RESOURCES FOR TEACHER EDUCATION IN NIGERIA: A COMPARATIVE STUDY OF LIBRARY RESOURCES IN SOME COLLEGES OF EDUCATION

BY

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APRIL, 1997

DIGITIZ

DECLARATION

I, Bathon Adamu Ati do hereby declare that this thesis has been written by me and that it is a record of my own research work. It has not been presented in any previous application for a higher degree. All sources of information used in the study have been properly acknowledged by means of references.

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April 1997

CERTIFICATION

This thesis entitled Resources for teacher education in Nigeria: A comparative study of Library Resources in some Colleges of Education, meets the regulations governing the award of the degree of master of Library Science of Ahmadu Bello University, and is approved for its contribution to knowledge and literary presentation.

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DEDICATION

This piece of work is dedicated to my late father Adamu Ati Shalbugu Zuburgawa; W. Salomi A. Ati my late mother; Tetrahiu A. Ati my late step mother and Gladys S. Hanawa my late elder sister, who were the sole sources of my inspiration for my desire to learn.

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ABBREVIATIONS

NCE	-	Nigerian Certificate in Education
WMMS	-	Wesleyan's Methodist Missionary Society
CMS	-	Christian Missionary Society
UNSF	-	United Nation Special Fund
ATC	-	Advanced Teachers' College
FCE	-	Federal College of Education
COE	-	College of Education
UNESCO	-	United Nation Education Scientific & Cultural Organisation.
NCCE	-	National Commission for Colleges of Education
$\frac{n}{N}$	-	Sampling fraction
VA	-	Very adequate
FA	-	Fairly adequate
A	-	Adequate
IA	-	Inadequate
NE	-	Non-existent (or grossly inadequate)

ABSTRACTS

The manner some second generation colleges of education in Nigeria were established possed some doubt as to whether they are able to provide adequate resources for the training of the needed informed teachers. They were not only hastely established but did not enjoy strong initial financial support. Some others tagged first generation colleges of education in Nigeria however, were given strong initial financial support, a condition that reinforced adequate resource provision. There seemed to be a desparity in resourceprovisionbetweenthefirstandsecondgenerationcolleges of education despite the fact that their end products are expected to serve the same purpose to achieve the national objectives of education in Nigeria.

The importance of library resources in the support of the production of qualified teachers is taken to be next to teachers.Thetrendofhastelyestablishementofthecolegwshasthrefore lead to the inadequate resources provision for the support of the needed informed teachers. This study made genuine efforts to examine the library resources in five collegees of education in Nigeria which were regrouped into first and second generation colleges. The ultimate objective was to determine the adequacy *ot* inadequacy of their resources for the support of teacher education and also determine differences and semilarities that exist between them in terms of resource provision.

To gather the data necessary for this study, three instruments were used. These were questionnaires, interviews and observations. The questionnaires were of two types. Questionnaire 'A' was administered to Heads of Libraries. Questionnaire 'B' was administered to lecturers and students. The two groups of respondents were also interviewed.

Observations were directly made of the resources and the facilities that were available.

Also used were determined resources and standards and against which the data collected were interpreted. Likest scale and cummulative percentage were used for the analysis of data and which enabled easy comparison.

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CHAPTER ONE

1.00 THE BACKGROUND OF THE STUDY.

1.1 RESOURCES FOR TEACHER EDUCATION.

Library resources comprise of human and Material components of the Library. They are harnessed together to acnieve the objectives of library establishment. Without resources the purposes of setting up a library can not be achieved.

The importance of resources in our educational Institutions have been the minds of great authors. According to Aguolu (93) Library resources in our educational system are responsible for what he called, "academic health, intellectual vitality" and effectiveness of any tertiary educational establishment. That Library is not only a, "heart of academic excellence but also the "iota" of it. It is thus a life wire of any training programme such as teacher education. This concept has been the case since the beginning of the medival era because a monastery according to them, that is without a library is like a castle without armoury. To neglect such a great role in our contemporary educational set up is to neglect the education of the teacher itself.

The government of the day seems to misplace her priority in the resource provision for effective teacher education. Benjo (93) clearly pointed out that the position of library is underscored in the context of modern philosophy of educational system. That the system of education in theory places more responsibility on student for his own education but in practice is dominated by either the rote learning or teacher dominated methods of instruction. The central syllabus he emphacised does not allow room for adaptation or initiative on the part of the learners and consequently limit

the roles of library resources and resulted in her underdevelopment Dauda (93) rightly observed that the inability of libraries to satisfy the urgent needs of its patrons can better be immagined from the rapidly rising burgeoring classes of citizenry burning with the zeal to acquire further knowledge necessary for personal and national development process. Libraries in their present state are not likely to meet up with the continuous rising desire of clienteles. The government needs to improve library development not only in institutions of higher learning but also in the public and private sectors of the society. What then ought to be an ideal library collections for our Institutions of higher learning and in particular for teacher education?

Several authors have contributed their ideas as to what ought constitute library resources for teacher education. Council (94) defined library resources as, "either capital assets or wealth" These are library building,basic library materials such as books and nonbook materials(audio-visuals) and trained library personnel. Emezi (1986) on his part insisted that library resources for ~~teacher~~'s teacher education should consist of text books,children's books and other related materials that will aid student teachers in their teaching practices, these apart from professional staff for effective organization.

Goji (1993) is also of the opinion that library resources should constitute library building which should be centrally located. He stated that 10% of the yearly recurrent estimate of the Institute budget be allocated to library. Others enumerated are books and comptent professional staff.

For the purpose of this research the author adopts what the Council on library resources (1994) considered to be the current types of library resources that can support effectively teacher education. These are:-

i. Basic materials in various forms and formats used to respond to present and future demands for teacher education such as book collection; comprising in this case, basic textbooks, journals, periodicals and teaching aids, children's books, maps and audio-visual aids.

ii. People trained to provide access to information such as Librarian and information specialists.

iii. Buildings and spaces that provide areas for work and collaboration for both the student-teachers, academic and non-academic staff and professional staff that man the library.

iv. Budgets or funds directed to the operations of library projects and services.

v. Network or system that are developed to improve access to and delivery of information such as computer application, telephone systems, reference toolsm indexes to local periodicals and directories to common resources. These are therefore forms and composition that are basic and necessary for effective support for teacher education.

vi. Fund generating facilities for conservation and maintainance such as bindery, bookshops,photocopying services.

1.2 TEACHER EDUCATION IN NIGERIA.

Teacher training in Nigeria emerged as a by product of early missionary activities. This took the form of what Solaru(1964) called family schools because they were started witnin the

missionary quarters and the pupils of which comprised of the family members of the missionary incharge. The New Christian faith needed adequate effort of training of teachers that could effectively teach the new converts and spread the gospel. The family schools paved way for formal training institutions. The pioneers were the Wesleyen Methodist Missionary Society(WMMS) and the Christian Missionary Society (CMS) who establisned training institutions at Abeokuta and latter moved to Lagos in 1858 and 1872 respectively. Others were the popular hope Waddell Training Institute established at Calabar in 1838 by the Press-byterian Missionary Church of Scotland. Although the government had established government training institutions such as King's College in the south and Katsina Teachers' College in the North, the whole system of Teacher education was largely a missionary effort.

The Missionaries in the cause of struggling for areas of influence prolifirated teaching institutions. Consequently there were as varied standards of the teaching profession as there were missionary denominations. This state of affairs continued for over hundred years (1814-1926), Standardization could only be attempted around 1926- 1939, but with little success. This state of affairs continued until the Elliot commission of 1943 which became an eye opener especially to the acute shortage of Secondary School Teachers. As a result of this 1943-1962 became a search period for the ideal College that will produce the required number of well trained qualified teachers.

1.3 ESTABLISHMENT OF COLLEGES OF EDUCATION IN NIGERIA.

Consequent to the move of search for ideal College or what Solaru(1964) called "the grevious stumbling block---the lack of unified teaching profession, the accident of history which

divided teachers into government and voluntary agency teachers" a nine man commission of experts were set up and was headed by Sir Eric Ashby which recommended the pattern of education which would match Nigeria's aspiration over the first 20 years As a result of his recommendations, the four pioneers Colleges of Education emerged in Nigeria namely, Federal Advanced Teachers' College Akoka Lagos, for the Federal Capital Territory; Advanced Teachers College Warri for the East, Northern Secondary Teachers' College(presently Federal College of Education Zaria) For the North; and Olunloyo College of Education(latter amalgated with the Ransomkuti College of Education to become the present Adeyemi College of Education) for the West. These Colleges became the first Advanced Teachers' Institutions that graduated successful candidates with Nigerian Certificate in Education (NCE). There are today through out the country fifty six such state and Federal owned Institutions for the training of NCE teachers.

It must be noted also that the pioneer Colleges of Education enjoyed good initial financial support. They were not only well planned as noted from the setting up of a committee of experts but were well funded right from inception by the Federal government and international organisations, such as the United Nation special fund (UNSF) and the UNESCO. The Unesco was noted for playing greater role in the library establishment which provided all the resources for the pioneer libraries from their inception. They provided books and nonbook materials including material facilities such as chairs,tables,shelves,trolleys. They also provided vital office equipments such as type writers duplicating machine, etc. It is interesting to note that

after over 30 years of establishment observation shows that most of these materials are still in good use to these days in Colleges of Education like that of Zaria. Two of the pioneer Colleges namely F.C.E.Akoka and F.C.E Zaria have been earmarked for the study. For the purpose of this study also the two are reffered to as the first generation Colleges of Education. F.C.EAkoka was the first to have been established in the year, 1961 of the four first generation Colleges of Education. The library is situated at its permanent site with its rich resources as noted. F.C.E.Zaria was established 1962 and the library is located at its permanent site of its compus in Zaria. In addition to the rich initial adequate planning and funding as noted above the College latter enjoyed the strong financial backing of the six Northern states curved out of the former Northern Nigeria under the auspices of the Interim Common Services Agency (ICSA). It was an opportunity that reinforced appreciable foundation and resources.

1.31 ESTABLISHMENT OF THE STATE COLLEGES OF EDUCATION.

Latter establishment of the various Colleges of Education Nigeria was no longer a Federal Government affairs as it were from the inception of the first generation Colleges of Education. The new trend as noted by Afolayan (1982)"is for each State to own two or more Colleges" in order to increase their number of teachers. As a result of this many state Colleges of Education sprang up.

It must be noted also that most of these Colleges were established during the civilian government. This government has only four years within which to plan and execute her policies as subsequent years will depend on the votes of the

electorates. Consequently the Colleges wece established in haste and witnout proper planning as everything had to start off during the tenure of orfice of the reigning government. This is more so that no one knows which political party would form the next gove nment. It is thus most probable that they had no adequate financial backing like the first generation Colleges and hence possibly no adequate resources at the inception which is necessary for a good start. That is most probably also the reason why most of the state Colleges are still occupying their host schools after ten years or more of establishment. These second generation state Colleges of Education,at Jalingo in Taraba State, at Hong in Adamawa State and at Waka in Borno State were also chosen for the study.

The Taraba State College of Education was established by the former Gongola State government in 1978 at Jalingo. It was aimed at reducing the much reliance on the expatriates staff who were not only expensive to maintain but prefered the township schools to those of rural areas. As a result of creation of Taraba and Adamawa States out of the former Gongola State the College went to Taraba State. The College initially occpied the Old township primary school Jalingo and rented for its staff a road construction campany quarters which were latter formally bought by the College. Presently the College has officially moved to its permanent site with most of their staff occupying the former old road construction campany quarters. The library is also established at its permanent site.

The Adamawa State College of Education Hong like her counterpart in Jalingo was founded latter on by the same government in 1982. As a result of creation of State as noted the College also went to Adamawa State. It is still occupying its host old primary school Hong. The library is currently also occupying an old renovated part of the primary school building.

The Borno State College of Education Waka-Biu was established in 1986 by the Borno State government. The aim of establishment was the same with those of former Gongola State in order to get sufficient cheap indigeneous staff that will replace the expensive expatriates staff in their post primary Schools. The College like its counterparts second generation Colleges is still occupying its host College, the former Teachers' College Waka-Biu, Borno State. with all these variations in their mode of establishment to what extent are their resources adequate for the support of teacher education. Library resources is said to be adequate when it can meet the intellectual needs of users.Thus not only sufficient but also relevant to the demands of users. Therefore teacher education can only be possible when there are adequate library resources in libraries of our various Colleges of Education.

1.4 PROBLEM STATEMENT.

One of the major objectives of our National Policy of Education in Nigeria is to produce highly motivated consciencious effective classroom teacher. For this to be a reality resources for teacher education are as crucial as the human resources.

Production of highly motivated consciencious classroom teacher equally requires the provision of adequate motivating resources that are relevant to the curricula. Aguolu (87) reiterating the American Council's educational findings asserted that there is strong correlation between education and resources. That University that is rated,"distinguished" has also a,"distinguished" resources. This implies quality resources are necessary for the training of quality teachers. The background account however, of first and second generation Colleges of Education in Nigeria bove snowed that the first generation Colleges were properly planned and established while the second were hurriedly established. The first were also initially backed up financially by the Federal Government and by some international organisations such as the United Nation Special Fund and UNESCO. The State Coilges on the other hand were hosted in some dilapitated primary schools which at the inception of the Collges already needed renovation. This condition potrayed a state of emergency occupation and inproper planning. Lassa (93) also confirmed this notion when he said that,"some Coilges of education reveal the near absence of institutional library", and that in a situation where there is a library,adequate services are hardly offered. In some others the provision of qualified staff and of relevant books are scarsely given proper attention. Benjo(93) also asserted that, clearly in this present state College library cannot assist their parent Colleges in producing the calibre of teachers who would be able to translate the philosophy of the current policy of education into reality"Therefore lack of proper planning and

and hastely establishment of particularly the second generation Colleges will no doubt affect adequate resources provision. Proper planning and financial backup of the first generation Colleges are a lso likely to have adequate resource provision. There is therefore likely significant difference in the distribution of resources of the first and second generation Colleges of education for the support of teacher training.

A problem arises when resources are over looked in the training of teachers who must impart knowledge to others. The existence of the first and second generation Colleges of Education have likely created uneven development mainly in the education of professional teachers due to the uneven resources provision. Despite the fact that end product of both generation Colleges have required the same qualifications and are expected to perform the same type of duties, thus fulfil semilar roles of translating the current philosophy of education to reality.

Considering the political and social implications of the second generation Colleges, could teachers produced under a likely system of inadequate resources provision be rated as informed as those in a system with equipped library; What may be the standard of library resources that can support effectively the training of teachers;

1.5 RESEARCH QUESTIONS.

A glance at the library handbooks, accession registers of the libraries under study and also observations and interview of their stocks and librarians respectively showed a range of eight to twenty two thousand volumes of books and nonebook

Materials. Thus Waka-Biu with 8000 volumes, Jalingo 9,000 volumes,Hong 10,000 volumes, Zaria 22,000volumes and Akoka in the same range. For professional staff also, Akoka and Hong College libraries have substantive College Librarian. Waka-Biu Jalingo and Zaria College Libraries have Librarians incharge. Also Jalingo,Zaria and Akoka have permanent library structures; Hong and Waka are occupying temporary structures. To what extent then will these libraries achieve their objectives particuarly when we consider what Whether (1970) said that, "no library can be expected to give effective support to instructional programmes if it contains fewer than 50,000 carefully chosen volumes"? In the light of this the research is specifically seeking answers to the following questions:-

1. What semilarities and dissemilarities exist in the basic library resources of the first and second generation Colleges of Education?
2. What is the rating in terms of adequancy and in adequancy of the resource provision for the support of teacher training of each of the College libraries of Education?
3. What is the opinion of the people as to the uniformity of resource provision for the support of teacher training programme?
4. What are the semilarities and differences that exist between the resource provision across the Colleges of Education libraries under study?

1.6 PURPOSE OF THE STUDY.

The primary purpose of the study is to determine the differences and semilarities that exist between the resource

provision of the first and second generation College of Education for the support of teacher education.

ii. To determine the adequancy or inadequancy of resource provision for the support of teacher education in each of the College libraries under study.

iii. To determine the uniformity of resource provision for the support of teacher education in both first and second generation Colleges of education libraries.

iv. To also determine the distribution of resource provision across the College libraries under study.

v. Recommend to the vast members of the College of education libraries in Nigeria on the need for providing adequate recources for teacher education.

vi. To contribute to literature in the area of resources for teacher education in Nigeria.

vii. A certain the nature and composition of resources that will support effectively the production of informed teachers.

1.61 JUSTIFICATION OF THE STUDY.

There is no educational system that can effectively achieve its objectives without proper co-ordination and supervision.The missionaries from the beginning were left on their own since mass education was not the priority of the colonial government and hence there were as noted earlier varied standards as there were missionary denominations.The latter government in realization of these defects set up the various commissions such as National University Commission(NUC) and National Commission for Colleges of Education(NCCE). They are empowered to supervise and co-ordinate our educational systems at tertiary level.

Since the inception of NCCE, there has been desperate efforts to harmonize, co-ordinate and supervise educational systems at

NCE level with the hope to emerge with educational standard that will help produce the much needed informed teachers that can achieve our national objectives in education. As a result there has been seminars organised in various parts of the country in order to emerge with standards of uniformed practice. The recent letter from the office of the Executive Secretary NCCE NO.CCE/DP/-VOL.1/16/47 of 1st November,1994, titled, Review of N.C.C.E. minimum standard is another bold step that justifies research in this direction. Item No.E,123 in the letter specifically requested for suggestions regarding library collection,seating capacity and personnel. Hence suggestion in these directions will help enable the commission to produce a final minimum standard that will support for teacher education in Nigeria. Suggestion or research of this magnitude from also staff of one of the Colleges of education may serve as a solution or what might have been more observable problem in practice than in theory.

It is therefore hoped that the research will significantly contribute for the much needed standards of library operations that will effectively help in the production of teachers.

1.62 SIGNIFICANCE OF THE STUDY.

i. The study will highlight the need of providing adequate resources for the training of well informed teachers.

ii. Study has also revealed that most of literature on library resources focus on evaluation; surveys and study of 'habits' of the users of resources. No much attention has been paid to the library failures to meet standard library resources provision for the support of the production of the much needed teachers.

iii. Proliferation of Colleges of education requires strict

standardization of the provision of quality staff and stock for the production of intellegent teachers and for good librarianship. Whether (70) is also of the same opinion when he asserted that "Standards bring out common ground of practice and principles of good librarianship". It is therefore hoped that this contribution will significantly help in the standardization of library resources provision and practice of College libraries of Nigeria.

1.7 SCOPE AND LIMITATION OF THE STUDY.

The study will focuss on the pioneer colleges of education in Nigeria and the new ones tagged, first and second generation colleges of education and viz:

1. Akoka Feueral College of Education, Lagos and
2. Federal College of Education Zaria.
3. Others are Jalingo, Hong and Waka-Biu State Colleges of Education. The study will specifically cover the provision of resources in support of training of teachers at NCE level only in the selected Colleges of Education.

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CHAPTER TWO

2.00 LITERATURE REVIEW

Knowledge is dynamic and changes with the needs of the society. Comb (1970) endorsing same idea opined that, "a Teacher with right information for todays education is out moded for tomorrow's education". This also implies that library as a source of information that is carefully stocked with adequate and relevant information for the support of training of teacher of to day may be obsolete for the training teacher of tomorrow. Therefore a viable library stock that will withstand the taste of time entails vigilent continuous acquisition of relevant materials in order to keep a breast with the contemporary changing needs of the library users. It also means that the library has to operate within a set standards so that at no other time will it operate out of context with the needs of users. This will also bring about uniformity of practice and up to dateness. Acquisition of relevant library material will not only help in publicising the parent institution of the library but when operating according to set standards becomes a key of satisfactory service for raising of the informed teachers.

Consequently literature review will be based on the following subheadings in order to focuss on the varieties of resources and types of standards for most effective services and thus:- Library building, library collection; staffing and funding. Others are modern technological facilities; auxiliary materials and library standards.

2.1 LIBRARY BUILDING.

Library building is the most effective and lasting means of conservation of library materials. It also provide a space

For collaberation of staff and users. Also serves as means of security to clienteles properties and engenders psychological satisfaction for good atmosphere of study.

Nwamefor (1993) describing standards for library building suggested the use of comparable formula without which no librarian can successfully plan a good library building. As a result he noted early attempts by experts to produce a model of library building. Such as the 1967 Ibadan seminar on standards. The 1980 committee of University librarians; 1980 NLA annual conference Kano. He argued that all these attempts did not produce a definite recommended figure for library building. Hence he recommended the adoption of the recommendations for University library buildings of 1983 by the committee of University Librarians. He argued that the two institutions serve the same comparable clients and that the difference is only in size.

That the library building should be:-

1. Purposefully designed for the NCE programme
2. That the reader seating space should be one out of every 4 readers.
3. Reading space should also be $2.3m^2$ for a student
4. While that of staff should be $7.8m^2$
5. Thus readers space to occupy 32.78% of the total space of the library.
6. While book shelving space to be 50.81%
7. Administration also should be 16.39%
8. The offices for staff should be % of the total space for readers.

The library should acquire adequate books and non-bbok materials good furniture and audio-visual materials.

There should be bindery and reprographic units.

Also provision of air conditioners for library ventilation and for books in tropical zones. He suggested for library automation. That the 4th generation machines could be used which does not radiate much heat, or consume much electricity or make much noise. One feels

these may be demanding for library which cannot afford to provide adequate materials, however, it could be embarked upon through cooperation or resources sharing.

Langmead (1970) also provided a comprehensive guidelines for planning academic library building based on what he called new increasing mode of services to readers which places more emphasis on accessibility to stocks and at most flexibility of library building. Based on these needs he recommended library building with columns at fixed intervals rather than bearing walls in order to allow for flexibility of space. He also discussed on the basis of these needs comprehensive building programmes for both centralized and decentralized systems of libraries.

Planning of library building should certainly place more emphasis on readers as opposed to what used to be on library resources, however the suggestion is too general to be applicable for a specific needs of college library building.

2.2 LIBRARY COLLECTION.

Emezi (1993) noted the implication or up grading 8 colleges or Education to degree awarding status in 1980 also meant more library users and hence resources become more stressed. He noted varieties or library buildings standards practices and services exhibited by various colleges or education in Nigeria. That while some have books of about 7000 vols, some of 10,000 and yet a few others with about 25,000 vols.

Collection according to him means, the sum total of all library materials such as books, manuscripts serials government publication, pamphlets, catalogue reports, recordings, microfilm reals, microcards microfitche, punched cards of computers that made up the holdings of a particular library.

As to the size or collection he said library collection is determined by quality and not by size, though size is a symbol or

strength. That size of collection should depend on student body faculty size, curriculum, method of instruction, availability of space, geography of campus and intellectual climate.

He suggested for the adoption of Ogunde's recommendations for College libraries and which stated that every college library should start with 3000-5,000vols. irrespective of involvement and with a basic book collection of 10,000 vols. for 500 or fewer students. Also 15,000 for 5000-1000 students and 20,000 vols. for 1000 students. Subsequent additional materials should be 3000 vols for every 500 students, that is 50 to every 5 students.

Alaturoti (1993) in his paper titled, "towards efficient library services in College of education in Nigeria" he opined that library policy should aim at acquiring relevant documents to the curricula of courses offered in the college as well as for the general knowledge and recreational reading and to comprise.

1. Books, reference, fiction and non-fiction
2. Periodicals, Journals and magazines
3. Newspapers, foreign and local Newspapers
4. Audio-visual materials, discs,phonographic records audio tapes on reals and cassettes
5. Film materials, slides film strips film coops materials
6. Graphics, artprints, pictures photographs maps charts
7. Video materials, video disc video tape on reals and catridges
8. Balla models actual specimens historical artifacts.
9. Microfilm, microfitche and microcards.

He is also of the view that the adequancy of balanced learning resources determine quality learning and suggested the establishment of minimum standard by N.C.C.E. for college of Education libraries and ensure compliance.

2.3 STAFF.

Awosika (1987) discussed staff training and staff development in College of Education libraries for effective support of teacher training programmes. He had also discussed factors that influence the growth of staff development in Nigerian College of Education libraries, such as background and professional education and introduction of new technology. Examined are also problems of staff development which he said include infinance, time, conflicts between staff needs and the task requirements. He also touched on benefits of staff training which included, overcoming the problem of stagnation, motivation, image and enhancement of status.

The dynamism and effectiveness of the non human components of library resources depend on the development of the human resources however such developments should be free of sentiments for effective exposition of good talents.

John (1975) discussed the importance of staff in library service He outlined the development and organisation of Polytechnics and their libraries. He argued that effective co-ordination between library and other elements of Polytechnics requires subject specialist. That the pre-requisites for efficiency in library services is the job satisfaction especially customer satisfaction as affected by staff satisfaction. He went further to suggest that whatever may be the emphasis on reader services adequate back up in terms of clericals staff support must be present. Thus subject specialist backed up by non professional staff and who have job satisfaction are the pre-requisites of effective library services that can enhance teacher training.

2.4 FINANCE.

Sauri (1993) examining budgtary strategies in a situation of Nigerian Colleges of Education stated that a well prepared budget is a way of improving college library revenue. He however observed that libraries are not afforded the opportunity to prepare and control their

libraries budgets. He also stated that the resources that each library needs and the way they acquire them vary and this has direct hearing on the way they operate their finances.

Consequently he noted that while some operate on what he called 'on budget' some on 'budget without budget' and yet others on 'real budget situation'. His findings revealed 95% of the Nigerian colleges of education libraries have in adequate funds, for the year 1990/91 recurrent expenditure. Describing the situation as diplorable and aduced the reasons to the inability of most librarians to participate in the preparation and control of their budgets. He recommended the following steps?-

1. The appointment of substantive college librarian to each library.
2. That the principal officers are to be members of budget committee of each college.
3. That library suovention be separated right from the state government
4. That the library fund should attract 10% of the total recurrent expenditure of the college.
5. Library committee and N.C.C.E. should organise seminars on budgeting to raise the level of librarians in financial management.
6. That library funds should be lobbied through friends and any influential known faces.

One feels separation of library subvention from source as suggested will eventually create power tussle between the librarian and the provost of the college. What is lacking is proper knowledge of the part played by libraries in the effective training of teachers steps such as this research is a way to the permanent solution.

Aina (1987) also examined personal emolument and other charges as they affect library and noted that library does not play vital role in personal emoluments as it does in other charges and which include capital and recurrent expenditure of the college. While he accepted the traditional 5% of the total

recurrent college buuget be given to the library, he suggested that student should pay for the use of library since they pay for medical,Games and Sports fees. He also suggested that a finance officer with a post graduate training in librarianship should be appointed to handle financial management of the library

This will not only bring conflict in the library between the finance officer and the librarian but will elongests the normal protocol and frustrate good efforts.

2.5 COMPUTER AND OTHER AUXILLIARIES.

Oladele (1987) in consideration and analysing the present computer application in Nigeria, pointed out that the excution anddevelopment of such plan may have to dppend on the existence of a reliable information, a factual data system which he claimed to be much the same way the library management establish and sustain library information centres and hence adoption would not cause much problem.

Computer application he obvserved is already a popular phenominum with Nigerian business and academic sectors and has made ih roads in the fields of entertainment. That it can also be usefully applied in library in areas like House keeping and information retrieval operations. That reduced operation costs can enhence high productivity and service extension that might have a way for library cooperations. He noted however that the existing computer centres in Nigeria Universities did not come as a deliberate ventures rather is taking advantage of the existing facilities within an environment. As a result the programme failed due to its eherent problems such as soft and hard wares personnels infrastructural facilities and management.

He suggested the implication of resource sharing programmes and subject based information net working as a solution.

Implementation of a programme that failed at a higher level of education however may require careful planning before embarking on the programme at lower level of education.

Ajibero (1987) examined the importance of library automation in information processing in Nigeria he noted that computer application will be reducing the cost of storing,processing and disseminating information. He also assessed the efforts made in the implementation of computer programmes in the Universities and the National Library of Nigeria. He presumed by the year 2000 a comprehensive efficient structured application of computer to library operations and services will have been made because of eminent socio-economic political educational and tecnnological changes.

If the author of this opinion asked to reassess the situation today he might change his mind because the changes he presumed do not seem to be eminent and is not likely to be with our present economy.

Nzekim (1993) examined 8 Federal Colleges of Education Technical Libraries to find out if bindery and reprographic services are given proper attention they deserved. He findings showed that:-

1. Reprographic and bindery services are not given attention in the 8 Feueral Tecnnical Colleges Stuuied.
2. Some of the libraries have no bindery and reprographic facilities.
3. Those that have the services a re no longer functional due to the present economic situation in Nigeria.
4. That reprographic and bindery services are no longer maintained.
5. That economic situation has affected the establishment of these services in the other colleges that don't have them.
6. That lack of these services in libraries has resulted in a greater amount of mutilated library books. He also enumerated advantages of such programme such as mending againg pages,mutilated books and also to generate in come or revenue for library. Likely problems he said are finance, that embarking on such programme could require initial capital of about ₦50,000. Others are basic bendery equipments and skilled personnels.

Following the recommendation of Federal Government (1986)for tertiary institutions to set up bindery Department as a revenue generating ventures and the enormous advantages as enumerated above, one would suggest that libraries should set up bindery through cooperation. Moderlities will be worked work out. Alternatively shares could be sold to able citizens of the community in which the library is set up and thus as a limited liability company. A library however, may be well stocked and effectively organised, but unless it operates at a most acceptable and recognised standards it would have been existing in isolation. Therefore standardization of library operation is of paramount importance for cooperation and uniformity of practice.

2.6 STANDARD RESOURCE FOR COLLEGES OF EDUCATION.

Any standardized form of practice brings understanding cooperation and effectiveness of uniform operation for the practititioners. Hence standardized operation of an organisation enhances large out put and brings about development. What then is standard especially in the context of library operation.

DEFINITION:

> Dean (1967) defined standards as an example, rule of basis of comparision established by authority, a general consensus of opinion or custom. It is based upon either a specific description of practice, method, process, construction etc a measure of quantity or definite level of quality that is required to achieve stated objective.

It is therefore a written rules and regulations of practice established by authority that will help in the effective achievement of stated objectives of libraries. It must be noted also that standards of excellence in anything must be related to needs and hence standards that are acceptable to one generation are not necessarily acceptable to the next. It implies that much as standard is necessary for uniformity of practice, it expires with the changing needs of society the library serves. The constant changes may

account for the lack of current acceptable library standards for colleges of education in Nigeria.

Early indigeneous attempts to produce library standards came from the Ibadan seminar of (1964) which discussed standards of practice for African libraries. In the seminar attempts were specifically made on objective Standards and practices of University, Public and school libraries. While adoption of University Standards for Colleges of Education according to Nfafor (1993) is in order because the two institutions serve comparable clients and only differ in size. The investigator wishes to observe that this particular standard has not only been overtaken by events but that some of the recommendations that were made for vital library resources, such as book collections and library staff are qualitative and were not stated in scientific measurable terms. For instance the adoption of clapp and Jordan formulae was suggested for book collection with modifications which were not stated. Also for staff it was suggested for the adoption of California State Department of Education library standard and to be based on variable factors such as work-load of technical services of a library and which according to them is to be calculated on number of volumes and percentages which was not stated. Therefore contemporary changes have not only rendered it absolete but that effective uniform adoption may not be possible as it depends on variable factors.

Other attempts made for developing countries was that of whether (1970) and which though comprehensive and both qualitative and quantative, are based on assessments of library standards of different developed countries Critics therefore opined that the standard is too general for a specific tertiary educational library needs of different economic milieu. Therefore adoption of first hand professional attempts of standards by indigeneous authors like that of Ifdon (1993) on standards for college of education may be prefered.

2.61 WORKING STANDARDS.

Literature has revealed varied suggestions of indigeneous authors opinion to adopt University Library standards and practices for colleges of Education, as already noted because the two institutions serve comparable clients. It must be noted that most of these suggestions are not easily attainable by College Libraries especially in our present economic predicament. A concise summary of what might be tugged working standard for the purpose of this study and upon which datas collected of the libraries under study will be enterpreted is therefore inevitable.

2.62 LIBRARY BUILDING.

It must be purposefully designed and flexible of a fixed columns at intevals instead of rigid bearing walls. Also centrally located for the convinience of all departments.

The readers seating space is to be one out of every four readers and also to be 2.3m^2 for students, 2.2m^2 for staff. The total reading space is to be 32.78% of the total library space. Book shelving should also occupy 50.81% and while administration is to be 16.31% of the total space.

2.63 LIBRARY COLLECTION.

It should also be adequate. A library collection is said to be adequate when it can meet the intellectual needs of the College. This is what Emegi (1993) called a sum total of all library materials and which include books manuscripts serials, government publications, pamphlets,catalogues,reports recordings,microfilm,reals,microcards,microfitche,puched cards of computer tapes,that make up a holding of a library. The collection must be systematically build up by a subject specialist. The size of the collection may depend on the student body,faculty curriculum and other factors. It is recommended however, that the foundation collection should not be less than 5000,irrespective of involvement. The basic collection should be 20,000vols,for 500 students, or fewer and 25,000vols. for 500to 1000 students and with a yearly increment of 500 vols. to every 50 students.

2.64 STAFF.

There must be professionally trained staff at whatever stage of library development. Subject specialisation is encouraged. There must also be an approved scheme of library staff development for both professional and all category of staff. There must be also substantive College Librarian with at least a masters professional degree after the first 3 years of establishment. Also additional qualification of financial administration is an added advantage and of academic status. In agreement with Ifidon (1993) there should be one librarian to every 200 readers and 40 to 8000 readers up to a maximum of 50 to 12,000 readers.

2.65 FINANCE.

At the end of every financial year the library should present a comprehensive and convencing budget for the current year. Thus to be adequately founded to the tune of 7% of the total recurrent budget of the College.

2.66 COMPUTER AND AUXILIARY SERVICES.

Computer is a technological age tool or a tool of present day technology and in order to keep abreast with practices and library development for effective teacher training, no organisation would have needed it more than libraries whose task of effectiveness is baased on currency of the information in the package of immediacy. It should be adopted in house keeping and information retrieval operations. Embarcation should be through library cooperations, especially for libraries of Colleges of Education affiliated to Universities already operating the system.

Semilarly binding is basic and necessary for library services. There should be effective bindery services which could be operated through

cooperation. Libraries should cooperate to establish maintain and administer.

There should also be a continuous photocopying services in every College library set up. To maintain this vital service a section of the library could be hired out to private interested businessmen to operate such service if the library failed to satisfy effectively photocopying services.

There should also be a viable established bookshop services especially for Colleges of Education of the rural areas. With all these adhered to the library would have been better placed in its support for our new teachers training.

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CHAPTER THREE

3.00 METHODOLOGY.

Planning in every human endevour is of paramount importance because it gives directives and strategies to achieve goals. Without it nothing would have been achieved and all efforts would have been meaningless and wasteful. Therefore the research discusses population sampling; procedure for data collection and the analysis of data as a plan designed to achieve the objectives of the research. Comparative method is therefore employed in order to establish the differences and similarities that exist between what was earlier on refered to as first and second generation colleges of education in Nigeria. Also to determine the uniformmity of resource provision in each of the colleges earmarked for the study.

3.1 POPULATION.

The population for this study is drawn from the students, librarians and academic staff of colleges of education Akoka, Lagos State, and Zaria or Kaduna State. Others are state colleges of education Jalingo, or Taraba State, Hong of Adamawa State and Waka-Biu of Borno State. These Colleges of Education were purposefully selected and judgementally regrouped to provide basis of comparison. The first two, at Akoka and Zaria, considered as the first generation colleges of education in Nigeria as was earlier on noted. The remaining three at Jalingo,Hong and Waka-Biu are also considered as second generation colleges of education in Nigeria.

3.2 SAMPLING PROCEDURE.

Sampling becomes imperative when the research population is large or inaccessible. Therefore a research with a large population of about 5000, is not always possible to manipulate the whole population in a research of this magnitude. Dalen (1972) further

explained that since most educational phenomena consist of large number of Units, an investigator cannot always interview, test or observe each unit. He recommended for the use of sampling as a way of solving the dilemma researcher might have. This will help the researcher to select representative units from where he can gather data that will permit him to draw inferences about the nature of the entire populations.

3.5 DATA COLLECTION INSTRUMENTS.

Questionnaires and interviews are used as instruments of data collection because the information provided by respondents could be easily converted to quantative research datas through the use of rating, counting and scaling. Also Adeyenju (1980) quoting vandalen stated that questionnaire method is widely used by educators to obtain facts about past, present and anticipated events, conditions and practices and make enquiries concerning attitudes and opinion when the respondent is carefully presented with selected questions, to elicit the data required to upheld or reject a hypothesis.

The types of questionnaires that were used were categorised into 'A' and 'B' and were administered to both librarian,academic staff and students. Questionnaire 'A' contained 16 questions which were subdivided into six sections. The responses to these questions determined the adequacy or inadequacy of the resources of the college used for teacher training. In the same manner questionnaire 'B' were administered to academic staff and students. The questionnaires were directed to specific Departments to determine adequacy, releavance and satisfaction or Departmental needs. That of students were also to determine adequacy of the resources in their specific areas or needs. Both categories of questionnaires used also were both open and close ended questions. They were chosen because of their advantages in ilicitating appropriate responses from the respondents.

3.4 Enterviews and discussions were also held with respondents based on principles or representativeness or all categories or users as it affect or have bearing on N.C.E.programmes and thus:-

i. At most two from libraries including the librarian.

ii. Deans of schools or their representatives.

iii. Three members from each schools and preferably heads of departments structured enterview was used because of its sequential and logical arrangement which ilicitated organised information. This instrument was also chosen because it afforded for the researcher opportunity to meet with respondents and which engendered codial relationship.

Problem of validity that arose through the use of this instrument from the respondent such as wrong interpretation of the question or one's mood at the time of enterview were taken care of It was made sure that the respondents understood or fully grapsed the researcher intentions. Attempts were also made to repeat the questions in order to consolidate the validity of the responses.

3.5 OBSERVATION

Observation was made through personal visists to various selected college libraries. This enabled the researcher to obtain first hand information on the types of documents and tools in the use for the benefit of the library clienteles. Document observation also was useful as a form of data collection and afforded opportunity to per use most of the documents that were not on open access, such as annual and committee reports and physical facilities like computer bindery, air conditioner, bookshops,furnitures,reading space recreational facilities, conference hall and even toilets facilities.

The researcher being fully aware of shortcomings that might likely arise from his observational skills and characteristics of both the observer and the observed, the employed mostly participatory principles to confirm his perceptual view of what was observed.

3.6 DATA ANALYSIS.

For data collected descriptive and simple percentage statistical analysis were used for interpreting the raw data to give meaningful results.

Descriptive analysis was specifically used for data collected through interviews, observations and for some of the open ended questionnaires. For the rest of the data collected simple percentages was used because it is easy and cheaper to use. Also used is the linckal-scale; number were assigned to the tabulated respondents' ratings in order to convert their opinions to outstanding quantitative values. Thus commulated percentages of average opinion of the respondents as to whether they agreed or disagreed with the research questions are obtained. For instance, rating that ranged from very adequate, fairly adequate; adequate;inadequate to grossly inadequate were assigned number 5, 4, 3, 2 and 1 respectively. Addition of these values, times the number of respondents' ratings give commulative opinion of the respondents on various item and percentages were calculated.

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CHAPTER FOUR

4.00 ANALYSIS AND INTERPRETATION OF DATA.

INTRODUCTION.

The Chapter is based on information recorded from two sets of questionnaires. The first set was distributed to college libraries of the various colleges under study. The second set went to academic staff and students. Other methods of collection as already discussed included visists and interviews with the people to whom questionnaires were distributed.

One questionnaire was sent to each of the college librarian or Librarian in charge and thus making a total of five(see appendices). All the five were returned duly completed, signifying hundred percent (100%) return.

4.1 GENERAL BACKGROUND INFORMATION.

The general information enabled the researcher to confirm the background knowledge of the information obtained from literature of the colleges and personal observation. It also enabled him determine the qualification and experiences of the college librarians. Good qualification and experiences are no doubt very essential for effective support of teacher training or any institution of training.

The chronological evaluation of the college libraries under study as earlier on noted are in these order, Akoka,Zaria,Jalingo,Hong and Waka-Biu. Revealed also are the librarians of college or education Akoka and Hong are substantive college librarians and both have professional qualification of masters degree(MLS). The rest, or Waka,Jalingo and Zaria are also of the rank of Principal librarians and with professional qualification or first degree in library science(BLS) the librarian in Zaria, however, has a masters degree in library science(MLS).

Interview further disclosed common grudges or dissatisfactions especially from the last three above against the college authorities for their lack of recognition and respect for their profession. This has not only affected their relationship but their effective contribution to the development of resources in their various colleges.

4.2 SEATING CAPACITY.

The sitting capacity of the library should not be less than 360 seats of readers at a time. The results in table 1 below however revealed that sitting capacity in some of the college libraries under study falls below standard. For effective teacher education the library seating capacity should not be less than 360 seats of readers at a time.

TABLE 1: LIBRARY SEATING CAPACITY.

INSTITUTIONS	RATING				SUMMATED	PERCENTAGE	
	50-450	450-250	250-350	350-450	Maximum score	Marks scores	Percentage
FCE Akoka	-	-	-	1	4	4	100
FCE Zaria	-	-	1	-	4	3	75
COE Jalingo	-	-	1	-	4	3	75
COE Hong	1	-	-	-	4	1	25
COE Waka	-	1	-	-	4	2	50

The responses inaicated Akoka FCE library has a sitting capacity of (350-450):100% which is very adequate, Zaria and Jalingo with(250-350:75% each are fairly adequate, Hong between (50-150:25%) inadequate and waka between (150-250:50%) adequate. It can be seen that Akoka Zaria and Jalingo have adequate seating capacity. Sli the three libraries are occupying their permanent library structures. While waka with about 150-250 which is just adequate is occupying an Old renovated Dinning Hall of the former host college, T.C. Waka. Hong on the other hand has 50-150 which is in adequate is occupying an old dilapidated building of Old primary school Hong.

4.3 LIBRARY EQUIPMENTS (N - 5).

For without chairs and tables students can neither read nor study seriously to achieve their goals. In the same way without adequate shelves books can't be displayed for students to see. The responses from the questionnaire will help determine the adequacy or these equipments in the library.

TABLE 2: ASSESSMENT OF LIBRARY EQUIPMENTS BY LIBRARIAN.

INSTITUTIONS		RATING					CUMMULATIVE PERCENTAGE		
		VA	FA	A	IA	GA	MAXIMUM MARKS	MARKS SCORED	PERCENTAGE
FCE Akoka	Chairs	0	1	0	0	0	35	23	65.7
	Carrels	0	0	0	0	0			
	shelves	0	1	0	0	0			
	Trolleys	0	0	0	1	0			
	computer	0	0	0	0	1			
	Air-Conditioner	1	0	0	0	0			
FCE Zaria	Chairs	0	1	0	0	0	35	19	54.2
	carrels	0	0	0	1	0			
	shelves	0	1	0	0	0			
	tables	0	1	0	0	0			
	Trolleys	0	0	0	1	0			
	Computer	0	0	0	0	1			
	Air-conditioner	0	0	0	1	0			
FCE Jalingo	chairs	0	1	0	0	0	35	14	40
	carrels	0	0	0	1	0			
	shelves	0	0	0	1	0			
	tables	0	0	0	1	0			
	Trolleys	0	0	0	1	0			
	Computer	0	0	0	0	1			
	Air conditioner	0	0	0	0	1			
COE Hong	Chairs	0	1	0	0	0	35	19	54.2
	carrels	0	0	0	1	0			
	shelves	0	1	0	0	0			
	tables	0	1	0	0	0			
	Trolleys	0	0	0	1	0			
	Computer	0	0	0	0	1			
	Air conditioner	0	0	0	1	0			

TABLE 2: ASSESSMENT OF LIBRARY EQUIPMENTS BY LIBRARIAN.

INSTITUTIONS		RATING					CUMMULATIVE PERCENTAGE		
		VA	FA	A	IA	GA	MAXIMUM	MARKS	PERCENTAGE
COE Waka	chairs	0	0	0	1	0			
	carrels	0	0	00	1	0	35	13	37.1
	shelves	0	1	0	0	0			
	tables	0	1	0	0	0			
	Trolleys	0	0	0	1	0			
	Computer	0	0	0	0	1			
	Air conditioner	0	0	0	1	0			

KEY: VA = (5) Very adequate

FA = (4) Fairly adequate

A = (3) Adequate

IA = (2) Inadequate

GA = (1) Grossly inadequate

The summated assessment showed Akoka (65.7%) which is fairly adequate. Specific item assessment however showed inadequacy of Trolleys and none computer application in the library.

The response of Zaria (54.2%) also indicated adequate equipments. However carrels and Trolleys are inadequate. Like Akoka also has no computer application in the library.

College of Education Jahingo (40%) indicated general inadequacy of the library equipments. Also indicated non-existance of Air-Conditioners in the library and computer application.

Hong COE library on the other hand with (54.2%) showed adequate library equipments, although carrels and Trolleys are are also inadequate. Computer application is yet to take place in the library.

Waka with (57.1%) indicated general dearth of library equipments and like the others has no computer application in the library.

4.4 THE CONVINIENCE OF LIBRARY'S PROXIMITY TO OTHER DEPARTMENT.

The convinience of library's proximity to Departments in a teacher training institutions can be likened to the importance of a raw materials to its processing industry. The nearer the library is to the various departments in a teaching institution the easier it is for students to obtain information that are

necessary for their use. It is therefore important that a library should be centrally located. The respondents view in Table 3 below potrays the current situation of the libraries under study.

TABLE 3: ASSESSMENT OF LIBRARY'S PROXIMITY TO DEPARTMENTS BY LIBRARIANS.

INSTITUTIONS	RATING				MAXIMUM MARKS	MARKS SCORED	PERCENTAGES
	NF	QF	QE	VF			
FCE Akoka	0	1	0	0	4	3	75
FCE Zaria	0	1	0	0	4	3	75
COE Jalingo	0	0	0	1	4	1	25
COE Hong	0	0	0	1	4	1	25
COE Waka	0	0	0	1	4	1	25

KEY: VF = (1) Very Far

QF = (2) Quite Far

AF = (3) Abit Far

NF = (4) Not Far

Assessment showed Akoka (3:75) Abit far and Zaria (3:75%) also abit far. Jalingo with (1:25%) very far Hong (1:25%) very far and Waka (1:25%) very far. The result is Jalingo Hong and Waka are very far located to teaching Departments.

Interview and observation revealed that Waka renovated Old Boys Dinning Hall of a former Teachers' College which is at one exit end of the College. It is good 2km from most Departments in the College.

Similarly Jalingo College library is located far away from rest of the College infrastructural facilities.

The location has caused many cases of book theft and rampant burglary especially at night. As a result only a section of the library is opened to users after every office hours of the day due to lack of security men who would agree to stay and treck to township Jalingo, at night after closing which is about 10km, from Jalingo township. Hong is not also conveniently located to many Departments as it is located at the entrance of the College premises.

4.5 LIBRARY DESIGN AND READING SPACE.

For effective teaching, library should be purposefully designed with generous reading capacity.

TABLE 4: ASSESSMENT OF GENERAL READING SPACE

INSTITUTIONS	RATING				MAXIMUM MARKS	MARKS SCORED	PERCENTAGE
	VA	FA	A	IA			
FCE Akoka	0	1	0	0	4	3	75
FCE Zaria	0	1	0	0	4	3	75
COE Jalingo	0	0	1	0	4	2	50
COE Hong	0	0	0	1	4	1	25
COE Waka	0	0	1	0	4	2	50

From the responses Akoka(3:75%) showed fairly adequate, similarly Zaria (3:75%) also fairly adequate Jalingo (2:50%) also indicated adequate and so is waka (2:50) also adequate. Hong however, with (1:25) is certainly inadequate. Interview and observation further

revealed that Hong inherited primary school building and therefore inadequate for NCE programme. Due to the haste with which the second generation Colleges were established some of them like Waka and Hong occupy structures not meant for libraries.

4.6 THE CURRENT ESTIMATE OF TOTAL LIBRARY HOLDINGS.

One needs to recall that effective teacher Training as noted in Chapter two of suggested standards requires a conservative estimate of not less than 25,000 volumes of both books and none book materials. The questionnaire help to determine the range of each library holdings under study.

TABLE 5: ASSESSMENT OF LIBRARY HOLDINGS.

INSTITUTIONS	RATING							
	5000-10,000	10, -15,000	15, - 20,000	20,-25,000	25000 & above	MAXIMUM	MARK	%
FCE Akoka	-	-	-	-	1	5	5	100
FCE Zaria	-	-	-	1	-	5	4	80
COE Jalingo	-	-	1	-	-	5	3	60
COE Hong	-	-	-	1	-	5	4	80
COE waka	1	0	-	-	-	5	1	20

KEY: 5000-10,000 = (1)grossly inadequate

10,000-15,000= (2) Inadequate

15,000-20,000= (3) Adequate

20,00-25,000 = (4) Fairly adequate

25,000-above = (5) Very adequate

Assessments of responses showed Akoka between (25,000 and above) which is very adequate for NCE programme, Zaria (20,000-25000) which is also fairly adequate, Jalingo (15-20,000) also adequate, Hong (20-25,000) fairly adequate, Waka on the other hand (5000-10,000) is inadequate.

4.7 SPECIFIC BOOK COLLECTIONS.

INSTITUTION	ITEMS	RATING VA	FA	A	IA	GA	MAXIMUM MARK	MARK SCORED	PERCENTAGE
FCE Akoka	Ref.Books	1	0	0	0	0			
	Child Books	0	0	0	1	0	25	17	68
	Teaching aid	0	0	1	0	0			
	N.News papers	1	0	0	0	0			
	Foreign N. Paper	0	0	0	1	0			
FCE Zaria	Ref.Books	0	0	1	0	0			
	Child books	0	0	0	1	0	25	13	52
	Teaching aids	0	0	0	1	0			
	N.Newspaper	0	1	0	0	0			
	Foreign N. paper	0	0	0	1	0			
COE Jalingo	Ref.books	0	0	1	0	0			
	Child books	0	0	0	1	0	25	9	36
	Teaching aids	0	0	0	0	1			
	N.Newpapers	0	0	0	1	0			
	Foreign N. papepers	0	0	0	0	1			
COE Hong	Ref.Books	0	0	1	0	0			
	Child books	0	0	0	0	1			
	Teaching aids	0	0	0	1	0			
	N.Naswpapers	0	1	0	0	0	25	7	28
	Foreign N. Papers	0	0	0	1	0			
COE waka	Ref.books	0	0	0	1	0			
	Child.Books	0	0	0	0	1			
	Teaching aids	0	0	0	0	1			
	N.Papers	0	0	0	1	0	25	7	28
	Foreign N. Papers	0	0	0	0	1			

The results showed Akoka(68%) fiarly adequate Zaria (52%) also adequate Jalingo (56%) inadequate Hong (40%) inadequate and waka (28%) grossly inadequate. This means that Akoka and Zaria representing

first generation colleges have adequate library Collection where as Jalingo,Hong and Waka also representing second generation Colleges have inadequate collections in comparison with the working standard in chapter two.

4.8 TOTAL NUMBER OF SCHOLARLY JOURNAL TITLES SUBSCRIBED FOR BY EACH LIBRARY.

Every member of academic staff is expected to write articles in a reputable journal as a pre-condition for promotion to a senior staff. Therefore adequate scholarly journal of not less than 115 in a library enhences the upliftment of staff and effective teaching.

TABLE 7: JOURNAL SUBSCRIPTIONS.

INSTITUTION	x ≤ 35	35 _ 75	75_115	115_ X	Maximum score	Mark score	Percentage
FCE Akoka	0	0	0	1	4	4	100
FCE Zaria	0	0	0	1	4	4	100
COE Jalingo	1	0	0	0	4	1	25
COE Hong	1	0	0	0	4	1	25
COE Waka	1	0	0	0	4	1	25

KEY: X = Journal Title

X _ 35 = (1) equal or greater than 35

35_ 75 = (2) equal to 35 but less than 75

75 _ 115=(3) equal to 75 but less than 115

115 _ =(4) greater than 115.

The responses showed that Akoka and Zaria have equal or greater than 115 journal titles which is very adequate. Jalingo,Hong and Waka indicated equal or less than 35 Journal titles is grossly inadequate.

4.9 LIBRARY FUNDING.

Library funding is the backbone of adequate resources provision. It should not therefore be neglected. As to the sources of funding all the colleges indicated getting their library funds from the yearly college Budget only.

4.10 LIBRARY FINDING.

Responses showed also that Akoka and Zaria receive 5% of their total annual recurrent expenditure of their colleges. Jalingo Hong and Waka however get less than 5% of their various total annual recurrent expenditure of their colleges. This is considered inadequate as per the suggestion considered to be attainable and is to be 7% of the annual recurrent expenditure of a college.

4.11 LIBRARY STAFF(Human components of Library Resources)

Professional Library Staff

Effective support for teacher training ideally requires a dynamic professional staff strength of not less than 12 especially after ten years of establishment of a college.

TABLE 8: PROFESSIONAL STAFF.

INSTITUTIONS	3 - 6	6 - 9	9 - 12	12 - 14	Maximum scored	Marks scored	Percentage
FCE Akoka	0	1	0	0	4	2	50%
FCE Zaria	1	0	0	0	4	1	25
COE Jalingo	1	0	0	0	4	1	25
COE Hong	1	0	0	0	4	1	25
COE Waka	1	0	0	0	4	1	25

The results showed Akoka(6-9)inadequate number of professional staff especially after 10 years of establishment. Zaria(3-6)also inadequate

Similarly Jalingo,Hong and Waka indicated 5-6each. This is considered grossly inadequate compared to the minimum standard or 12 number or professional staff. Therefore all the colleges under study have inadequate number or professional staff.

4.12 The Para professional Library Staff.

These are the category or library staff that are required in greater number because they are cheaper than professional staff and can handle uncomplicated library operations with little assistance or supervision. There should not be less than 15 especially after 10 years or establishment or a college.

TABLE 9: PARA PROFESSIONAL LIBRARY STAFF.

INSTITUTION	Rating 1 - 5	5 - 10	10 - 15	15 - 20	Maximum scored	Marks scored	Percentage
FCE Akoka	-	1	-	-	4	2	50
FCE Zaria	-	-	1	-	4	3	75
COE Jalingo	1	-	-	-	4	1	25
COE Hong	1	-	-	-	4	1	25
COE Waka	1	-	-	-	4	1	25

Akoka showed between (5-10)after over 30 years of existence is inadequate, Zaria(10-15) adequate,Jalingo,Hong and Waka showed between(1-5) This is considered grossly inadequate in comparison with minimum requirement or 15 para-professional staff for effective support or teacher training. Therefore all the colleges except Zaria have inadequate paraprofessional library staff for effective teacher training.

4.13 LIBRARY INSTRUCTIONS FOR LIBRARY USERS.

Responses showed that all the colleges have been carrying out this vital service to their clienteles as part of their general education studies and during orientation courses.

Indexing of library Journals.

The responses showed that none of the libraries under study index their library journals. Although journal indexing is indispensable in a teaching institution, it requires adequate professionally qualified staff and adequate availability of the journals. These are both lacking as observed from the proceding assessments of table 7 and table 8 above.

4.14 AUDIO VISUAL MATERIALS.

These are vital tools in training of professional teachers who would eventually teach others. They are thus vital forms of teaching aids. The questionnaire exposes the position of audio-visual materials in these libraries being investigated.

TABLE 10. AUDIO VISUAL MATERIALS.

INSTITUTIONS	ITEMS	RATING					MAXIMUM MARK	MARKS SCORED	PERCENTAGE
		VA	FA	A	IA	GA			
FCE Akoka	Film	-	-	-	1	-	20	9	45
	M/Film	-	-	-	1	-			
	Video	-	-	-	1	-			
	Graphic	-	-	1	-	-			
FCE Zaria	"	-	-	-	1	-	20	8	40
		-	-	-	1	-			
		-	-	-	1	-			
		-	-	-	1	-			
COE Jalingo	"	-	-	-	-	1	20	5	25
		-	-	-	-	1			
		-	-	-	-	1			
		-	-	-	1	-			

TABLE 10 CONT.

INSTITUTIONS	ITEMS	RATING VA	FA	A	IA	GA	Maximum mark	Marks scored	Percentage
COE Hong	Film M/Film video Graphic	- - -	- - -	- - -	- - -	1 1 1	20	5	25
COE Waka	"	- - - -	- - - -	- - - -	- - - 1	1 1 1 -	20	5	25

The responses indicated Akoka (9:45) inadequate audio visual materials Zaria (8:40%) has also inadequate audio visual materials. Jalingo (5:25%) indicated that most of these item are not in the stock and hence grossly inadequate. Similarly Hong showed (25%) also grossly inadequate and with most of the audio visual materials not on the stock.

Therefore all the five colleges have inadequate audio visual materials. Considering the needs of these mate ials in the training of teachers to what extent do the libraries support the production of the so called well informed teachers? The goal realization of producing good teachers is more of a theory than reality in this condition of inadequacy of resource provision.

4.15 LIBRARY FACILITIES.

Libraries are not consuming institutions only, as most people think but with adequate facilities. backed up by careful planning and administration library can generate revenue and eventually be self supporting. The questionnaire helps to determine the position of library self supporting facilities in the libraries under study.

TABLE 11: ASSESSMENT OF LIBRARY FACILITIES.

INSTITUTION	FACILITIES	RATING VA	FA	A	IA	GA	Maximum Marks	Marks scored	Percentage
FCE Akoka	Bindery	-	-	-	-	1	15	7	46.6
	Bookshop	-	-	-	1	-			
	Photocopy	-	1	-	-	-			
FCE Zaria	"	-	-	-	-	1			
		-	-	-	1	-	15	5	33.3
		-	-	1	-	-			
COE Jalingo	"	-	-	-	-	1			
		-	-	-	-	1	15	3	20
		-	-	-	-	1			
COE Hong	"	-	-	-	-	1			
		-	-	1	-	-	15	9	60
		1	-	-	-	-			
COE Waka	"	-	-	-	-	1			
		-	-	-	-	1	15	4	26.6
		-	-	-	1	-			

Anaysis showed Akoka (46.6%) inadequate and Bindery is yet to be established. Zaria (33.3) inadequate having no bindery and bookshop facilities. Jalingo indicated (20%) which is grossly inadequate. The library is also yet to acquire any of these facilities. Hong with (60%) is, however, adequate but has no bindery facility. Waka with (26.6%) on the other hand is not only grossly inadequate but has neither bindery nor bookshop facility. Generally all the five libraries have inadequate revenue generating facilities except Hong which has adequate library facilities.

There all the libraries are likely to be helplessly dependent on the sponsoring institutions and may not in such condition achieve their goals effectively.

4.16 QUESTIONNAIRE 'B' FOR ACADEMIC STAFF.

The questionnaire 'B' was drawn for academic and students. The primary duty of the staff is to train the students at various levels using the available library resources to support them. The questionnaire are made up of sections containing 20 questions and are subdivided into 7 major reference headings to allow easy cummulative computations.

50 questionnaires have been distributed to the five colleges of education and making 10 to each of the colleges of education. Out of the 50, 43 have been retrieved duly completed and thus representing 86 percent.

A break down of the responses are shown below in table 13.

TABLE 12: DISTRIBUTION OF THE RESPONSES OF ACADEMIC STAFF(N-50)

INSTITUTION	NUMBER SENT	NUMBER RECEIVED	PERCENTAGE
FCE Akoka	10	7	14
FCE Zaria	10	9	18
COE Jalingo	10	9	18
COE Hong	10	10	20
COE Waka	10	8	16
TOTAL=	50	43	86

4.17 Convenience of library's proximatry to other Department.

TABLE 13: THE ASSESSMENT OF CONVINIENCE OF LIBRARY'S PROXIMITY TO OTHER DEPARTMENTS.

INSTITUTIONS	RATINGS NF	AF	QF	VF	Maximum Marks	Marks scored	Percentage
FCE Akoka	4	2	3	-	28	16	57.1
FCE Zaria	2	2	2	2	36	24	66.6
COE Jalingo	-	2	3	4	36	16	44.4
COE Hong	1	2	2	3	40	22	55
COE Waka	-	2	6	-	32	10	31.2

KEY: NF: (4) not far

AF: (3) Abit far

QF: (2) Quite far

VF: (1) Very far

The result shows Akoka (57.1%) abit far Zaria (66.6%) not far Jalingo (44.4%) very far Hong (55%) abit far Waka (31.2%) very far. Therefore Akoka Zaria and Hong have their libraries centrally located where as Waka and Jalingo are not. Observation of these libraries also confirmed that the library of waka and Jalingo are too far from the rest of the Department in their colleges.

4:18 *NUMBER OF SEATS TO NUMBER OF STUDENTS.*

TABLE 14: THE ASSESSMENT OF THE NUMBER OF SEATS TO NUMBER OF STUDENTS.

INSTITUTIONS	RATING VA	IA	A	IA	Maximum score	Marks scored	Percentage
FCE Akoka	2	3	2	-	28	21	75
FCE Zaria	1	7	7	-	56	21	58.3
COE Jalingo	-	1	1	7	86	12	33.3
COE Hong	-	-	3	7	40	13	32.5
COE Waka	1	3	3	1	32	20	62.5

Results showed Akoka (75%) adequate, Zaria (58%) adequate, Jalingo (33%) inadequate, Hong (32.5%) inadequate, Waka (62.5) fairly adequate.

Therefore Akoka, Zaria and Waka have adequate number of seats to number of students while Jalingo and Hong have inadequate. Akoka and Zaria as a matter of fact have permanent library structures.

Hong is occupying an Old primary school.

4:17: LIBRARY EQUIPMENTS.

TABLE 15: SHOWS ASSESSMENTS OF LIBRARY EQUIPMENTS.

INSTITUTIONS	ITEM	RATING VA	EA	A	IA	GA	Maximum score	Marks scored	Percentage
FCE Akoka	Chairs	1	2	1	-	-	175	105	60
	Tables	-	4	2	1	-			
	Cawels	1	1	-	2	2			
	Computer	-	-	-	1	6			
	Air Conditioner	1	5	1	-	-			

TABLE 15: CONT\

INSTITUTIONS	ITEMS	RATING VA	Ea	A	IA	GA	Maximum score	Marks scored	Percentage
FCE Zaria	Chair	-	1	6	2	-			
	Tables	2	3	4	-	-	225	114	50.6
	Cawels	4	2	3	4	-			
	Computer	-	1	-	2	6			
	Air conditioner	1	5	1	-	-			
COE Jalingo	"	1	1	2	5	-			
		1	1	3	4	-			
		-	-	1	3	5	225	93	41.3
		-	-	-	2	7			
		1	-	1	2	5			
COE Hong	"	-	-	5	5	-			
		-	-	6	4	-			
		-	-	1	3	6	250	86	34.4
		-	-	-	-	10			
		-	-	-	-	10			
COE Waka	"	1	2	3	2	-			
		2	1	3	2	-			
		-	-	-	-	8			
		-	-	-	-	8	200	77	38.5
		-	-	-	-	8			

The results showed Akoka (60) fairly adequate Zaria (50.6) also indicated adequate Jalingo (41.3%) responded inadequate, Hong with (34.4%) indicated inadequate waka (39.5%) also inadequate. Therefore Akoka, Zarioa representing first generation Colleges have adequate library equipments where as Jalingo, Hong and waka being second generation Colleges have inadequate library equipments. There is significant difference between the library equipments of first and second generation colleges of education.

4:20 LIBRARY COLLECTION.

TABLE 16: ASSESSMENT OF SPECIFIC LIBRARY COLLECTION.

Institution	Items	Rating VA	FA	A	IA	GA	Maximum Score	Marks Score	Percentage
FCE Akoka	Ref.Books	1	4	1	1	-			
	Books in Subj.Area	-	2	4	1	-			
	Children books	1	1	3	2	-			
	Teaching aids	-	1	2	5	1	<45	156	65.6
	Local N. Paper	4	2	1	-	-			
	Foreign N. Paper	-	1	1	5	2			
	Scholarly Journals	2	1	1	5	-			
FCE Zaria	"	1	1	5	2	-			
		1	1	3	4	-			
		-	1	2	6	-			
		-	2	2	5	-	>15	158	50.1
		-	3	3	3	-			
		-	-	1	3	5			
		-	1	2	6	-			
COE Jalingo	"	1	1	3	4	-			
		-	1	2	3	3			
		-	-	1	3	5	>15	124	39
		-	-	1	2	6			
		1	1	3	4	-			
		-	-	1	1	7			
		-	1	-	2	6			
COE Hong	"	-	-	5	5	-			
		1	1	1	6	1			
		1	-	3	6	-	>50	166	47.4
		-	-	2	6	2			
		1	-	6	3	-			
		1	1	2	5	3			
		-	-	-	7	3			

TABLE 16 CONT.

Institutions	Items	Rating VA	FA	A	IA	GA	maximum score	marks scored	percentage
COE Waka	Ref.Books	1	1	3	3	-			
	Bks in Subj. Area	-	-	-	5	3			
	Children books	-	-	-	3	5	280	58	35
	Teaching aids	-	-	-	1	7			
	Local N. Paper	-	2	3	3	-			
	Foreign N. paper	-	-	-	-	8			
	Scholarly journals	-	-	-	2	6			

Results snows Akoka (63.6%) fairly adequate,Zaria (50.1%) adequate Jalingo (39%) inadequate,Hong (47.4%)inadequate,Waka (35%)inadequate. The results is therefore Akoka Zaria also being first generation Colleges have adequate book collection where as Jalingo,Hong and waka also second generation Colleges of education have inadequate library collection.

4:21 STANDARD OF AUDIO VISUAL MATERIALS.

TABLE 17: SHOWING ASSESSMENT OF AUDIO VISUAL MATERIALS.

Institutions	Items	rating VA	FA	A	IA	GA	Maximum score	Marks scored	Percentage
FCE Akoka	Films	-	1	2	4	-	140	73	52.1
	Microfirlm	1	-	3	3	-			
	Video	-	-	-	3	4			
	Graphic	-	4	3	-	-			
FCE Zaria	"	1	1	1	3	3			
		-	-	1	3	5	180	74	41.1
		1	-	1	5	2			
		-	1	1	5	2			

TABLE 17 CONT.

Institution	Items	Rating VA	FA	A	IA	GA	Maximum score	Marks score	Percentage
COE Jalingo	Films	-	-	1	<	6			
	Microfirim	1	1	-	2	4	180	56	>1.1
	Video	-	-	-	1	8			
	Graphic	-	1	1	2	5			
COE Hong	"	-	-	-	-	10			
		-	-	-	-	10			
		-	-	-	-	10	<00	4<	21
		-	-	-	2	8			
COE waka	"	-	2	-	1	5			
		-	1	-	1	6	160	45	28.1
		-	-	-	-	8			
		-	-	1	-	7			

The assessment showed Akoka (52.1%) which is adequate. FCE Zaria with also (41.1%) is inadequate, COE Jalingo indicated (31.18%) is is also inadequate COEH Hong (<1%) is inadequate, COEH waka (<8.1%) inadequate.

Therefore Akoka has adequate audio visual materials but the rest of the Colleges, Zaria, Jalingo Hong and waka have inadequate audio visual materials in their library for the training of teachers.

4.22. LIBRARY FACILITIES.

TABLE 18: ASSESSMENT OF LIBRARY FACILITIES.

Institutions	Items	VA	FA	A	IA	NE	Maximum score	Marks scored	Percentage
FCE Akoka	Bindery	-	-	-	-	7			
	Photocopying	1	5	1	-	-	105	54	51.4
	Bookshop	-	1	3	3	-			
FCE Zaria	"	-	-	-	-	9			
		-	-	6	3	-	135	42	31.1
		-	-	-	-	9			
COE Jalingo	"	-	-	-	1	9			
		-	1	<	<	4	125	36	<6.6
		-	-	-	-	9			

TABLE 18 CONT.

Institution	Item	Rating VA	FA	A	IA	NE	Maximum score	Marks scored	Percentage
COE Hong	Bindery	-	-	-	1	9			
	Photocopying	-	-	4	6	-	150	59	39.3
	Bookshop	-	1	2	7	-			
COE Waka	"	-	-	-	2	7			
		2	2	1	3	-	120	45	37.5
		-	-	-	-	8			

Assessment showed that Akoka (51.4%) is adequate Zaria also (31.1%) indicated inadequate while Jalingo also with (26.6%) is grossly inadequate. Waka also (37.5%) is inadequate.

Therefore all have inadequate library facilities except Akoka which has adequate. All have also indicated no bindery facilities.

Also, Zaria, Jalingo and Waka have no Bookshop facilities.

4:23 QUESTIONNAIRE 'B' FOR STUDENTS.

Two hundred and fourty questionnaires were distributed to 5 Colleges under study making 48 questionnaire for each College. Two hundred and eleven questionnaires were retrieved duly completed and thus representing 87.9%.

A break down of the responses is shown below in table 19

TABLE 19: SHOWING RESPONSES (240).

Institutions	Number sent out	Number received	Percentage
FCE Akoka	48	45	18.7
FCE Zaria	48	47	19.5
COE Jalingo	48	37	15.4
COE Hong	48	38	15.8
COE Waka	48	44	18.2
TOTAL	240	211	87.9

4:24 LIBRARY PROXIMITY TO OTHER DEPARTMENTS.

TABLE 20: STUDENTS ASSESSMENT OF THE CONVINIENCE OF THEIR LIBRARIES TO DEPARTMENTS.

Institutions	Rating				Maximum score	Marks score	Percentage
	VA	FA	A	IA			
FCE Akoka	1	24	6	14	180	143	79.4
FCE Zaria	7	23	14	5	188	98	52.1
COE Jalingo	5	10	2	20	148	74	50
COE Hong	5	21	4	14	158	91	59.8
COE Waka	1	7	5	21	175	66	37.5

Analysis showed Akoka (79.4%) very adequate, Zaria (52.1%) adequate Jalingo (50%) adequate, Hong (59.8%)adequate, waka (37.5%) inadequate Therefore students responded that Akoka, Zaria, Hong and Jalingo libraries are adequately central to the rest of their Departments where as waka is not. Waka is not a purposefully designed library but a renovated Old Dining Hall at Boys Hostels which is far from the other Departments in the College. Centrality of library to departments encourages library usage by clienteles and lack of a discurages them and which is not good for teacher training.

4:25 NUMBER OF SEATS TO NUMBER OF STUDENTS.

TABLE 21: SHOWING STUDENTS ASSESSMENT OF NUMBER OF SEATS TO NUMBER OF STUDENTS.

Institutions	Rating VA	FA	A	IA	Maximum score	Marks score	Percentage
FCE Akoka	1	22	5	-	180	135	75
FCE Zaria	3	19	7	18	188	101	53.7
COE Jalingo	5	10	5	21	148	65	46.6
COE Hong	5	9	6	20	124	71	46.7
COE waka	3	25	10	6	176	115	64.2

The result showed Akoka (75%) very adequate, Zaria (53.7%) adequate Jalingo (46.7%)inadequate, Hong (46.7%) inadequate,waka (64.2%) fairly adequate.

Therefore Akoka,Zaria, and Waka have adequate number of seats to number oi students where as Jalingo and Hong have inadequate.

The result shows that first generation Colleges of Education have adequate seating capacity while the second generation Colleges of education have not this condition may not encourage effective support for teacher education.

4.26 LIBRARY EQUIPMENTS.

TABLE 22: THE STUDENTS ASSESSMENTS OF LIBRARY EQUIPMENTS.

Institutions	Equipments	Rating VA	FA	A	IA	GA	Marks score	Marks score	Percentage
FCE Akoka	Chairs	19	17	4	14	1			
	Tables	2	19	4	11	9			
	Carrels	1	5	6	23	12	1575	875	55.4
	Computer	5	1	5	11	27			
	Air conditioner	11	14	10	10	-			

TABLE 22 CONT.

Institutions	Equipments	Rating VA	FA	A	IA	GA	Marks score	Marks score	Percentage
FCE Zaria	Chairs	8	20	11	7	1			
	Tables	11	18	8	8	2			
	Carrels	-	9	7	23	8	1175	584	49.7
	Computer	-	5	3	5	55			
		-	5	3	7	54			
COE Jalingo	"	5	11	9	11	1			
		7	7	10	12	1			
		1	4	1	9	22	925	521	56.3
		1	2	2	5	29			
		15	12	4	15	1			
COE Hong	"	1	14	2	20	1			
		2	10	6	19	1			
		1	5	2	12	18	950	410	43.1
		3	2	4	2	27			
		1	1	5	5	28			
COE Waka	"	13	8	10	11	2			
		10	10	11	12	1			
		4	5	6	8	21	1100	557	48.8
		2	2	4	5	55			
		2	4	6	9	122			

Responses showed that Akoka (55.4%) which is adequate Zaria (49.7%) inadequate, Jalingo (56.5%) adequate, Hong (43.1%) inadequate, waka (48.8%) inadequate.

Therefore Akoka and Jalingo have adequate library equipments where as Zaria, Hong and waka have been rated inadequate. This results show significant desparity between the first and second generation college library equipments.

4.2 The standard of basic library collection

Table 23: Students' Assessment of Their basic Library collection

Institutions	Items	Ratings VA	FA	A	IA	GA	Maximum Score	Mkars Secored	Percentage
FCE Akoka	Reference books	5	20	6	12	2			
	Books in subje area	1	9	12	21	2			
	Childrens' books	4	7	8	24	2			
	Teaching aids	2	5	4	10	24	1575	873	55.4
	Local N. Paper	16	9	9	6	5			
	Foreign N. Paper	1	9	5	16	14			
	Scholarly journals	1	20	9	6	9			
FCE Zaria	"	7	22	5	10	3			
		3	7	2	32	3			
		2	8	7	23	7	1645	881	53.4
		3	8	7	22	7			
		2	22	8	13	2			
		1	2	8	24	12			
		3	6	9	27	2			
COE Jalingo	"	5	12	4	15	1			
		1	7	5	13	11			
		1	3	3	15	15	1295	618	47.7
		2	6	1	13	15			
		3	8	7	12	5			

Table 23 Cont.

Institutions	Items	Rating VA	FA	A	IA	GA	Maximum score	Marks scored	Percentage
COE Hong	Reference books	2	2	18	15	1			
	Books in subj. area	1	7	21	21	4			
	Children books	6	8	4	10	10			
	Teaching aids	2	9	4	7	16	1320	651	48.9
	Local N. Paper	3	13	10	6	6			
	Foreign N. Paper	2	4	2	13	17			
	Scholarly journals	1	6	1	10	20			
COE Waka	"	1	10	9	15	9			
		7	9	6	17	5			
		4	9	8	15	8			
		7	10	4	10	13	1540	747	48.5
		5	5	4	18	12			
		1	4	5	12	22			
		1	4	3	9	27			

Responses indicated Akoka (55.4) adequate, Zaria (53.4%) also adequate, Jalingo (47.7%) inadequate, Hong (45.9%) inadequate and Waka (48.5%) inadequate.

Therefore Akoka Zaria have adequate basis collection whereas Jaling, Hong and Waka second generation colleges have inadequate.

4.28 Audio Visual Materials in Library

Table 24: Students Assessments of Audio Visial Materials

Institutions	Items	VA	FA	A	IA	GA	Maximum score	Marks scored	Percentage
FCE Akoka	Film	2	1	3	15	24			
	Microfilm	1	2	3	11	28			
	Videe	3	1	3	7	31	900	341	378
	Graphic	6	3	6	25	3			
FCE Zaria	"	4	6	2	11	24			
		3	5	2	13	24	940	387	41.1
		3	8	7	7	22			
		2	7	6	8	24			
COE Jalingo	"	1	4	2	4	26			
		1	4	2	4	26	740	260	35.1
		1	4	1	4	27			
COE Hong	"	1	1	4	9	23			
		4	4	2	4	24	760	278	36.5
		2	2	4	10	20			
		4	3	2	5	24			
COE Waka	"	1	3	4	3	33			
		2	3	5	5	29	880	312	35.4
		3	9	3	6	23			
		1	2	6	7	28			

Result showed Akoka (37.8%) inadequate, Zaria with (41.1%) also inadequate while Jalingo(35.5%) Hong (36.5%) inadequate and Waka (35.4%) inadequate. Thus all the five colleges have inadequate audio visual materials which is unfortunate because of its importance in the training of teachers.

4.29 Vital Library Facilities

Table 25 Students assessments of library Facilities.

Institutions	Facilities	Rating VA	FA	A	IA	GA	Maximum Score	Marks Scored	Percentage
FCE Akoka	Bindery	1	1	2	11	30			
	Photocopying	10	8	15	9	3	675	354	52.4
	Bookshop	8	9	10	18	1			
FCE Zaria	"	1	3	2	7	34			
		3	11	12	16	5	705	280	39.7
		2	1	5	9	30			
COE Jalingo	"	1	2	1	5	28			
		1	1	2	3	30	555	157	28.2
		1	2	1	3	30			
COE Hong	"	1	1	2	3	31			
		1	10	4	16	7	570	421	42.1
		2	5	4	24	3			
COE Waka	"	5	3	1	7	28			
		12	7	11	12	2	660	298	45.1
		2	3	2	4	33			

The results showe Akoka (52.4%) adequate; Zaria with (39.7%); inadequate; Jalingo (28.2%) inadequate; Hong with (42.2%) inadequate; Waka (45.1%) also inadequate. Hence all have inadequate library facilities except Akoka with just adequate.

4:30 Library Instruction by Library Staff to Library Users

All significantly responded that they give instructions to library users. The students also responded positively that they do receive library instructions regularly and that they can find their ways in their various libraries.

CHAPTER FIVE

5.1 SUMMARY, CONCLUSION AND RECOMMENDATIONS

The chapter provides a summary of the findings of the study derived from the analysis of data in chapter 4 and draws conclusions and recommendations.

The specific objective of the study is to compare and contrast library resources for teacher training in the five colleges in Nigeria. Also to determine the adequacy of the resources in their support for teacher education.

5.2 SUMMARY

As to the reading space all the libraries rated adequate except for Kano COE library which is inadequate.

Students rated Akoka, Zaria, Jalingo and Kano as centrally located, while Waka is not. Academic staff rated Akoka and Zaria only as central where as Jalingo Kano and Waka are not. Librarians also hold the same view as academic staff, that only Akoka and Zaria libraries are centrally located where as Jalingo Kano and Waka are not centrally located.

Also rated were Waka and Jalingo to have problems of location compared to the rest of the colleges. Their libraries are located far away from the rest of the departments or most areas of scholastic activities.

While four have photocopying facilities, only two have one or two three facilities namely library, photocopy and binding.

From the responses of the librarians indicated above 2 (Ilorin and Ife) have its journal section which is adequate whereas Calabar, Jos and Akoka subscribe for less than 50 journals titles which is grossly inadequate.

As to the case of library funding the only Ife institutional yearly budget only. For the yearly library allocation also only Akoka and Ilorin budgeted getting 5% of their total yearly institutional budget. The rest of the universities [illegible] was got less than 5%.

For professional library staff all indicated less than six total professional staff which is inadequate. Akoka however indicated between 6 - 9 which is still inadequate after over 30 years of existence since the college was established 1961. Therefore all the five have inadequate professional staff.

For para-professional staff also all indicated inadequate except for one [illegible] which showed (17 - 15) which is adequate.

For the library instructions on library usage all responded giving library instructions to library users. Students also on their part indicated receiving adequate instructions that can help them find their ways in their libraries.

5.3 CONCLUSION

There is significant difference between the adequacy of the resource provision between the first and second generation colleges of education. While the first generation have adequate the second generation have not. Also some subjects taught are not reflected on the stock adequately, because there is no uniformity between basic book collection and audio visual materials.

There is general dearth of some vital library materials such as audio visuals and also library facilities in all the five colleges studied.

The general dearth for these vital forms of teaching aids affect the training of teachers. Thus oral examination as may be necessary in some languages can neither be practically administered nor effectively be taught in the class room situation.

The inadequacy of professional staff is so highly diplorable for effective support of the production of

quality teachers. The more so that human resources is a form of effective dynamism or a force for the rest of the library resources. They are not only to acquire organise and disseminate but supervise, delit the obsolete and reflect adequately the subjects on the curriculum to emerge with a balanced library collection.

Bold steps therefore need to be taken in order to arrest the situation for effective teacher training.

5.4 RECOMMENDA TIONS

Based on the findings and conclusions the following recommendations are made:-

.31 There should be a purposefully designed library of permanent structure and centrally located for colleges of education Zaria, Hong, Jalingo and Waka. The library should also be designed with B.Ed degree programmes in mind in accordance with the Federal government directives which allows every college of education to start a B.Ed degree programme as soon as they are qualified to do so.

.32 There should also be adequate both book and non-book collections for all the colleges and to reflect adequately the various subjects on the curricula for effective teacher training.

.33 There should be a substantive college librarian for college library, after five years of establishment. There should also be a professional librarian right from the inception of the college with adequate para-professional supportive staff for a good start and effective teaching training.

.34 The study revealed that the callocation of 5% of the recurrent allocation is inadequate for effective library services. It is therefore, recommended that this be increased to 70%.

.35 There should also be effective library facilities primarily as a revenue generating ventures and secondarily for their immense importance in the library and to be in the following order:

a. Photocophying facility right from inception

b. Bookshop facility after the first two years of establishment.

c. Bindery after the first five years of college establishment.

At this time there should have been a substantive qualified college librarian to administer and supervise them. Already moderlity of establishment has been suggested in the last part of chapter two, tagged,

'working standards'.

.37 Adequate planning should preceed the establishment of every college of education and the various authorities establishing new colleges should work hand in hand with NCCE.

.38 A library of specified standard should be established along with every new college irrespective of college function or involvement and NCCE to ensure compliance.

.39 Every college of education should have been functional after 5 years of establishment. Thus will have been operating at its permanent site with adequate infrastructural facilities including the college library.

.40 If the system of education continues to place the responsibility on the student for his own education then it has to be backed up by adequately acquired relevant library materials that could easily be used by a reader himself. Then the library must provide adequate teaching aids and local reference tools that could easily be handled. A working standards for colleges of education has already been suggested in chapter two and need not be repeated.

5.5 SUGGESTIONS FOR FURTHER STUDY

The study cannot claim to be ideal the more so that it is limited to only 5 colleges of education in the whole realm of the country.

There are yet to be assessed are levels of competence in training of teachers or professional abilities/compentence in the first and second generation colleges of education.

Also is yet to be assessed are the use of resources in these colleges.

Therefore I suggest that these areas also be investigated and level of professional competence and degree of resource use be determined.

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APPENDIX 'A'

Department of Library Science
Faculty of Education,
A.B.U. Zaria.

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QUESTIONNAIRE ON RESOURCES FOR TEACHERS-EDUCATION IN NIGERIA

I am a graduate student in the Department of Library Science ABU, Zaria. I am conducting a research on resources for teacher education in Nigeria: A comparative study of selected library resources of College of Education in Adamawa, Borno, Kaduna Lagos and Taraba States.

You are therefore hereby requested to please complete the questionnaire as best as you can. All informations supplied will be treated as highly confidential.

Thanking you in anticipation of your most esteemed favour.

Yours faithfully,

B. A. ATI.

APPENDIX 'B'

QUESTIONNAIRE 'A'

Questionnaire for College Librarian/Professional Librarian incharge

1. General

Please tick or fill as appropriate.

i. Designation: Academic ( ) Administrative ( )

ii. Academic Professional Qualifications

BA ( ) BLS ( ) B.Sc ( ) PGDL ( ) MLS ( )

MS LIB. STUDIES ( ) Ph. D. ( )

iii. Name of Institution: _____

iv. Year of Establishment: _____

2. Library building

i. The library seating capacity is between (tick as appropriate).

a. 50 - 150 ( ) b. 150 - 250 ( ) c. 250 - 350

d. 350 - 450 ( )

ii. Please rank these material provisions in order of adeuacy. (VA=Very adequate, FA=Fairly adequate A= adequate, IA= Inadequate, NE=non-existent).

	VA	FA	A	IA	NE
Chairs	( )	( )	( )	( )	( )
Carrels	( )	( )	( )	( )	( )
Shelves	( )	( )	( )	( )	( )
Tables	( )	( )	( )	( )	( )

	VA	FA	A	IA	NE
Trolleys	( )	( )	( )	( )	( )
Computer	( )	( )	( )	( )	( )
Airconditioners	( )	( )	( )	( )	( )

iii. Considering the library design its proximity of various Departments, would you rate the library in your establishment as:-

VA ( ) FA ( ) A ( ) IA ( )

iv. The space available for reading is also (tick as appropriate)

VA ( ) FA ( ) A ( ) IA ( )

3. Library Collection

i) The currentl library holding is between:

a. 5000 - 10,000

b. 10000 - 15,000

c. 15000 - 20,000

d. 20000 - 25,000

e. 25000 and above

ii. Please tick according to scale provided your opinion of the following materials in your library.

	VA	FA	A	IA	NE
Reference books	( )	( )	( )	( )	( )
Childrens books	( )	( )	( )	( )	( )
Teaching aids	( )	( )	( )	( )	( )
Local N. Paper	( )	( )	( )	( )	( )
Foreign N. Paper	( )	( )	( )	( )	( )

iii. Current number of scholarly journal titles subscribed for by the library are: (tick as appropriate.

Less than 35 ( ) 35 - 75 ( ) 75 - 115 ( )

115 and above.

6. Library Staff

i. The total number of professional library staff are between (graduate and above)

a. 3 - 6 ( ) b. 6 - 9 ( ) c. 9 - 12 ( )

d. 14- 14 ( )

ii. The number of para professional staff are between (diploma and equivalent).

a. 01 - 5 ( ) b. 5 - 10 ( ) c. 10 - 15 ( )

d. 15 - 20 ( )

iii. Do you perform the following serces? (tick as appropriate).

a. Library orientation only ( )

b. Instruction in library use ( )

c. Current awareness service ( )

d. All of the above ( )

iv. Does the library index jounals of the library?
Yes ( ) No ( )

v. Assess the following materials in terms of availability and effectiveness in the library.

	VA	FA	A	IA	NE
Film	( )	( )	( )	( )	( )
Microfilm	( )	( )	( )	( )	( )
Video	( )	( )	( )	( )	( )
Graphic	( )	( )	( )	( )	( )

4. Finance (Library funds)

i. The sources of library funding are from (tick as appropriate).

a. ( ) yearly budget, proceeds from bindery, bookshop and photocopying.

b. ( ) yearly budget proceeds from bookshop and photocopying only.

c. ( ) yearly budget and proceeds from photocopying only.

d. ( ) yearly budget only.

ii) The total amount of money spent on library last year amounted to (tick appropriate box).

a. ( ) less than 5% of the college expenditure of the same year.

b. ( ) 5% of the total college recurrent expenditure of the same year.

c. ( ) 7% of the total college recurrent expenditure of the same year.

d. ( ) 10% of the total college recurrent expenditure of the same year.

5. Library facilities

i. Assess the following facilities in terms of their availability and effectiveness in the library.

	VA	FA	A	IA	NE
Bindery	( )	( )	( )	( )	( )
Bookshop	( )	( )	( )	( )	( )
Photocopying	( )	( )	( )	( )	( )

APPENDIX 'C'

QUESTIONNAIRE 'B'

1. Questionnaire for academic staff and students

1. General: (fill or tick as appropriate)

   i) Name _____(optional)

   ii) Staff ( ) Students ( )

   iii) Department/school:_____

   iv) Name of Institution:_____

   v) Year of establishment:_____

2. Please rate convenience of the library in terms of its proximity to other departments.

   (VF) = Very far (QF) = Quite far (AF) = Abit far (NF) = Not far.

   VF ( )
   QF ( )
   AF ( )
   NF ( )

ii. Express your opinion on the rating scale about the number of seats to number of students provided in the library.

   VA ( )
   FA ( )
   A ( )
   IA ( )

iii. Rate the standard of these equipment in the library

	VA	FA	A	IA	NE
Chairs	( )	( )	( )	( )	( )
Tables	( )	( )	( )	( )	( )
Carrels	( )	( )	( )	( )	( )
Computer	( )	( )	( )	( )	( )
Airconditioner	( )	( )	( )	( )	( )

iv. Assess the under listed materials in terms of their availability and effectiveness in the library.

	VA	FA	A	IA	NE
Reference books	( )	( )	( )	( )	( )
Books in your subject a area	( )	( )	( )	( )	( )
Childrens books for T.P	( )	( )	( )	( )	( )
Students	( )	( )	( )	( )	( )
Teaching aids	( )	( )	( )	( )	( )
Local N. papers	( )	( )	( )	( )	( )
Foreign N. Paper	( )	( )	( )	( )	( )
Scholarly journals for research	( )	( )	( )	( )	( )

v. Assess according to scale provided these materials in terms of availability and effectiveness.

	VA	FA	A	IA	NE
Film	( )	( )	( )	( )	( )
Micro film	( )	( )	( )	( )	( )
Video	( )	( )	( )	( )	( )
Graphic	( )	( )	( )	( )	( )

3. Please rate according to scale provided other services provided by the library.

	VA	FA	A	IA	NE
Bindery	( )	( )	( )	( )	( )
Photocopying	( )	( )	( )	( )	( )
Bookshop	( )	( )	( )	( )	( )

4. i) Have you ever recieved instructions from the library staff on how to use the library materials?

a. Yes ( ) b. No ( )

ii) If (4i) above is yes do you consider it adequate enough to find your way in the library?

a. Yes ( ) b. No ( )