with acquisitions is the selection and use of vendors.

Coordination is needed between selection and acquisition. Equipment and materials are acquired through the following means:

Purchase

Rental

Solicitation of free items

Gifts

Exchanges

Acquisition involves a number of tasks. First, develop knowledge of the suppliers and select a jobber. A positive relationship with your vendors can be very important. Next, process requests and monitor the expenditures. Finally, maintain clear records of your purchases. You'll want to acquire materials quickly and keep the process simple.

Scott (2002) relates acquisition methods to the various ways by which a library build up its collection. It is concerned with the selection and acquisition of materials for an expanding collection and the decisions on the materials to be included in that collection. Basically, there are 5 methods, by which libraries can acquire materials,

- (1) Purchase
- (2) gift/Donation
- (3) Exchange/Inter-Institutional Cooperation
- (4) Bequeath
- (5) Legal Deposit

In these methods only four is available for school Libraries, this is because only National Library acquire materials through legal deposit. The four methods available for school Libraries include;

Purchase: This is common method of building up a library collection. The larger percentage of library resources is through purchase. It could be done through the publishing houses, bookshops, vendors etc.

Gifts or donations: These often come through individual, government and organizations. Sometimes the libraries receives cash gift which is meant to purchase materials for the library.

Exchange/inter-institutional cooperation: A library can build its collection by exchanging materials with other libraries with similar interest. Books, periodicals, etc. non-print materials could be exchanged.

Bequeath: This means giving an individual's properties out after the death of such individual. These properties may include Books and other library materials.

Legal deposit: Some library materials are acquired under legal Deposit especially by the National Library. The legal deposit law stipulates that three copies of books published by an author must be sent to the National Library as legal depository.

2.10 Organization of School Library Resources

The concept of the school library as an enriched instructional material center has been accepted generally by librarians serving today's elementary and secondary school programs. The abundance of print and non-print material now flowing into schools as a result (primarily) of recent has made it imperative that revised patterns of library organization and accessibility be established or expanded in all school systems.

Lohrer (1993) study emphasized that schools and libraries are experimenting in the design and organization of all resources and media technology to enhance effective communication, to stimulate individual learning, and to assist both students and teachers.

Schreiner, (2014) in his study how to organize books in an elementary school library observed that access to high-quality, age-appropriate reading material is vital to ensure the development of students' reading skills. By establishing a well-stocked and logically organized library, an elementary school can increase the likelihood that students read regularly and build their literary skills. There is an assortment of ways that you can go about organizing a school

library to ensure that students can easily access reading material that is appropriate and of interest to them. The major methods to create a cohesive system of organization in your fledgling library are as follows: Reading level, Genre, and classification.

Reading Level

Determine the reading level for each book. The reading level for many children's books can be found near the bar code. Look for a number marked "RL" for reading level or "Ages" to indicate the ages for which the book is intended.

Sort your books from lowest reading level to highest to create a hierarchy of difficulty.

Place the lowest reading level books on the bottom shelves, and move up from there. Your lower reading level students will likely be your shorter younger students. By placing the lower reading level books closer to the ground, you are ensuring that these early readers have ready access to reading materials at their levels. The taller students, who likely have a higher reading level, will be more capable of collecting books from higher shelves.

Genre

Genre represents a class it is used to determine group. Organizing book into genre requires reading the back of each book to determine into which genre that book most appropriately fits. They are then sort by these genres, grouping books of like types. These books are then stack in piles with other books of the same genre. The library should dedicate a shelf each genre, place the stacked books together on a shelf so that all of the books that fit into each designated genre sit close to each other in the library.

Each shelf is then labeled so that library users can easily find books in a genre that interests them. Use large font signs to label the shelves. This allows students to quickly go to the genre that interests them when they are looking for books in the library.

Classification scheme

Classification scheme is an arrangement of kinds of things (classes) or groups of kinds of things. It is often represented as a hierarchical structure and accompanied by descriptive information of the classes or groups. In the Dewey Decimal System, each book has a unique number based upon both the genre of the book, as well as identifying information including the title and the author. To determine the Dewey decimal system for a book, you can either search that book in the catalog of your area library, or buy one of the Dewey Decimal Classification systems, available from the OCLC. Label the books with the decimal number using sticky tags and tape. To ensure that the book is easily identified, label it both on the spine and on the front cover (Tasmania 2007).

Sort the books by Decimal Number, starting at the bottom left shelf, and moving across and up. Place your labeled books in numerical order so that they can be easily accessed by students who wish to use the library. For online processing, MARC Records are made for all holdings, and these digital records can be imported in school library automated catalogs and circulation systems.

Accession of books entries in the accession register, is an important process of record keeping. Each book is assigned an accession number. This number is reproduced later on several discrete including back of the title page. Secret page in a book invariably carries its accession number. Known only to the library staff and hence it is known as a secret page.

The teacher-librarian should manage and organise information and assist users to retrieve information, thus ensuring equitable access to all kinds of information sources in a school library (American Library Association 2000:1; Australian Library and Information Association 2005:1).

2.11 Accessibility of School Library Resources

Accessibility of library information resources is a means to an end. It is assumed that if information is accessible to the lecturers in the library schools, it could be used for teaching. The main goal of the university library is for users to gain access to its abundant wealth of information resources. Library services are expected to enhance access to library resources through Selective Dissemination of Information (SDI) in relevant research areas, effective reference services/personalized reference services, current awareness, library orientation, document delivery, blog development, e-mail alerts and inter-library loan. Nwagwu and Osiname (2009) observed that information sources are efficient if they provide relevant, useful, and accurate information that can help users solve their problems. Accessibility of library information resources means the ease of locating and retrieving a piece of information from the storage medium (Akobundu, 2008). Readers tend to use information sources that require the least effort to access so as to save time. In essence, the library should make satisfaction of users its priority. It is believed that information well packaged and easily retrievable is expected to save the time and facilitate teaching and research efforts of teachers in the library schools in Nigeria.

Studies show that access to library information resources is often hindered by problems of economic, social, environmental, occupational, and infrastructure constraints, among others (Olowu, 2004; Ugah, 2007). Since the teachers in the Nigerian library schools operate in the university environment, they might probably face the challenges of inaccessibility of library

information resources. It is assumed that if library information resources are available and accessible, the lecturers could utilize them to meet their information needs.

Emasealu (2013) avers that 'accessibility to information materials is one of the prerequisites of information utilization. Thus, the purpose of use, the users' characteristics, and the environment in which information is being used; medium of communication, infrastructural facilities and equipment, cost of acquisition and time, all determine utilization. Awareness of information strategies influences the sources of information for use. Provision of user education is paramount to creating awareness for information use (Obasuyi, 2007). Once users are fully aware of information useful to their needs, they are likely to use it. This implies that sources of information not known to potential users are likely to be under-utilized. Academic libraries should, therefore, design information provision mechanisms to encourage usage.

2.12 Problems of Provision of Information in School Libraries

Research has shown that quality school library program enhance the school setting, optimize instructions and improve student achievement, yet for many Nigerian school, school libraries have not been a priority.

Problems facing school library development includes:

i. Inadequate Staffing: Lack of professional librarians at primary level is having an adverse impact on students' information literacy at higher levels.

ii. Lack of adequate materials: Inadequate funding has adversely affected the book, periodicals and multimedia collections in school libraries, most of the school libraries collection are very old and are not in line with current syllabus.

iii. Lack of infrastructures: Most schools house their collections in the Headmaster or Principal's office without seats or tables where the users can sit comfortably to read or study.

iv. Insufficient awareness: Most administrators of schools do not value the role of school libraries in the educational process because they are not aware of their importance thus, they pay less attention to establishing school libraries or maintaining existing ones.

Ahmed and Nwalo (2013) recognized that adequacy of fund allocation has major influence on the provision of qualitative and quantitative information materials, staff and other facilities to enhance the sustainability of school libraries in Nigerian. It is quite unfortunate that schools hardly received adequate fund which can be extended to the school libraries. Misplaced and misapplication of necessary fund allocated to the libraries are the bane of school libraries in Nigeria as library staff can hardly access funding to attend refresher courses and workshops. Fund allocated to school libraries for development purposes are sometimes diverted to non-library purposes at the detriment of school libraries. (Ani &Edem, 2010).

Gwang (2011) in his paper provision of information services to Nigerians: meeting the challenges of 21st century poor state of library and Information Services. There is virtual absence of library and information services in many Nigerian educational, businesses, political, social and economic institutions. A look at most of the secondary schools, primary schools, public libraries, and even some academic libraries and branches of the national library in the country are enough cause for concern to any proactive information professional.

Summary of the Review

One of the aims of modern education is to equip learners with information literacy skills so they can access, locate and find information on their own to learn independently. To achieve these aims, well-resourced school libraries are needed to support the aims of modern education. School libraries are aimed at enabling learners to acquire knowledge, various skills and attitudes.

For learners to achieve these outcomes, a resource-based learning approach is imperative, where a wide range of resources in various formats are needed for learners and educators. Resource-based libraries are therefore essential for the successful implementation of functional staff school in Niger State. The successful functional and well-resourced school libraries are needed for learners and educators to source their own curriculum-related information. School libraries are educational resources for teachers and learners. Adequate collections, facilities, equipment and staff are needed for school libraries to function optimally. Funds are equally needed to purchase library facilities, equipment and other materials. Sound management is needed to run and operate school libraries. Therefore, a school library committee is required to ensure that this is done effectively.

From the literatures reviewed, none of them focused on information resources and services provision in school libraries. Hence, this is the gap this research has filled. The focus of this study was on the resources required to support these services rather than the services themselves. Information acquisition and organization in school libraries was also discussed briefly in this chapter to indicate the support functions of the teacher-librarians. The situation in respect of school library resources described in this chapter represents the ideal situation, and therefore it is important to assess the actual situation in regards to school library resources in Niger State.

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CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

The methodology for the research was discussed under the following sub-headings:

3.2 Research Method Adopted for the Study

3.3 Population of the Study

3.4 Sample and Sampling Techniques

3.5 Research Instruments

3.6 Validity of the Instruments

3.7 Procedure for Data Collection Procedure

3.8 Procedure for Data Analysis.

3.2 Research Method Adopted for the Study

This study adopted descriptive survey design. Survey design was adopted in this study because it is considered useful and appropriate to collect data from a population that is too large to be observed directly and to obtaining information that cover personal and social facts, and attitudes. The survey research is also used to assess a situation with a view to correcting inadequacies or effecting improvements. (Oyedum, 2011). The Author further stated that surveys are used extensively in library and information science to assess attitudes and characteristics of a wide range of subjects and can be useful when a researcher wants to collect data on phenomena that cannot be directly observed (such as opinions in library services). This

is justified based on the views of Babbie (2002), Kerlinger and Lee (2000) who posited that survey design is a useful fact-finding in education and social sciences to provide a strategy for the researcher to systematically collect data from a large sample that can be analyzed and generalized on the entire population. In essence, the values of the different variables will be calculated in the attempt to ascertain the relationship between each of the independent variables and the dependent variables.

3.3 Population of the Study

The target population of this study is all staff School libraries in Niger State and librarians in charge of the school libraries as thus; The Niger State Private Schools Board Commission (2014), shows that there are twenty one Staff School with twenty six teacher librarians in Niger State;

Table 3.1 Population table of the study

S/no.	Name of Staff schools in Niger state	No. Staff in charge of the school library
1.	School of Nursing, Staff school Bida,	1
2.	School of Midwifery, Staff school Minna;	1
3.	School of Health Technology, Staff school Minna;	2
4.	School of Health Technology Staff school, TunganMagajiya	1
5.	College of Agriculture Staff school, Mokwa	1
6.	Justice FatiAbubakar College of Arts and Islamic Studies Staff school, Minna	1
7.	Niger State Polytechnic Staff school, Zungeru	1
8.	College of Education Staff school, Minna	1
9.	Ibrahim Badamasi Babangida University Staff school, Lapai	1
10.	Federal College of Education Staff school, Kontagora	1
11.	Federal Polytechnic, Staff School Bida	1
12.	Federal University of Technology Staff school, Minna;	1
13.	Federal College of Wildlife Management Staff school, New Bussa	1
14.	Federal College of Freshwater Fisheries Technology Staff school, New Bussa	2
15.	National cereals Research Institute Staff school, Badeggi	1
16.	National Examination Council staff school, Minna	2
17.	River Basin Development Staff school, Minna	1
18.	Federal Secretariat Minna, Staff School	1
19.	Federal Government Girls College Staff School, Bida	2
20.	Federal Technical College Shiroro Staff School Kuta	1
21.	Federal Government Girls College New-Bussa, Staff school	2
	Total	26

Source: *The Niger State Primary Schools Board (2014)*

3.4 Sample and Sampling Techniques

The study adopted random sampling method to draw samples of school/teacher librarians or information professionals working in the area under study. Simple random sampling also known as probability or chance sampling is a design whereby every item of the population has an equal chance of inclusion in the sample. It also refers to that method of sample selection which gives each possible sample combination an equal probability of being picked up and each item in the entire population to have an equal chance of being included in the sample (Kothari, 2012

&Nworgu 2006).Using Tippet four figure numbers techniques a sample of six (6) items was drawn from the population which covered Federal and State tertiary institutions spread across the three geopolitical zones of Niger State. The institutions were: the Federal University of Technology Minna, Federal college of Education Kontagora, Federal Polytechnic Bida, Ibrahim Badamasi University Lapai, College of Education Minna, and Niger State Polytechnic Zungeru.

Table 3.2Sample table of study

S/No	Name of Sample Staff School Library	No ofsample Librarian/Teacher Librarians in the Staff School Libraries
1	Federal University of Technology Minna Staff School Library	1
2	Ibrahim BadamasiBabangida Staff School Library Lapai	1
3	Federal Polytechnic Bida Staff School Library	1
4	Zungeru Polytechnic Staff School Library	1
5	College of Education Kontagora Staff school Library	1
6	College of Education Minna Staff School Library	1
Total		6

3.5 Research Instruments

The research instrument used in the study includes; questionnaire and observation.

3.5.1 Use of questionnaire

The questionnaire was the main instrument for data collection. A set of self-developed and structured investigator-administered copies of questionnaire were used in this study. This method of questionnaire was adopted because according to Dillman (2000), it gives the researcher a higher response rates and a more control over how the questionnaire should be administered.

The questionnaire has Section A: Background information which contained 4 items Section B is divided into 8 parts: Part 1: On library and information resources available in staff school libraries divided into two groups; the type(s) of human resources available in the school library contained ten items, and the type(s) of material resource Available in your staff school library which contains 20 different instructional materials and 11 book resources available

Part 2: Deals with information services available in staff school libraries and it contained 17 items

Part 3: Adequacy of resources provided and it equally contained 17 items to choose on level of adequacy of library and information services

Part 4: contained 5 items and which helped the researcher determined how the information resources were acquired in staff school libraries in Niger State

Part 5: identified the ways in which the information resources are organized in the staff school libraries in Niger State.

Part 7: Contained 8 items on the challenges constraining the provision of information resources and services in staff school libraries in Niger State

3.5. 2 Observation

Observation was further employed to assess the infrastructural facilities, information resources available, and the activities of staff. Observation check list was used to gather information on the adequacy of resources and services in the staff school libraries through observation. This enabled the researcher obtained firsthand information relevant for the study. This was done bearing in mind that when observation is used together with questionnaire,

it provides additional information that might not have been generated by the questionnaire or interview (Onyango, 2002).

3.6 Validation of the Instrument

The instruments in this study were validated through content validity. My supervisors and experts in Library and Information Science field evaluated items on the instruments, scrutinized them and made necessary corrections and modifications to ascertain their appropriateness.

3.7 Reliability of Instrument

The reliability of the instrument was established by a conducted pilot study within two weeks at Government Secondary School Chindit Barracks Depot NA, Zaria and Comprehensive College Railway Zaria. These schools were chosen because they are peculiar to the area of study for the research. Spearman Brown split half was used to group the data, Pearson Moment Product Correlation was used to find the reliability coefficient and a reliability coefficient of 0.56 which indicated that the instrument was reliable.

3.8 Procedure for Data collection

The questionnaire was administered by the researcher and three research assistants in each of the selected staff schools. For effective administering of the copies of the questionnaire, the research assistants were adequately trained and supervised. Copies of the questionnaires were administered among the teacher/librarians of the staff school libraries studied.

3.9 Procedure for Data analysis

The collected data were analyzed using simple percentage and frequency counts table. The analysis was organized around research question and tables were used to display the data collected.

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CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND DISCUSSION

4.1 Introduction

This chapter presents the data collected for the study. Analysis of the data, results and discussion of the findings were presented with respect to research questions raised in the study.

The chapter is presented under the following sub-headings:

- Response Rate of the respondents
- Discussion and analysis of findings

4.2 Response Rate of the Respondents

A total number of six (6) copies of questionnaire were distributed to the respondents, out of which all of them were duly completed and returned for analysis. This represents 100% response rate. This high response rate was realized due to the fact that the sample is very small and the researcher gave the respondents adequate time to fill and return the questionnaire.

4.2.1 Qualification of Teacher-Librarian in Staff Schools in Niger State

The researcher attempted to find out the qualification distribution of the teacher librarian in the Staff schools in Niger State. To achieve this, the respondents were provided a list containing various qualifications for them to tick their highest qualification. The response of the respondents is shown in table 4.1:

Table 4.1: Qualification Distribution of the Respondents

Qualification	Frequency	Percentage (%)
School Certificate	-	-
NCE	2	33.3
Diploma	2	33.3
Bachelor	2	33.3
Master's Degree	Nil	-
PhD	Nil	-
TOTAL	6	100

The Table 4.1 showed the qualification distribution of the teacher-librarian in staff schools in Niger State. It revealed from the Table that 2 (33.3%) of the respondents obtained NCE, Diploma and Bachelor degree respectively. None of the respondent obtained master's Degree and PhD. This finding showed that not all the teacher librarian manning the school libraries in staff schools are qualified as they do not possess dual qualification of teaching and librarianship. This situation is not healthy for the development of reading culture and promotion of school libraries' utilization.

4.2.2 Gender Distribution of Teacher-Librarian in Staff Schools in Niger State

This question was raised to identify the gender distribution of the teacher-librarian in Staff Schools in Niger State. The objective is to find out the total of each of them. Table 4.2 shows the gender distribution of the respondents:

Table 4.2 Gender Distribution of the respondents

Gender	Frequency	Percentage (%)
Male	4	66.7
Female	2	33.3
TOTAL	6	100

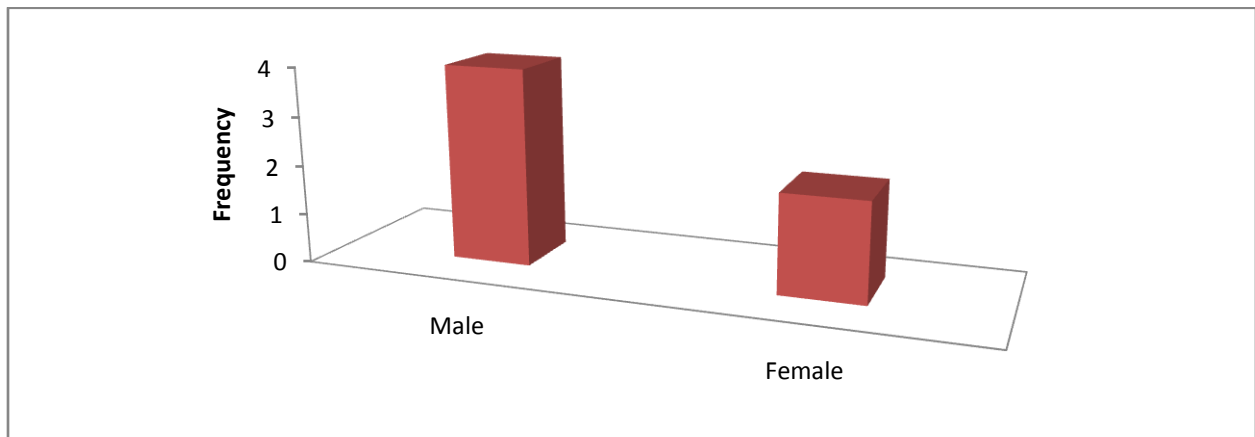


Fig.4.1: Gender Distribution of the respondents

From Table 4.2 and figure 4.1, it is clear that a majority of the teacher-librarian in staff schools in Niger State were males constituting 4(66.7%) response scores. Whereas, 2(33.3%) of them were females. This finding indicated that those assigned with the responsibilities of managing staff school libraries were mainly males.

4.2.3 Working Experience of the Teacher-librarian in Staff Schools in Niger State

This is aimed at determining the experience of the teacher-librarian working in staff school libraries in Niger State. In order to achieve this, respondents were asked to indicate by ticking the appropriate option as shown in Table 4.3:

Table 4.3 Working Experience distribution of the respondents

Working Experience	Frequency	Percentage (%)
Less than one year	Nil	-
1-10 years	2	33.3
11-20 years	4	66.7
21-30	-	-
31 and above	-	-
TOTAL	6	100

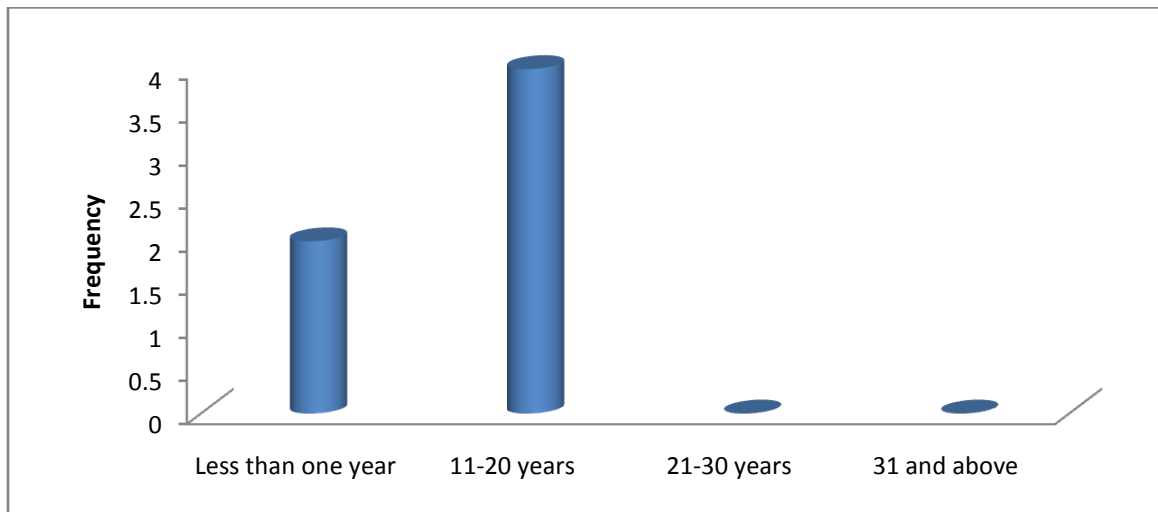


Fig. 4.2: Working Experience distribution of the respondents

Table 4.3 shows the responses of the respondents on their years of experience in staff school Libraries in Niger State. An observation of the Table indicated that 4(66.7%) of the respondents have 11-20years of working experience in the staff school libraries in Niger State. None of the respondent have 21-30years and above. The implication of this finding is that majority of the respondents have gained a lot of experience except that they do not have relevant qualification as teacher-librarian. On the other hand, 2(33.3%) of them have 1-10 years working experience.

4.3 Data Analysis and Discussion

This section presents the analysis and discussion of data collected with regards to the research questions raised in this study. The data collected in tabular form are as follows:

4.3.1 Types of information resources and Human Resources available in staff school libraries in Niger State?

This research question was asked to identify the types of information resources available in staff schools in Niger State. In order to achieve this, a list of resources was drawn starting with the human resources. Table 4.4(a) presents the responses of the respondents:

Table 4.4(a) Available Human Resources in Staff School Libraries in Niger State

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

FUTM= Federal University of Technology, Minna, **FCEK**= Federal College of Education Kontagora, **FPB**= Federal Polytechnic Bida, **IBUL**= Ibrahim Badamasi University Lapai, **COEM**= College of Education Minna, **NSPZ**= Niger State Polytechnic Zungeru

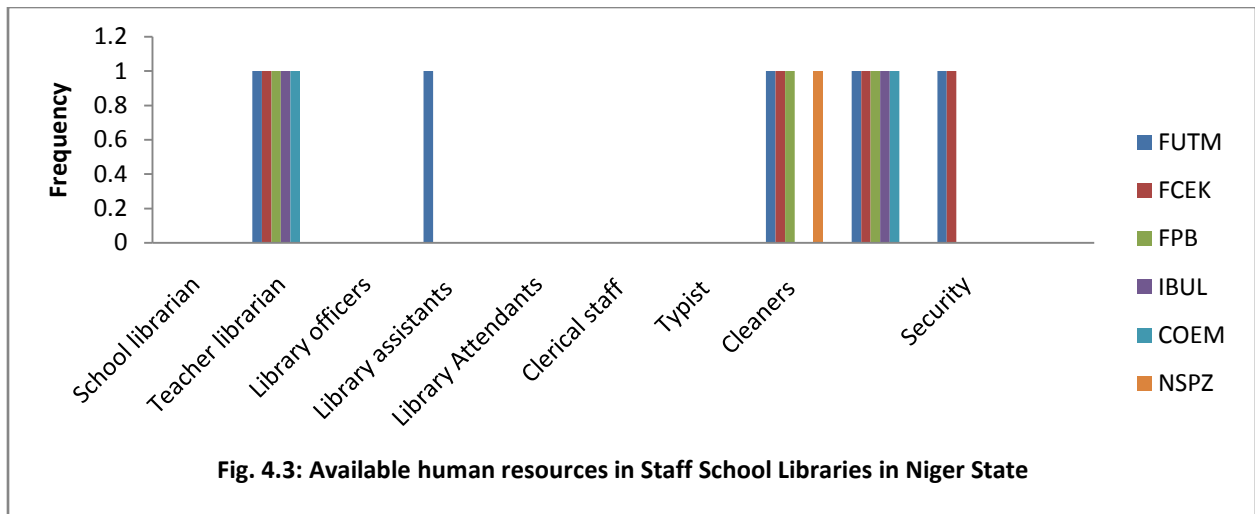


Fig. 4.3: Available human resources in Staff School Libraries in Niger State

Table 4.4(a) and Figure 4.3 presented the data on available human resources in staff schools in Niger State. It was discovered that 5(29.5%) of the respondents indicated that teacher-librarian and student keeper/library prefect were the highest number of human resources available in staff school libraries in Niger State. This is followed by cleaners 4(23.5%), security, 2(11.7%) and library assistants have 1(5.8%). On the other hand all the respondent 6(100%) indicated that they do not have library attendants, clerical staff and typist. This finding showed that the staff school libraries in Niger State do not have adequate human resources to manage the libraries. This therefore affects the development of the schools and libraries vis-à-vis the promotion of reading culture among pupils. Kolade (1998) highlighted the requirement for a School Library Media Centre. The School Library Media Centre should have adequate resources and efficient staff because the effectiveness and success of school library programmes depend not only on the physical facilities but also on the competency of staff. She further emphasized that a school library media centre requires adequate staff to acquire, select, organize and make teaching and learning resources available to both the students and teachers.

Also, the researcher went further to identify the information resources in terms of material resources available in the staff schools in Niger State. To do this, the researcher listed all

the available information resources for the respondents to tick as many as available as shown in

Table 4.4(b):

Table 4.4(b): Types of Information resources available in staff school libraries in NigerState

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

FUTM= Federal University of Technology, Minna, **FCEK**= Federal College of Education Kontagora, **FPB**= Federal Polytechnic Bida, **IBUL**= Ibrahim Badamasi University Lapai, **COEM**= College of Education Minna, **NSPZ**= Niger State Polytechnic Zungeru

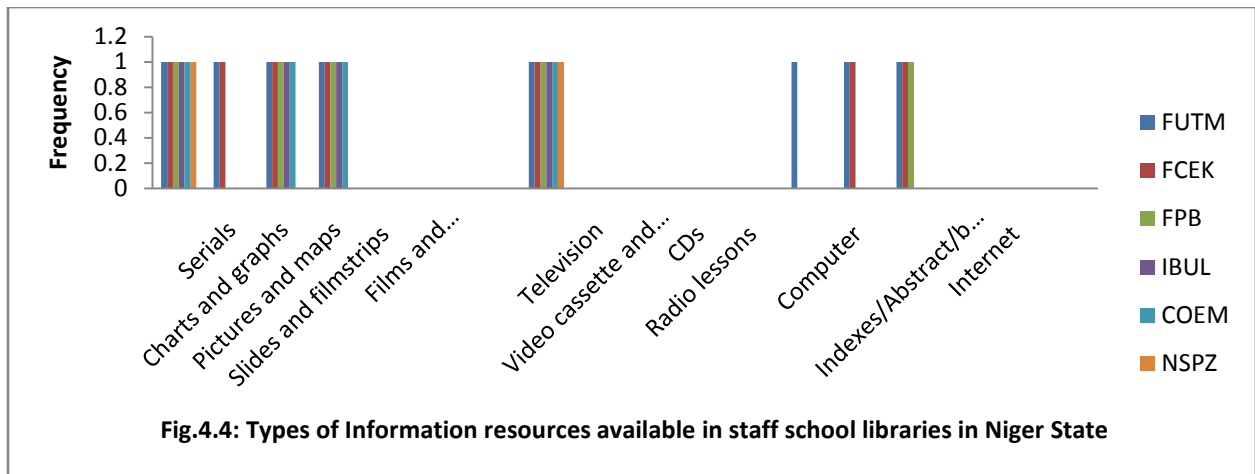


Fig.4.4: Types of Information resources available in staff school libraries in Niger State

Table 4.4(b) and figure 4.4 show the responses of the respondents on the type of information resources available in staff school libraries in Niger State. A cursory look at the Table 4.4 revealed that subject book resources and display or chalk board were the highest with 6(20%) respectively, followed by charts, graphs, pictures and maps with 5(16.7%) were the major information resources available in the staff school libraries in Niger State. This is also followed by the least, tape cassette and cassette recorder with 1 (3.3%) response.

On the other hand, it was shocking and disturbing to discover that slides and filmstrips, CDs, radio lessons, Internet services, computer assisted instructional materials and TV and video cassette and player were not available in the staff school libraries studied. This is supported by Ode (2014) who discovered that there were no modern instructional materials, computer aided programmes, TV programme and radio lessons in Oju Local Government Area Secondary School and that textbooks were available though not adequate.

The non-availability of these information resources calls for serious concern as no much meaningful learning can take place without them. Therefore, it is important that staff school management make adequate arrangement to ensure that these resources are acquired and made available for both teachers and pupils use.

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

4.3.2 Information Services Available in the Staff School Libraries in Niger State

This research question was asked in order to identify the various information services available in the staff school libraries studied. In order to do this, a list of information services was drawn for the respondents to tick as many as available as shown in Table 4.7:

Table 4.7: Information services Available in staff school libraries studied

s/n	Category	Names of Schools							
		FUTM	FCEK	FPB	IBUL	COEM	NSPZ	Total	
		F	F	F	F	F	F	T	%
Information Services									
1.	Circulation Services	1	1	1	1	1	1	6	42.8
2.	Recreation Services	1	1	-	-	-	-	2	14.3
3.	Reference Services	1	1	1	1	-	-	4	28.3
4.	Community information services	-	-	-	-	-	-	-	-
5.	Story telling services	1	1	-	-	-	-	2	14.3
6.	Film show services	-	-	-	-	-	-	-	-
7.	Reading competition services	-	-	-	-	-	-	-	-
8.	Carrier information services	-	-	-	-	-	-	-	-
9.	Photocopying services	-	-	-	-	-	-	-	-
10.	Computer services	-	-	-	-	-	-	-	-
11.	Customer care services	-	-	-	-	-	-	-	-
12.	Adult literacy education	-	-	-	-	-	-	-	-
13.	Mobile library services	-	-	-	-	-	-	-	-
14.	Online Internet search	-	-	-	-	-	-	-	-
	Total	4	4	2	2	1	1	14	100.0

FUTM= Federal University of Technology, Minna, **FCEK**= Federal College of Education Kontagora, **FPB**= Federal Polytechnic Bida, **IBUL**= Ibrahim Badamasi University Lapai, **COEM**= College of Education Minna, **NSPZ**= Niger State Polytechnic Zungeru

In Table 4.7 and figure 4.5, it was revealed that circulation services, 6(42.8%) and reference service, 4(28.3%) were the major information services available with the highest frequency scores. This is followed by recreation services and storytelling services with 2(14.3%) responses each scored. It was also shocking and very unusual to discover that community information services, film show services, reading competition services, computer services and

online Internet search services were not available in the staff school libraries in Niger State. This situation is not healthy for the development of solid foundation at the primary education level. The situation may be connected to lack of information resources especially the audio-visual and information communication technology resources in staff school libraries. This is corroborated with Gwang (2011) who opined that there is virtual absence of library and information services in many Nigerian educational, businesses, political, social and economic institutions due to inadequate funding. A look at most of the secondary schools, primary schools, public libraries, and even some academic libraries and branches of the national library in the country are enough cause for concern to any proactive information professional.

4.3.3 Methods of Acquiring Information Resources in the Staff School Libraries in Niger State

This research question was raised to identify the various methods used for acquiring information resources in the staff School Libraries in Niger State. In order to achieve this, a list of methods of acquiring information resources was outlined for the respondents to tick as many as used as presented in Table 4.8:

Table 4.8: Method of acquiring information resources in staff school libraries in Niger State.

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

FUTM= Federal University of Technology, Minna, **FCEK**= Federal College of Education Kontagora, **FPB**= Federal Polytechnic Bida, **IBUL**= Ibrahim Badamasi University Lapai, **COEM**= College of Education Minna, **NSPZ**= Niger State Polytechnic Zungeru

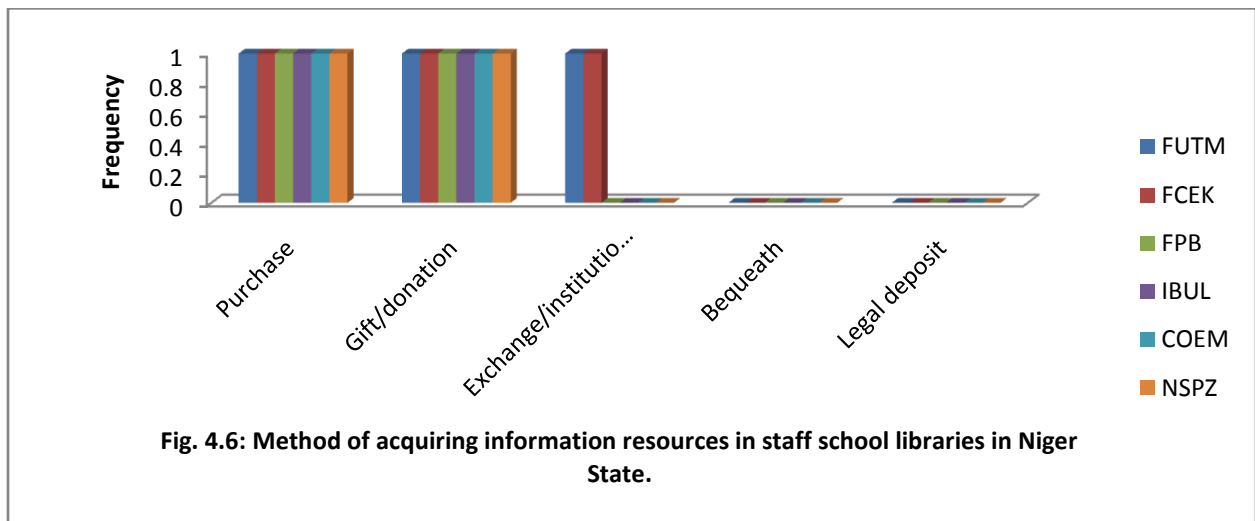


Fig. 4.6: Method of acquiring information resources in staff school libraries in Niger State.

Table 4.8 and figure 4.6 indicated that the highest number of the respondents 6(42.9%) admitted that they acquire library resources through purchase and gift/donation respectively. While 2(14.2%) of them indicated that they acquire library resources through exchange/institutional cooperation. On the other hand, it was revealed from the Table that bequeath and legal deposit were not used for acquiring information resources in the Staff School libraries in Niger State. This is obvious because legal deposit does not cover school libraries while bequeath generally is no longer a popular acquisition method for information resources.

4.3.4 Methods of Organizing Information Resources in the Staff School Libraries in Niger State

This research question aimed at finding out the methods of organizing information resources in the Staff School libraries in Niger State. To do this, a list of methods for

organization of information was outlined for the respondents to tick as many as used as represented in Table 4.9:

Table 4.9: Method of organizing/arranging information resources in the Staff School libraries studied

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

FUTM= Federal University of Technology, Minna, FCEK= Federal College of Education Kontagora, FPB= Federal Polytechnic Bida, IBUL= Ibrahim Badamasi University Lapai, COEM= College of Education Minna, NSPZ= Niger State Polytechnic Zungeru.

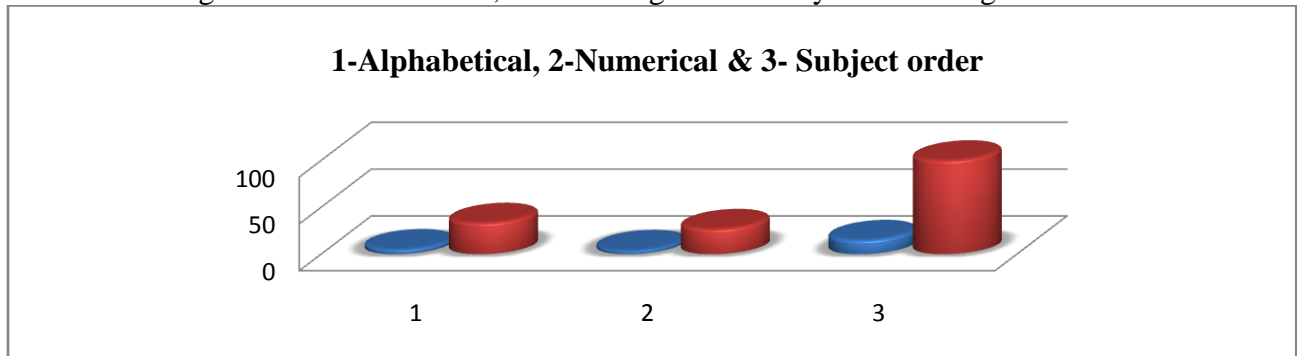


Figure 4.7: arrangement of information Resources in the staff schools in Niger state

Table 4.9 and figure 4.7 show the responses of the respondents on the methods used for organizing information resources in the Staff School libraries in Niger State. It is evident that information resources in the Staff School libraries in Niger State were organized based on

subject with 6(40%), alphabetical order with 5(33.3%). The least was numerical with 4(26.7%) response score.

However, it was discovered that no any type of classification scheme was used for organizing information resources in the Staff School libraries in Niger State. This implies that organization of information resources in the libraries studied do not follow any acceptable standard known and accepted in library and information profession. This further confirms the qualification and relevance of the managers of the school libraries studied.

4.3.5 Challenges Faced by Staff School Libraries in Niger State

This research question aimed at identifying the challenges faced by staff school libraries in Niger State. In order to achieve this, a list containing various challenges was provided for the respondents to tick as many as applicable. Table 4.9.1 shows the responses of the respondents:-

Table 4.9.1: Challenges faced by staff school libraries in Niger State

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

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

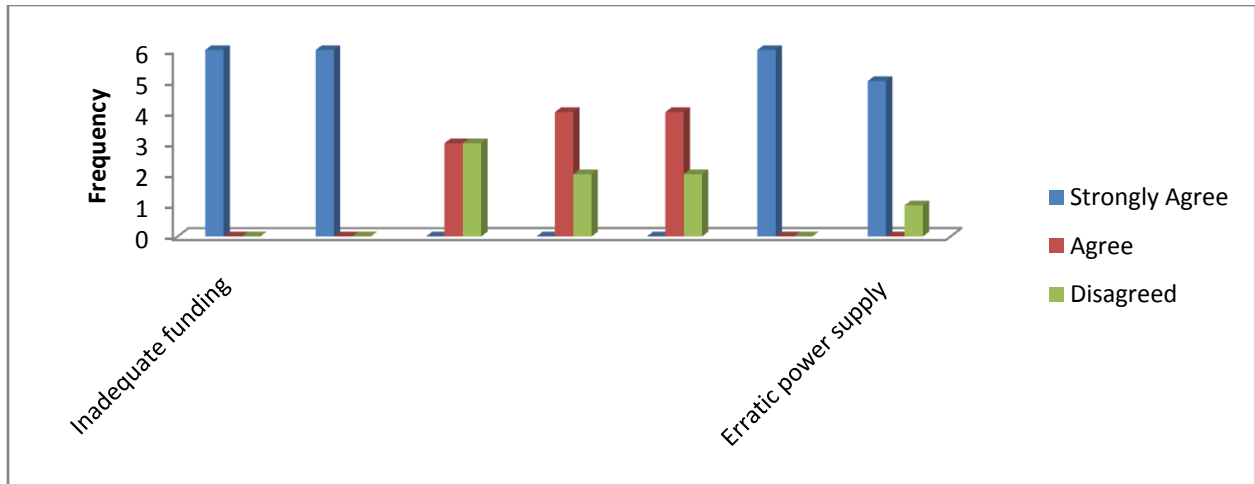


Fig. 4.8: Challenges faced by staff school libraries in Niger State

Table 4.10 and figure 4.8 revealed that the highest number of the respondents 6(26.1%) strongly agreed that inadequate funding, lack of relevant resources and lack of professional staff were the commonest challenges faced by staff in school libraries in Niger State. This finding affirmed the submission of Ahmed and Nwalo (2013), recognized that adequacy of fund allocation has major influence on the provision of qualitative and quantitative information materials, staff and other facilities to enhance the sustainability of libraries in Nigeria. This is followed by 5(21.7%) of the respondents who admitted that erratic power supply is a challenge faced by staff school libraries, while 4(36.4%) of the same respondents attested to the fact that mutilation of library materials and management support were among the challenges affecting the Staff School libraries studied. Lack of library hour on the time table is the least encountered problem from the list of challenges having 3(37.5%) response scored. The implication of this finding is that the staff school libraries in Niger State are faced with many challenges that could inhibit them from supporting the teaching and learning in the school system.

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CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATION

5.1 Introduction

This chapter presents the summary of the study, summary of the findings, conclusion and recommendations drawn from the study.

5.2 Summary of the Study

This study investigated Information Resources and Services Provision of Staff School Libraries in Niger State. To achieve this, five (5) research questions were formulated on the type of information resources; type of information services; methods of information resources acquisition; organization of information resources and challenges faced by staff school libraries in Niger State. Relevant literature were also reviewed and found that provision of information resources and services in the School libraries is an integral component of a solid foundation and progress of school systems.

Survey research method was employed in this study. The population of the study consisted of teacher librarian (6 of them) in the selected staff school libraries in Niger State. The instruments used for data collection were questionnaire and observation. The data collected for the study were presented and analyzed using frequency distribution tables, percentages and histograms.

5.3 Summary of the Findings

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

1. Teacher-librarian and student keeper/library prefect were the highest number of human resources available in staff school libraries in Niger State. This is followed by

cleaners, security, and library assistants. Books, charts and graphs, pictures and maps, and display or chalk boards were the major information resources available in the staff school libraries in Niger State. This is followed by dictionaries, encyclopedias, globes and atlases.

2. Circulation services and reference services were the major information services available with the highest frequency scores. This is followed by recreation services and storytelling services.
3. Highest number of the respondents admitted that they acquire library resources through purchase and gift/donation respectively.
4. Information resources in the Staff School libraries in Niger State were organized based on subject basis, alphabetical and numerical order and Classified using Dewey decimal classification.
5. Inadequate funding, lack of relevant resources, mutilation of library materials, inadequate management support and lack of professional staff were the commonest challenges faced by staff school libraries in Niger State.

5.4 Conclusion

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

5.5 Recommendations

Based on the findings of the study, the following are recommends

- 1 Private organizations and NGOs should invest in school libraries. There should be provision of adequate budgetary allocation to school libraries to enhance effective library and information services. Functional ICT and Internet facilities should be put in place in all the staff school libraries. The school authority should make provision for purchasing of print and non-print media, and other educational media for staff school libraries to meet the required standard of modern school library.
- 2 The resources should be adequate, qualitative and varied to satisfy the information needs of both the students and teachers.
- 3 There should be provision for additional library services to make the children have more interest in using the library e.g. educational film shows, storytelling, reading competition etc.
- 4 Professional librarians and other assisting staff should be employed for effective and efficient services and overall smooth running of the library.
- 5 Teachers must be sensitized on the need to work with school librarians in developing teaching techniques to ensure the appropriate use of the school library and resources in teaching and learning.

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APPENDIX
QUESTIONNAIRE:

“ASSESSMENT OF INFORMATION RESOURCES AND SERVICES PROVISION IN STAFF SCHOOL LIBRARIES” (PIRSSL)

Questionnaire for Teacher/School Librarians: “Assessment of Information Resources and Services provision in Selected Staff School Libraries in Niger State.

Ahmadu Bello University
Faculty of Education
Department of Library and Information Science
Zaria.
Date:

“ASSESSMENT OF INFORMATION RESOURCES AND SERVICES PROVISION IN STAFF SCHOOL LIBRARIES” (PIRSSL)
(TEACHER/LIBRARIAN OR LIBRARY OFFICER)

Dear respondent,

This questionnaire is assessing “provision of information resources and services in staff school libraries in Niger state”. Your kind response to the questions will be appreciated as it will permit me to complete the study successfully. The provided information will be utilized for academic purpose and shall be treated confidentially.

Thanks for your cooperation.

Yours sincerely,

Abdulhamid, Murjanatu (Signed)

Research Student

Section A: Background information

1. Name of your school:

Please tick the appropriate option

2. Highest qualification:

(a) School certificate () (b) Diploma () (c) NCE ()

(d) Bachelor degree () (e) Masters () (f) PhD ()

3. Gender: Male () Female ()

4. Working experience:

(a) Less than one year () (b) 1 – 10 years ()

(c) 11 – 20 years () (d) 21 – 30 years () (e) 31 and above ()

Section B: The Library and information resources available in staff school libraries

Please tick the appropriate option

Kindly indicate the type(s) of human resources Available in your school library.

S/N	Available human resources	Available	Not available
1.	School librarian		
2.	Teacher librarian		
3.	Library officers		
4.	Library assistants		
5.	Library attendants- -		
6.	Clerical staff		
7.	Typist		
8.	Cleaners		
9.	Student keeper/library prefect		
10.	Security		

Kindly indicate the type(s) of material resource Available in your staff school library.

S/N	Instructional resources Available	Available	Not available
1	Subject book resources		
2.	Serials		
3.	Pictures and maps		
4.	Charts and Graphs		
5.	Slides and filmstrips		
6.	Films and Transparencies		
7.	Motion pictures and related projection equipment		
8.	Display or chalkboard		
9.	Television		
10	Video cassette and player		
11.	CDs		
12.	Radio lessons		
13.	Tape cassette and cassette recorder		
14.	Computers		
15.	Dictionaries encyclopedia, globes and atlas		
16	Indexes/abstract/bibliography.		
17	Internet		
18	Computer instructional material		

Adequacy of information resources available

S/N	Instructional resources Available	Available	Not available
1	Subject book resources		
2.	Serials		
3.	Pictures and maps		
4.	Charts and Graphs		
5.	Slides and filmstrips		
6.	Films and Transparencies		
7.	Motion pictures and related projection equipment		
8.	Display or chalkboard		
9.	Television		
10	Video cassette and player		
11.	CDs		
12.	Radio lessons		
13.	Tape cassette and cassette recorder		

14.	Computers		
15.	Dictionaries encyclopedia, globes and atlas		
16.	Indexes/abstract/bibliography.		
17.	Internet		
18.	Computer instructional material		

Information services available in staff school libraries

S/N	Available Information services	Highly Available	Available	Fairly Available	Not available
1.	Circulation services				
2.	Recreation services				
3.	Reference services				
4.	Community information service				
5.	Story telling services				
6.	Film show service				
7.	Reading competition service				
8.	Career information service				
9.	Photocopying service				
10.	Computers services				
11.	Customer care service				
12.	Adult literacy education				
13.	Mobile library service				
14.	Online internet search				

How the information resources are acquired in staff school libraries in Niger state Please tick the appropriate option

S/N	Methods of acquisition of library resources	Yes	No
1.	Purchase		
2.	Gift/Donation		
3.	Exchange/Inter-Institutional Cooperation		
4.	Bequeath		
5.	Legal Deposit		

Organization of library materials

S/N		Yes	No
1.	Dewey Decimal Classification		
2.	Library of Congress Classification		
3.	Subject Basis		
4.	Departmental Basis		
5.	Alphabetical Order		
6.	Numerical Order		
7.	Other (please specify)		

Challenges faced by staff school libraries in Niger state

S/N	What are the challenges facing the library?	SA	A	ND	DA	SDA
1.	Inadequate funding					
2.	Lack of Professional staff					
3.	There is no Library hour on the time table					
4.	Lack management support					
5.	Mutilation of library materials					
6.	Lack of relevant materials					
7.	Erratic Power Supply					
8.	Others (please specify)					