ASSESSMENT OF STAKEHOLDERS SUPPORT IN THE USE OF PUBLIC LIBRARY SERVICES BY CHILDREN IN KADUNA STATE

BY

JOY OIZA IBRAHIM
MLS/EDUC/35224/2012-2013

DEPARTMENT OF LIBRARY AND INFORMATION SCIENCE
FACULTY OF EDUCATION
AHMADU BELLO UNIVERSITY,
ZARIA

JUNE, 2017

ASSESSMENT OF STAKEHOLDERS SUPPORT IN THE USE OF PUBLIC LIBRARY SERVICES BY CHILDREN IN KADUNA STATE

BY

JOY OIZA IBRAHIM
MLS/EDUC/35224/2012-2013

A DISSERTATION SUBMITTED TO THE SCHOOL OF POSTGRADUATE STUDIES, AHMADU BELLO UNIVERSITY, ZARIA,
IN PARTIAL FULFILLMENT FOR THE AWARD OF MASTER DEGREE IN LIBRARY SCIENCE

DEPARTMENT OF LIBRARY AND INFORMATION SCIENCE,
FACULTY OF EDUCATION
AHMADU BELLO UNIVERSITY,
ZARIA

JUNE, 2017

DECLARATION

I declare that this Dissertation entitled Assessment of Stakeholders Support in the Use of Public Library Service by Children in Kaduna State has been carried out by me in the Department of Library and Information Science. The information derived from the literature was duly acknowledged in the text and list of references were provided. No part of this work was previously presented for the award of another degree, diploma or any other certificate at this or any other institution.

_____ _____

Joy Oiza Ibrahim Date

CERTIFICATION

This Dissertation entitled Assessment of Stakeholders Support in the Use of Public Library Services by Children in Kaduna State by Joy Oiza Ibrahim has met all the requirements governing the award of the Degree of Master of Library Science in Ahmadu Bello University, Zaria and was approved for its contribution to knowledge and literary presentation.

Dr. Ezra S. Gbaje Chairman Supervisory Committee	**Signature**	**Date**
Prof.. Mrs H.M Daudu Member Supervisory Committee	**Signature**	**Date**
Dr. Habibu Muhammad Head of Department	**Signature**	**Date**
Prof. Kabiru Bala Dean School of Postgraduate Studies Ahmadu Bello University, Zaria	**Signature**	**Date**

DEDICATION

This research work is dedicated to God Almighty, my parents – Mr and Mrs Anslem Ibrahim, my beloved husband - Benedict Anuge, my daughter Samantha Anuge and to my brother Micheal Ibrahim.

ACKNOWLEDGMENT

First and foremost I wish to express my gratitude to God Almighty who gave me the grace, opportunity, and wisdom to successfully complete this work. My profound gratitude and appreciation go to my supervisors Dr. Ezra S. Gbaje and Prof. Mrs H.M Daudu for their constructive criticism, encouragement and patience to go through my work and make the corrections that reshaped this work despite their tight schedules.

I wish to sincerely thank Dr. Lawal Umar, Dr Aliyu Abdulkadir, Dr. Habibu Muhammad and Marthias Kasa for taking their time to proofread, correct and giving the work a good intellectual touch. My gratitude also goes to all my lecturers in the Department of Library and Information Science, Ahmadu Bello University, Zaria they include: Dr. Habibu Muhammad, (Head of Department), Prof. Zakari Mohammed, Prof. Umar Ibrahim, Prof. Tijjani Abubakar, Dr. Baba S. Aduku, Dr. Abdullahi I. Musa, Dr. Babangida Umar Dangani. Mal. Hayatu M. Mohammad, Mrs. F.M. Mohammed, Dr. Abu Yusufu, Mrs. C.A. Adikwu, Mrs R.O Quadir, Mal. Idris A Dauda, Mal. Jibrin Abdulrahman and Mal. Aliyu Lawal.

My appreciation also goes to all my co- workers at Abddulahi Muhammad Public Libraries Hajiya Mairo Ibrahim, Mrs M. J. Elisha, Mrs. C. E. Okanlawon, Mr. Andrew S. Audu, Salaha Bamalli, Aliyu Yusuf, Ibrahim Maikudi, and Shamsiyya Muhammad. I want to sincerely thank all the staff of Kaduna State Public Library Board for giving me attention when I met them and responding promptly to the questionnaire when distributed to them

This work will not be a success without the unflinching moral, spiritual and financial support of my lovely husband Mr. Benedict Anuge, your constant motivation saw me through to the successful completion of this work. I will forever be thankful to my parents Mr and Mrs Anslem Ibrahim for their prayers, love, encouragement, motivation, kindness and support. Thank

you so much Mummy and Daddy. God Almighty will surely reward you. I want to appreciate the patience of my daughter Samantha Anuge for the many times I was not always there for her due to this research work. I am immensely grateful to my siblings: Engr. & Mrs Innocent E. Ibrahim, Engr.& Mrs Stephen Ibrahim, Mr & Mrs Lawrence Ibrahim, Mr. Michael Ibrahim, Mrs Victoria David, Moses Ibrahim and Veronica Ibrahim, thank you all for your support, encouragement, motivation and prayers. I will not forget to mention my lovely niece and nephews, Eugene Ibrahim, Emmanuella Ibrahim, Ezekiel Ibrahim, Esther Ibrahim, Samuel David, Raymond Ibrahim and Praise Ibrahim, thank you all.

I wish to sincerely thank my friends Grace Takai, Mark Chafa, Abdulkarim Bube Aliyu, Amina Sunday, Loise Yabaknet, Rukkayat Tijjani, Omolola Glady's Adeboye and to all the 2012-2013 Master's Class, thank you all for your motivation, support and prayers.

ABSTRACT

This study focused on the Assessment of Stakeholders Support in the Use of Public Library Services by Children in Kaduna State. Five research questions were used in the study. The research questions sought to find out the type of services provided for children to use in Public Libraries in Kaduna State, who are the stakeholders, types of support provided by stakeholders, strategies used in soliciting stakeholders support and the extent at which stakeholders support has influenced the use of public library services by children in Kaduna State. The research method adopted was survey research method and the population of the study comprised of all the librarians in Public Libraries in Kaduna State with the total of seventy nine (79), since the population was not too large, there was no sampling exercise therefore the whole population was used. Structured questionnaire containing closed-ended questions was used. Data collected from the research questions was analyzed using frequency, tables and percentages. The findings of the study revealed that the Public Library Services for children in Kaduna State lack adequate support from relevant stakeholders. Majority of the support received was from the State Government authors and publishers. The study concluded that there is need to encourage relevant stakeholders to support the use of public library services for children in Kaduna State. It was recommended among others that there should be a strong synergy between the relevant stakeholders in order to improve the use of public library services for children in Kaduna State.

TABLE OF CONTENTS

Title page - - - - - - - - - - i

Declaration - - - - - - - - - - - ii

Certification - - - - - - - - - - - iii

Dedication - - - - - - - - - - - iv

Acknowledgement - - - - - - - - - - v

Abstract - - - - - - - - - - - vii

Table of contents - - - - - - - - - viii

List of Tables - - - - - - - - - - xi

Operational Definition of Terms- - - - - - - - xii

CHAPTER ONE: INTRODUCTION

1.1. Background to the Study - - - - - - - - - 1

1.2. Statement of the Problem - - - - - - - - - 5

1.3. Research Questions - - - - - - - - - - 6

1.4. Objectives of the study - - - - - - - - - 7

1.5. Significance of the study - - - - - - - - - 7

1.6. Scope of the study - - - - - - - - - - 8

1.7. Limitation of the Study - - - - - - - - 8

References - - - - - - - - - - - 9

CHAPTER TWO: REVIEW OF RELATED LITERATURES

2.1 Public library services for children - - - - - - 12

2.2.1. Public Library information resources for children - - - - 17

2.2. Stakeholders Support/Collaboration with children section of Public Libraries- 20

2.3. Role of relevant stakeholders in providing information resources and services to children - - - - - - - - - 25

2.3.1. Library Manager - - - - - - - - 25

2.3.2. Parents - - - - - - - - - 27

2.3.3. Friends of the Library - - - - - - - - - 29

2.3.4. Private organization and agencies - - - - - - - 33

2.4. Strategies of improving and funding the children library services - - 34

2.5. Influence of stakeholders in the use of public library service for children - 37

2.6. Utilization of public library resources and services by children - - 37

2.6 Summary of the Review - - - - - - - - 41

References - - - - - - - - - - 42

CHAPTER THREE: RESEARCH METHODOLOGY

3.1. Introduction - - - - - - - - - 52

3.2. Research Method Adopted - - - - - - - - - 52

3.3. Population of the Study - - - - - - - - - 52

3.4. Sample and Sampling Techniques - - - - - - - - 53

3.5. Instrument for Data Collection - - - - - - - - 54

3.6. Validity and Reliability of the Instrument- - - - - - - 55

3.7. Reliability of the Instrument -- - - - - - - - 55

3.8. Procedure for Data Collection- - - - - - - - 56

3.9. Procedure for Data Analysis -- - - - - - - - 56

References - - - - - - - - - - 57

CHAPTER FOUR: DATA PRESENTATION, ANALYSIS AND DISCUSSION

4.0. Introduction - - - - - - - - - - 58

4.1. Response Rate - - - - - - - - - - 58

4.2. Data analysis and discussion - - - - - - - - 59

4.2.1. Types of services provided for children in Kaduna State Public Libraries - 60

4.2.2. Stakeholders that provide support for children in Kaduna State Public Libraries- 63

4.2.3. Types of support provided by stakeholder for children in Kaduna State Public Libraries - - - - - - - - - - 66

4.2.4. Strategies for soliciting stakeholders support for children in Kaduna State Public Libraries- - - - - - - - - - 69

4.2.5. The extent which stakeholders support has influenced the use of Public Libraries Services by children in Kaduna State - - - - - - - 72

References- - - - - - - - - - - - 74

CHAPTER FIVE: SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.0. Introduction - - - - - - - - - - - 76

5.1. Summary of the study - - - - - - - - - 76

5.2. Summary of the findings - - - - - - - - - 76

5.3. Conclusion - - - - - - - - - - 77

5.4. Recommendations - - - - - - - - - - 77

5.5. Suggestion for further study - - - - - - - - 79

5.6. Contribution to knowledge - - - - - - - - 79

Bibliography - - - - - - - - - - - 81

Appendix - - - - - - - - - - - 94

LIST OF TABLES

Table 3.1	Total number of librarians in Kaduna State Public Libraries - -	53
Table 4.1	Distribution of the response rate - - - - -	59
Table 4.2	Services Provided for Children in Kaduna State Public Libraries -	61
Table 4.3	Stakeholders that provide support for children services in Kaduna State Public Libraries - - - - - - -	64
Table 4.4	Types of support provided by stakeholders for children services in Kaduna State Public Libraries - - - - - -	67
Table 4.5	Strategies for soliciting stakeholders support for children services in Kaduna State Public Libraries - - - - -	70
Table 4.6	Extent at which stakeholders support has influenced the use of public library services by children in Kaduna State - - -	72

OPERATIONAL DEFINITION OF TERMS

The following are the operational definition of terms for easy understanding

Assessment: Is the process of evaluating the performance and extent of support stakeholders provide for children in Kaduna State Public Libraries.

Children: Children, is a term for everyone under the age of eighteen, using public libraries in Kaduna State.

Information resources: They are items that contain or carry information which include children books, children periodicals, and children audio visual materials provided for use and arranged in a systematic order for easy retrieval in public libraries in Kaduna State

Library services: These include means by which a librarian makes services or programmes available that will entice, entertain and educate the children in Public Libraries in Kaduna State.

Library use:- refers to self reported utilization or non utilization of the library resources and services for independent study, class work, recreational reading and doing assignment by children in Public libraries, Kaduna State

Stakeholders: Stakeholders are those people or agencies that contribute to the welfare of the Public Library in Kaduna State, for example Government, Agencies, N.G.O's, Community Members, Parents, School Heads, teachers, and Children.

Support: Support is providing everything necessary in making Public Library Service for Children in Kaduna State successful through gifts donation either inform of money, resources or services.

CHAPTER ONE

INTRODUCTION

1.1. Background of the Study

The first few years of a child's life are the most critical for shaping the brains development and growth of the child and one of the ways of achieving this is by providing adequate library services for children. Library services for children play a very vital role in enhancing the child's development by providing them with the right access to information and education (Rankin & Brock, 2012). Stakeholders play an important role in the development of children library services. According to Greene (2010) stakeholders are those people or agencies that have an interest in or have some relationship with the library association. It is very essential to identify the right stakeholders because they significantly influence the success of public library service to children. Schamber (2006) stated that, poor use of public library by children has resulted to poor reading habit and poor performance/achievement in their educational pursuit adding that children have been identified as the leaders of tomorrow but the vehicle to get them to the required destination has most times not been fixed to take them there. Children have information needs and the public library is one of the agents designed and saddled with the responsibility of meeting the information needs of children.

Public library is a library in the community that serves the generality of the public without any surcharge. Generally, Public Libraries are accepted as public goods. They are universities of the people since it gives access to every intending member of the public. Akanwa (2010) citing Emenalor defined the public library as a library that provides information resources, services and recreational outlets for the generality of the citizenry, namely, the young, the old, the literate and the non-literate. Aina (2004) also noted that while other types of libraries

are meant for a specific group of users, the public library is not restricted to any group of users. It is expected to serve all kinds of people including young children, people with disabilities or even people who for one reason or the other are incapacitated. It means that the public library is a library for all, and that is why library services to children are placed under its care.

The idea of children's library services being taken care of by the public library is an age long phenomenon. In every public library, there is a space or section mapped out as the children library. In this section of the library, children are served with library resources and programmes that correspond with their ages. Akanwa (2006) defined the children's library as that section of the public library that provides books, extension activities and other educational resources free of charge to all children within a certain age bracket. The public library not only provides library resources and services to children, but also library staffs who supervise and guide them in their choice of books to read and programmes to participate in. The library helps children to discover for themselves by independent study and learning how to read and ask questions (Ikenwe 2014). Library must not only provide the resources but also ensure effective use of the resources by its users. Furthermore in order to attract and hold children's interests to use the Public Libraries, the library must be stocked with many good books which would attract children's interest and enthusiasm to read, mainly books that will catch children's attention, captivate their imaginations, and make them want to return to their pages again and again (Adeleke, 2005). Okiy (2004) corroborated this and posited that for the library to perform its role adequately, its resources must be effectively utilized, thus access to relevant information resources is very necessary.

Elkin (2011) stressed that children need time to read independently every day. Most authorities recommend about 20 minutes of uninterrupted time per day to "get lost in a book".

Akanwa (2013) citing Elster (1994) suggested that parents and teachers should establish a daily "sustained engagement time and make sure children use the public library resources" where all children are expected to be engaged with books in whatever manner most comfortable to them, whether browsing through books, looking at pictures, or reading the books alone or with other children. He further stated that children are more likely to use Public Libraries and actively participate in them when they are physically attractive with lots of play items. Dengel (2004) stated in her article on providing library outreach to a child that children's library equips children with lifelong learning and literacy skills enabling them to participate in society. "By providing a wide range of materials and activities, Public Libraries provide an opportunity for children to experience the enjoyment of reading and the excitement of discovering knowledge and works of the imagination.

As a matter of fact, there is no public library that is well funded and can meet the needs of children without relying on extra findings from other stakeholders. Stakeholders support and assist Public Libraries to procure, render service, maintain and sustain resources that can meet the information needs of children Stakeholder is anybody who can affect or is affected by the library organization and has interest or concern in the children library service. One need that cuts across all the stakeholders is the issue of funding as it makes easy the attainment of the goal when available and makes useless efforts of other stakeholder when it is not available. Thus, the availability of matching funds from stakeholders makes a lot of differences (Bryson, 2004).

Akanwa (2013) citing Curie (2000) specifically pointed out that "the library is indeed the cultural centre for a child which calls for the creation of strong linkages and relations with all stakeholders in the community, such as the local governments, community members, schools, universities, parents, non-governmental organizations and researchers. However, in order to be

relevant and to survive in these changing times, Public Libraries need to create a culture of collaboration and reach out for formal and informal partnerships from stakeholders in their communities to improve the children library services (Hovis, 2005). It has become very important for children to have access to Public Libraries as the library instills a good reading habit in them. Stakeholders however, form an important part of public library success and they need to be informed of the activities of children's section of Public Libraries. The more informed they are, the more interested they would be in supporting and partnering with the children library service. Therefore, in order to instill a good reading habit among children the library service for children should be improved.

In library, the term stakeholder typically refers to anyone who is investing in the welfare and success of a library and its users. Stakeholders may also be collective entities, such as local businesses, organizations, advocacy groups, committees, media outlets, and cultural institutions. In addition, other stakeholders could represent specific groups, such as library associations, Parent-Teacher Organizations, heads, librarians, teachers, students, parents, families, N.G.O.s, agencies, community members, local business leaders, and elected officials such as library board members, city councilors, and state representatives. In other word, stakeholders have a "stake" in the library and its users, meaning that they have personal, professional, civic, or financial interest or concern.

The Association of Library Service to Children (ALSC, 2015) categorized children library stakeholders into primary and secondary stakeholders. They include the following individuals and groups:

- Children of all ages,
- Parents and their surrogates,

- Educational partners e.g. schools, teachers,
- Non Governmental organization and agencies serving children

The secondary stakeholders are individuals and groups in the community who may not reap the immediate benefits of library programs and services for children but who share the passion for supporting children and families, they are:-

- People of influence: Government, Politicians; policy makers and their staff; religious institutions; local service clubs and organizations including Friends of Library groups; and library commissioners, managers and trustees.
- Local government agencies and departments serving children, youth, and families**.**
- Local business people. These community leaders can provide funds or in-kind contributions. They can share their expertise in library activities and programs, help publicize the libraries programs and generally create goodwill.
- Cultural and special interest organizations e.g. museums, arts organizations, science groups and other interest-based groups; they sometimes have resources or can apply for grants when the library cannot.
- Funders and philanthropic individuals and groups**.**

1.2. Statement of the Problem

Children have information needs and one of the responsibilities of the public library is to meet the information needs of children. Children's services need their own library area which should be easily recognizable (special furnishings, decoration and colours) and distinct from other parts of the library. In every public library, there is a section mapped out as the children library but these children section do not have adequate services or programmes that will attract

the children to use the public libraries, as a result the children section of the public library is highly underutilized, and these has resulted to poor reading culture, increase in examination malpractice and poor performance in examination. This is because government has not provided adequate funding for the running of public libraries. Ajegbomogun and Salaam (2011) reviewed the state of Public Libraries in Nigeria and concluded that the problems facing the libraries are lack of financial support, lack of adequate infrastructure and facilities, unqualified personnel and lack of resources.

Public Libraries need to launch new and sustained initiatives to generate fund and solicit information resources, this calls for the creation of strong linkages and relations with all stakeholders, stakeholders plays a very vital role in supporting the children library services. According to Greene (2010) stakeholders are the people that control the definition of success. The present day financial realities have made it impossible for the children services of public library to do it all alone if they must meet the 21st century standard. Collaboration with relevant stakeholders in donating funds and other information resources is however needed to improve the children's library service in order for them to patronize and use the library. In the light of this, it is therefore, considered necessary to identify the extent to which stakeholders support the children library service in Kaduna State.

1.3 Research Questions

The following research questions were formulated to guide the study:

1. What types of library services are provided for children in Public Libraries in Kaduna State?
2. Who are the stakeholders involved in supporting Public Library service for children in Kaduna State?

3. What support do stakeholders provide for children in Public Libraries in Kaduna State?
4. What are the strategies used for soliciting stakeholders support towards improving the Public Library services for children in Kaduna State?
5. To what extent has the stakeholders support influenced the use of Public Library services by children in Kaduna State?

1.4. Objectives of the study

The research has the following objectives:

1. To find out the types of services provided for children in Public Libraries in Kaduna State.
2. To identify the key stakeholders involved in supporting children's Public Library services in Kaduna State.
3. To identify the type of support stakeholders provide for children in Public Libraries in Kaduna State.
4. To identify the strategies implored towards soliciting stakeholders support for improving Public Library services for children in Kaduna State.
5. To find out the extent to which stakeholders support has influenced the use of Public Library services by children in Kaduna State.

1.5 Significance of the study

Public Libraries are significant institutions in the development of an individual, a state and the country at large but are now constrained by budget cuts and economic recession. The study reveals the extent to which stakeholders support the use of public library services for children in Kaduna state. The study will be significant to Stakeholders, Librarians, State

Government and Children, the findings of the study will be of great importance to librarians working in public libraries, this will help them identify the relevant stakeholders and map out strategies on how to solicit stakeholders support in improving the children library services.

The study would serve as a guide to state government in policy formulation and development on strategies to ensure appropriate support for public library services for children in Kaduna State.

In addition, the study would serve as a feedback mechanism to all stakeholders in Public Libraries in understanding their role in the provision of support for children library services within Kaduna State and beyond. The study would also contribute to the improvement and provision of adequate library services for children in other to improve their cognitive skills

Finally, the study would contribute to the depth of literatures on stakeholders support for children library service.

1.6. Scope of the study

This study focuses on the Assessment of Stakeholders Support for the Use of Public Library Services by Children in Kaduna State. The study was only limited to librarians in charge of children section, the libraries to be used were all the Public Libraries within Kaduna State

.

1.7. Limitation of the study

Just as every research entails challenges and limitation, this study is no exception. The major challenge was the time frame within which this research was carried out, presented and defended, proximity and logistics in which to cover all the Libraries in Kaduna State.

References

Adeleke, A.A. (2005). Current Provision, Future Trends and Challenges" In *Library Services For Children And Young People: Challenges And Opportunities In The Digital Age*, Facet Publishing, London, pp. 1-27.

Aina, L.O (2004) "The Changing Shape Of Reading - In *Library Services For Children And Young People: Challenges And Opportunities In The Digital Age*, eds. C. Rankin & A. Brock, Facet Publishing, London, pp. 39- 48.

Ajegbomogun, F.O. & Salaam, M.O. (2011). "*The State of School Libraries in Nigeria*", *PNLA Quarterly*, [Online], vol. 75 Retrieved from:https://www.academia.edu/3253775/The_State_of_School_Libraries_in_Nigeria. Accessed on 10/09/2015.

Akanwa, P.C. (2006) Children and Young People's Reading Habits and Preferences: *The Who, What, Why, Where and When.* [Online] Available: retrieved from http://www.literacytrust.org.uk/research/readsurvey.html Accessed on Sept, 2014

Akanwa, P.C. (2013). "Public Library Services to Children in Rural Areas", *Library Philosophy and Practice*, [Online], . Retrieved from:http://digitalcommons.unl.edu/libphilprac/1029. Accessed on 10/09/2015.

Akanwa, P.C (2006). Busayo, I (2011) The School Library as a Foundational Step to Children's Effective Reading Habits: *Library Philosophy and Practice.* Retrieved from http://www.webpages.udahou/-mbolin/busayo-reading.htmls,Accessed on 10th feb. 2015

Akanwa, P.C. (2010). The School Library as a Foundational Step to Children's Effective Reading Habits: *Library, Philosophy and Practice*. htt//www.webpages.udahou/-mbolin/busayo-reading.htmls (accessed on 10th feb. 2015)

Akporhono, James (2005). "Economic hard times and public library use: A close look at the Librarian's axiom," *Public Library Quarterly*, volume 7, numbers 3–4, pp. 61–70.

America Library Association ALA (2015). *Identify Key Library Stakeholders an Initiative of Association of Library Service to Children*. Retrieved from http://www.ala.org/everyday-advocacy/engage/identify-key-stakeholders accessed on 9th Nov. 2015.

Association for Library Services to Children and Public Library Association (2011), May *Every Child Ready to Read Sneak Peek Webinar*. Retrieved from http://www.everychildreadytoread.org/sneak-peek-webinar.

Birdi, B. (2012). "The Changing Shape of Reading - the 21st-Century Challenge" in *Library Services for Children and Young People: Challenges and Opportunities in the Digital Age*, eds. C. Rankin & A. Brock, Facet Publishing, London, pp. 39- 48.

Bryson, J. (2004). What To Do When Stakeholders Matter. Public Management Review, 6(1), p. 21 Retrieved from www.hhh.umn.edu/people.jmbryson/pdf/stakeholders-identification-analysis-techniquespdf

Busayo, I. (2011). The School Library as a Foundational Step to Children's Effective Reading Habits *Library, Philosophy and Practice* Retrieved from htt//www.webpages.udahou/-mbolin/busayo-reading.htmls Accessed on 10th feb. 2015.

Daily Trust (2014). Fear, Cause of Mass Failure in Maths: National Newspaper (Nigeria), 30th October, 2014, pp61

Dengel, M. Davis (2009). "Challenges to Sustaining Library Technology in a Tough Economy," *Public Libraries*, Volume 48, Number 4, pp. 12–17.

Dowd, F. (2007). Repositioning School Libraries in Nigeria: The Catalyst for Promoting Reading Habit Among Primary and Secondary School Students. *Library Philosophy and Practice*. Retrieved from www.urillib.unil.edu/../adebayo-oyeronke.htm. accessed on 16 December, 2011.

Elkin, J. (2011). "The User of Tomorrow: Young People and the Future of Library Provision." In *Libraries and Society: Role, Responsibility and Future in an Age of Change*, eds. D. Baker & W. Evans, Chandos Publishing, Oxford.

Elkin, J. and Kinnell, M. (2000). "Introduction: Children's Libraries for the Next Millennium" in *A Place for Children: Public Libraries as a Major Force in Children's Reading*, eds. J. Elkin & M. Kinnell, Library Association Publishing, London, pp. xi-xxi.

Federal Republic of Nigeria (2004). National Policy on Education 4th ed. Lagos, Printing Division, Federal Ministry of Information.pp.6-7, 47.

Gayle, C. (2010). *The Importance of Parental Involvement in Reading Skill Activities for Your Child* Retrieved from: http://ezinearticles.com/?The-Importance-of-Parental-Involvement-in-Reading-Skill-Activities-For-Your-Child&id=3836784. 29th October, 2014

Gotan, Gabriel (2009). Partners for the future: Public Libraries and Local Governments Creating Sustainable Communities. Chicago: Urban Libraries Council.

Greene, Colleen (2010). *Identifying Your Key Stakeholders in a Library Website Redesign Project,* Retrieved fromhttp://www.colleengreene.com/2010/10/15/identifying-your-key-stakeholders-in-a-library-website-redesign-project/Accessed on 15th June, 2015.

Ikenwe, J. A. (2014), "The Vital Role of Play in Early Childhood Education," in *All Work and No Play: How Educational Reforms are Harming our Preschoolers*, ed. Sharna Olfman

Lonsdale, R. (2000), "The Role of the Children's Library in Supporting Literacy" in *A Place for Children: Public Libraries as a Major Force in Children's Reading*, eds. J. Elkin & M. Kinnell, Library Association Publishing, London, pp. 19-32.

Mustard, J.F.(2006), Experience-Based Brain Development: Scientific Underpinnings of the Importance of Early Child Development in a Global World. *Pediatrics& Child Health*, November, 2006; Vol. 11(a), p.571-572. Retrieved from: http://www.ncbi.nih.gov/pmc/articles/PMC2528649/-Accessed on 15th June, 2015

Neuman, F. (2009), *From Early Child Development to Human Development*, Washington D.C.;The World Bank. P.52.

Ogboma, M. (2010), *Promoting a Reading Culture* Retrieved from: http://www.questatrica.org/readingcultrue.aspx Accessed on 09 November, 2011

Okebukola, F. O**.** (2004), Reading: Key to Lifelong Development. A Key Note Address Delivered at the Workshop on *Readership Promotion Campaign* Organized by the National Library of Nigeria.

Pianta, R. (2006), The Reading Habit: A Missing Link Between Literacy and Libraries Retrieved from www.pugbual.com/ooo/general/libraie/literacy/services/READRAB Accessed on 16 December, 2011

Rankin, C. & Brock, A. (2012), "Library Services for Children and Young People – an Overview of current provision, future trends and challenges" in *Library services for children and young people: challenges and opportunities in the digital age*, eds. C. Rankin & A. Brock, Facet Publishing, London, pp. 1-27.

Schamber, L. (2006), *The Role of Libraries in Literacy Education* Retrieved from: http:// www.libraryinstruction.com/literacy.education.html Accessed on 09 November, 2013

Spink, A.S. (2000), Are Parents Investing Less Time in Children? Trends in Selected Industrialized Countries *CRISP'S Policy Brief* Retrieved from: http://www.unb.ca/crisp/pfd/brief-parents-time-use-pdf-. Accessed on 29th November 2014

The Nigerian Tribune (2010), Lack of Reading Culture, Nigeria's Major Problem: National Newspaper, Thursday, 18 March, p. 31.

Udoh, Ilomechine Q (2008), The Significant of School Libraries in the Educational Development of Student the Case of Novena University Staff School, Kwale, Delta State, Nigeria *Library Philosophy and Practice*, ISSN 1522-022

UNICEF (2005), Early Childhood Development Kit. Guideline for Caregivers, Retrieved from: http://www.crin.org/docs/early%20childhood%20development%20kit.pdf.

Wells, R. (2007), *What the Experts Say*. Retrieved from: http://rosemarywells.com/wp-content/uploads/2009.../What -the-Experts-Say.pdf Accessed on 15th December, 2014

CHAPTER TWO

REVIEW OF RELATED LITERATURE

This chapter examined the existing literature as it relates to this study. The study focuses on the use of Public Libraries by children in Kaduna state. To achieve this, it is appropriate to .explain conceptual framework which would be addressed, analyzed and synthesized based on other researches in the area. The review will be carried out under the following headings:

2.1 Public Library Services for Children

2.1.2. Public Library Information Resources for Children

2.2. Stakeholders Support/Collaboration for Children Public Library Services

2.3. Role of Relevant Stakeholders in Providing Information Resources and Services for Children

2.3.1. Library Managers

2.3.2. Parents

2.3.3. Friends of the Library/Alumni

2.3.4. Private Organizations and Agencies

2.4. Strategies of Improving and Funding the Children Library Services

2.5. Influence of Stakeholders in the Use of Public Library Services by Children

2.6. Utilization of Public Library Resources and Services by Children

2.7 Summary of the Review

2.1 Public Library Services for Children

Library services are various activities that are performed in an organized environment in the interest or for the benefit of others. Agu (2006) reported that library services are described as the professional guidance offered to users and further stated that these services vary in

accordance with the type or category of both the library and library users. According to IFLA (2003) library and information service for children are lending of materials, offering information and reference services, helping children select materials, involving children in the selection of materials and development of library services, offering training in library skills and information literacy, doing motivating activities (reading promotion), offering creative programming and storytelling, educating parents and caregivers, providing reference and training for caregivers, pre-school teachers, school, teachers and librarians, co-operating with and supporting community organizations and institutions.

Hassan (2009) stated that library services are intended to assist and benefit the children. He stressed that the children's library does not operate the same way adult libraries do, the services that go on in children's section of Public Libraries are as varied and interesting as the personnel in the place, the library is a partner in the education of a child. Akanwa (2013) observed that extension service for children in public library is very important and much is expected of the public library that serves children than the mere introduction of effective literature to them, stating that since a lot of children are not in the ready habit of reading, the children's librarian has to add the task of enticing the children to books; these services are not directly connected with books, but can be used to entice children to books. These services are grouped in two broad areas weekend and holiday programmes (Nwabara 2010). Weekend programmes are the activities that children participate in on Saturdays. These programmes are usually short and snappy and do not require much time to plan them. They are story hour, reading of poems, recitations, and jig saw puzzle, identifying colours and numbers, display of models etc. Holiday programmes are those that require much planning and they take longer time to organize. These programmes are; drama, reading competition, quiz competition, book talks,

puppet making, crafts display, display and exhibition. These services usually attracts children to the library and while in the library they would be involved with other activities that would make them permanent users of the library. Chijioke (2012) who discovered that reference services are the major services provided for children in Public Libraries in many Public Libraries in Nigeria, Nwabara (2010) and Ugboma (2012) disagreed and stated that Public Libraries provide other services such as quiz/debates talk, film show, story book talk hour, essay poem and seminars for children in Public Libraries.

According to Ugboma (2010), librarians must line up various services such as library weak, storytelling, craft making, Film shows, Puppetry, Talks, Book exhibition and Book talks.

Library week: The reason for all these services is to promote the objectives of the library which is to bring the library alive to the children, and to make them library users; both as a child, and as an adult in the society. If the library is made to occupy a significant place in the life of a child, he or she would grow up with the concept and significance of a library permanently etched or imprinted into him/her. A low-cost effective strategy organized so that children and adolescents can talk about the interesting books they have read. They could describe characters and bring out similarities in many characters. The librarian cold read to them or each child in turn. A librarian could pick a book and talk on it; stimulate interest in the book and ask children to read book and come back for further literacy analysis of the book. (Ugboma 2010)

Story-talk Hour: according to Clark (2005) most public libraries organize this services for the evening of weekday for Saturdays. Story telling is not new to some children who already have the opportunity at home. Story telling is a universal activity as old as time itself. This activity is important for children mental and emotional development. Our traditional folk talk tales and

legends from different parts of the country could be used which would appeal to young people's sense of adventure and imagination which would stimulate love for reading African authors.

Creative Activities or Creative Writing: This is activity that involves the creativity of the child. Children are encouraged to create puppets, either with paper, or clay. Puppets can be used to act in a story. Baker (2007), established a reading writing connection which helps children to learn at all levels. She is of the opinion that writing comes naturally once it is preceded by reading. It is therefore, followed logically that a good reading habit is a precursor to good writing. After a reading aloud session, or a story telling session, the student could be asked to write a short story or a different ending to the story they were told or read to. This would provide wonderful stimulus for children's reading.

Clubs: The children librarian could introduce formation of clubs within the library set up. The clubs could be centred on hobbies of children like stamp collecting. The library's role here, would be, to provide all reference and information materials for the chosen hobby. The club members would then build on the information with the assistance of the librarian. In this way, they get to know the role of the librarian in both their recreational and educational lives. Examples of clubs**:** Stamp collection club, Friends of the librarian, Literacy club and Picture collecting club. Quality Education for Social Transformation (QUEST 2009), reporting on a range of projects to promote a reading culture among young people in Africa, cited the success of the Minds Across African Schools Club (MAASC). The project promoted reading in English through the distribution of suitable reading materials and the provision of an informal interaction forum which led to improved reading and writing skills among the children. In the course of their interaction, the librarian exposed the children proper to library and information seeking skills.

Drama: Drama presentation can be light or heavily involved. During the story telling hour, children would act certain parts in the story. Drama could also be organized, where the children take home and learn their parts properly. The drama could be presented during end of the year activities or special occasions in the school. While providing entertainment, drama sharpens hidden talents of the child (Kupetz 2003).

Mobile Reading Tents: Udofia (2009) suggested that once in a month, on Saturdays or during the long vocation, tents could be pitched in a school or strategic play ground with a lot of prior publicity and fun fare. Here under the supervision of a certified librarian, the library Information and knowledge management books are made available for reading, story-telling session, drama presentation based on theme from books which have been read, impromptu speeches, book talks and read in turn with prizes could be organized. The options available are as varied as the librarian's imagination. There is no stereotype. Volunteers such as parents could assist the librarian.

Collection Development In order to create a culture in which all children are encouraged to be avid readers, Clark and Foster (2005), advocated for consultation with children to learn of their interests and have to ensure that the range of reading materials available in the public library reflect these interests. This is in recognition of the fact that a wide range of reading materials would encourage children to read. There can be breach of traditional protocol to include the children in the planning and delivery of reading and other library service, offering them and school teachers the opportunity to select reading materials for the library collection. This of course should be based on a collection development policy which ensures that larger percentage of the stock consists of curriculum- related fiction/non-fiction resources. UNESCO (2009), cited in Shabi and Udofia (2009), suggested that the smallest library should have at least 2, 500

relevant and updated items to ensure a wide balanced book stock for all ages abilities and backgrounds

In emergent literacy techniques, children are encouraged to tell their own "stories," "write" their own ideas, and perform their own "dramas" as a way to foster their early reading skills. Dowd (2007) recounts how many Public Libraries have rethought their preschool programs to incorporate emergent literacy techniques through the use of "lapsits" and community family literacy programs. In a toddler story time, children's librarians focus less on colors, shapes, and letter recognition than on opportunities for children to talk. Dowd offers additional insights into how librarians might incorporate emergent literacy techniques: "Diala-story" telephone access might encourage children to listen; children could audiotape their own stories; and a supply of crayons and markers at the end of story time might encourage children to draw or write about their literacy experience.

2.2.1 Public Library Information Resources for Children

The key to building a strong collection for children of this age is having books that reflect their interests while building their reading skills. Gana (1992) includes everything that is used in providing required services to children as library resources, resources such as story books, children DVDs/CDs, toys and other information resources, are provided for children while books and videos on child development, baby care, pregnancy, health, play and helping children with school work are made available for parents to use in the children section.. Sharkey (2011) in a survey for library service for children in Kenya highlighted that children information resources include picture books, story books, Illustrated storybooks, graded or leveled readers, easy chapter books, books with short easy to read chapters, Children's novels, Non-fiction books both for school support and general interest, audio visual material such as videos and audio

books, comics and graphic novels, and cartoons. He further stressed that the resources for children should be bright and attractive and should have many pictures and larger text.

According to IFLA guideline (2003) information resources for children in Public Libraries should include a variety of developmentally appropriate materials in all formats, including printed materials (books, periodicals, comics, brochures), media (CDs, DVDs, cassettes), toys, learning games, computers, software and connectivity. Public library materials offer children with information, enjoyment, knowledge of the wider world, understanding of other people, their behaviour, cultures, situations, opportunities to develop vocabulary, speech and language skills, support for both formal and informal education. Glenor (2012) in her survey indicated that children collection also includes almanacs, dictionaries, encyclopedias, directories and databases. Ugboma (2010) stated that public libraries throughout the country have worked over the decades to "direct educational resources, human and material, in the libraries of the country toward helping every child, young person, and adult to learn to speak, read and write.

Weibel (2002) in his survey use of library by children in promoting literacy stated that the librarian is also a resource person who also serves as a "reader advisor" by suggesting and interpreting resources in the library. In addition, the library offers learning facilities and materials and promotes public discussion through the resources in their collections. Public Libraries have been particularly involved in promoting literacy in recent years as research has highlighted the growing problem of illiteracy in Nigeria (Achebe 2008). A growing awareness of a workforce unable to read well enough to perform jobs in a highly technological society has spurred many libraries to link with schools, businesses, and local volunteer groups to provide materials, referrals, and professional expertise on literacy. Research shows that it is particularly crucial to develop literacy skills during the early childhood and elementary school years.

Reading probably accounts for about one third of a child's annual vocabulary growth (Anderson, 2005). This in turn leads to substantial use of library resources leading to greater school achievement.

Information Communication Technology (ICT) are very essential in the children's library, but it is disheartening to know that Public Libraries in Nigeria have not included ICT in their programme of service for children. Akanwa (2010) citing Uzoigwe (2002) noted that libraries of the developed world have long embraced ICT in the provision of services to their children, stating that Public Libraries should endeavour to provide ICT to children because it would help them to serve the children better by providing them with current information and new trends in children's library work.

(Pattee 2008) points out that those children from environments lacking in rich language experiences such as reading resources have the public library in place for them to use to enhance their educational development. According to Griffith (2006) children who start out slowly in tests of literacy skills often fail to catch up, thus falling further behind in school achievement. Exposing children to the use of library resources and early literacy learning is critical to change the trajectory of academic failure that begins in early childhood and continues to spiral downward throughout later childhood and adulthood (Neuman, 2006). Public Libraries are well-positioned to expose children to great quantities of print and meaningful language opportunities during the crucial preschool and elementary school years. Research shows that children need exposure to a wide variety of high-quality books of various topics, genres, and perspectives in order to acquire literacy skills which the public library have made available for use by children. Also, children need books that reflect the diverse and multicultural nature of our society that is books in which they can see themselves and others like them (Neuman, 2000).

A growing body of research examines the widening gap between children who use the library and have access to reading materials and those who do not. “Access” has been given as a potential reason for differences among children’s interactions, behaviors, and ultimately, achievement in school and life. Much research into parental involvement in children’s reading achievement, for example, has focused on the individual parents’ attributes (i.e., children of low-income households, single parents, and poorly educated mothers essentially add up to large risks for reading, and ultimately, school failure; (Griffith, & Gough, 2006).

2.2 Stakeholders Collaboration/ Support for Children Public Library Services

Elbert (2010) investigated the perceptions of various stakeholders on Public Libraries and stated that when heavy budget cuts were threatened, affecting, for example, the book fund, staffing, outreach, or reader development work it is very important to find other means in generating funds for the children library service and this involves soliciting for support from other relevant stakeholders. She further conducted a study on a “Fresh Look at Public and Leadership Attitudes About Libraries in the 21st Century” initiated by Public Agenda in 2006 in the USA. The study revealed that the public believes in the importance of Public Libraries in future and a strong majority said that if their public library were to be shut down, they would feel that something essential and important has been lost, affecting the whole community. Therefore, they would do anything as a stakeholder to support and make sure the library is functional and this includes the children library section. The study further pointed out that people believe their communities must have well-functioning Public Libraries in order to be healthy and strong. Moreover, 71 percent of the respondents said that libraries spend public money well and half of them stated that they would agree with increased taxes in order to support their local library. The study concluded that the public library is a very important institution in the community and

community members being part of the stakeholders of the libraries are ready to support the Public Libraries to function well (Public Agenda, 2006). According to Sampson (2009) and Safiya (2007) Public Libraries in South Africa have several stakeholders though the government is the primary stakeholder. Safiya (2007) disagreed and stressed that the educational institutions and book authors were major stakeholders of Public Libraries. However, the low frequency recorded in other stakeholders such as religious institutions, volunteers and parents could be as a result of lack of awareness and little understanding on the importance of the library and their roles as agents of mass education (Barshan, 2014).

According to Clay (2009), library managers must plan and line up various activities in the children section of public library collaborating each activities with an agency in the community. The failure to adequately plan for these collaboration with other agencies in the community will dovetail into other problems. First, there is lack of understanding of what the public library does. Clay (2009) argued that proper planning would lay a better foundation whereby each agency knows what to give and what to gain in the partnership. Planning would also have ensured that each partner knows boundaries so that no one would usurp any partners position of or function. Clay (2009) included lack of commitment, adequate staff, shared vision and common goals as impediments to successful collaborations of Public Libraries within their communities. This planning process would have entailed the formation of committees comprising of the public library staff, administrators of primary and secondary schools, teacher librarians and officials of the State Ministry of Education. This certainly would have ensured a firmer understanding and less awkwardness in the relationship that would be formed.

Many partners are involved in developing the children library services of public library. In order to develop and maintain a good children library resources and services, the theoretical

overview emphasizes a strong collaboration and support among parents, teachers, government, private sector, and civil society organizations. Partnership take time to mature as partners understand themselves. Despite problems and challenges encountered, collaborations with personnel's, groups, agencies and schools in the community are necessary for children public library services.

Collaborations and support are needed between libraries not just to save cost but also for libraries to be able to meet the plethora of ever mutating information needs of their users and maintain their relevancy within the communities they serve. It is important for Public Libraries to collaborate with media agencies as they help to create publicity and awareness on the events happening in the children section of the public library. A spelling competition organized by the children section of public library with attractive prize would attract a wide range of attention from the general populace if aired in the media houses. This reinstates the view of Morden (2003) that libraries, when partnering with media outlets, should recognize the needs of the latter and that they are into the business of publicity. However, a non government organization upon watching the broadcasted spelling competition, may offer sufficient funds to the library board to organize more spelling competition with a provision that all the Public Libraries in the state can participate

Due to the obvious overlap between public and school libraries goals, objectives, clientele and the type of information services provided collaboration between the two types of libraries is most feasible and expedient. Cooperation between the public and school libraries are often prompted by the public libraries trying to fulfil its traditional role of making information available to all in its community (Murray, 2004). It has been pointed out that the public library

has to visit the school where the kids are to enlighten and create awareness on the importance of visiting children section of Public Libraries.

> *Educational focus is a shared role and goal of schools and Public Libraries and is one of the most critical factors in rationalizing the need for cooperation and collaboration between the two. In today's information rich society, both types of libraries can provide resources to complement students curriculum and literacy needs (Fitzgibbons, 2000. P. 11)*

Collaboration and support between school and Public Libraries in Nigeria is most expedient considering the fact that according to (Ayorinde, 2005), there are a few schools with anything called libraries and even where one sees a school library it is often a collection of books locked up in the principals office. This has been attributed to lack of space in schools meager or non existent funding (Fakoya 2002) and low number of teacher librarians (Adeyemi, 2001). Okoye (2000) in reaffirming this observation went on further to note that;

> *40 – 60 percent of secondary schools have no library's, while 70 – 80 percent of primary schools have neither a room or a building set aside as the school library. Books which the government donated are stored in the office of the head of the school and are never displayed for reading (p.122)*

The Federal Government had though, in the National policy of Education (1998) stated that schools should have functional libraries and provide for the training of librarians to work there. LaMaster (2005) pointed out that territorialism or 'this is mine and that is yours is an issue that must be dealt with in the partnership between public and school libraries. According to her, creating of joint mission statements and shared goals of achieving better grades for students through improved reading skills will help the collaboration and support between the two types of libraries move forward smoothly. Busayo (2010) citing Williams and Grange (1989) surmise that funding, time, attitude of the operators of the partnership and access are obvious impediments to collaborations between the public and school libraries. These challenges not withstanding

Busayo (2010) holds strongly that the library has a significant role to play and can help address the alarming failure rates of candidates in qualifying examination in Nigeria.

Can the public library partnering with the school libraries make a difference in student achievement? (Smith (2004) affirms that the school/public library combinations are particularly well suited for partnerships because the library can help students read better and if they read better, they will do better in schools. For the reading skills of students to improve so that they can study, and improve their grades, they need to read to have access to books that may or may not be on their reading list and the library is the only place they can have such an access. Small (2008) and Lance (2001) in their different studies agreed that libraries contribute to the academic achievements of school age children more than other factors which may include experience of teacher, class size, number of computers available and the location of the given school. Cullinan(2000) believes that libraries do not make vital contributions to student learning however partnership between Public Libraries, school and other stakeholders are necessary if school library programs are to be effective in encouraging reading and academic achievement amongst students

A public library is only as vital as its host community perceives it to be. Non usage of its facilities implies that the community did not understand what they stand to gain by making use of the information resources in the library, the library leadership decide not just to focus on collections and circulation but to reach out to create relationship that would enable the library to form collaborations within its community so as to be able to fulfill its functions especially amongst children of school age. The partnership would aid in providing more opportunities for the community to understand what the library is doing presently and what it could do in the future

2.3. Role of Relevant Stakeholders in Providing Information Resources and Services for Children

Stakeholders play an important role in the development of children library services. According to Greene (2010) stakeholders are those people or agencies that have an interest in or have some relationship with the library association. It is very essential to identify the right stakeholders because they significantly influence the success of public library service to children. Stakeholders are persons or organizations (e.g., customers, sponsors, the performing organization, or the public), further stating that Stakeholders are the people that control the definition of success. Bernard (2014) discovered that the government are the major stakeholders of Public Libraries and they provide the financial resources needed in managing the Public Libraries. Damian (2013) further stressed that in his study he discovered that among the various support renders by other stakeholders, donation of children information resources was the major support renders.

2.3.1 Library Managers

Library managers play important role in reviving the children section of public library because they are the one's involved in generating, defending and justifying the public library funds and creating a good mutual relationship with relevant stakeholders that would support the children library services. Library managers are those who employ the management techniques in effectively directing, planning, organizing, staffing, coordinating, budgeting, and evaluating the library's operation. Gordon (2005) indicate that library managers are responsible for work schedules, employee evaluations, training, and managing budgets. They also oversee the condition of the library facility and services and involve local neighborhood groups in developing the children public library projects were there assistant is needed. According to her,

Library Managers include Head Librarian/Director, Department heads, Branch managers, and Assistant/Deputy/Associate directors, and are typically middle managers responsible for the operation of departments or other functional areas such as all library branches. Panchon (2008) stated that library managers play important role in attracting children and other users into Public Libraries.

OCLC (2008) investigated the willingness of politicians and other relevant stakeholders in supporting public library services to children and explored the reasons why stakeholders do or don't support library services. The study found that most library managers do not market and involve people in the community who would support the library and the study highlighted great lack of awareness by local stakeholders regarding library funding challenges. Data showed that library support is only marginally related to visiting the library and therefore advocacy campaigns have to be focused on other groups than the library users. The researches proved that library managers have to lobby, solicit and campaign for stakeholders to support the children library service. An additional strong motivator directly related to the level of funding support is the belief that the library is a transformational force in people's lives. The survey of library managers indicated that they are supportive of the library service but not fully committed to increasing funding public library service (OCLC, 2008).

Public library is to serve its users at any point in time and to do this effectively, there should be quality information in terms of its relevance, currency and accuracy that would meet and satisfy user's needs. If the library managers fail to meet the information needs of users, then effective services have not been rendered. In other words, the children and other library users must be satisfied with the services rendered by Public Libraries (Abagai 2009). Goulding (2007) opined that "satisfaction of user's needs and attention to their complaints must be the

guiding principle for public library". The children library managers should re-design its services as most statistics on the use of the library was declining (Song, 2009). "Too many times library planning has resulted in the creation of structures that dictated how children must use the library and consultation enables library management to determine what children really want which would help public library design and refine services in children's expectations, monitor service and identify service problem (Morris, 2002) . Lack of interest and awareness appear to be the main factors keeping stakeholders and children away from public library making them have no desire interest or need to use public library services meant for them (Goulding, 2007).

2.3.2. Parents

Parents are key in determining whether or not their children will be library users (Arts Council England, 2014: 22). A study by Clark and Hawkins found that the most common reason for not using Public Libraries given by 8 – 16 year olds was that their family did not go to the library, and research by Clark and Rumbold found that children from homes where books and reading are valued are more likely to continue to be readers (Department for Education, 2012: 6). parents serve as motivators for library use by being personal examples and encouragement for their children (Usoro, 2008; Every Child Ready to Read, 2010). It has also been found that a number of factors serve as motivator for children's interest in reading and enhance the use of library resources. These include home environment as represented by parents (Dent and Yannot, 2005 as reported in Busayo, 2011; Every Child Ready to Read).

Just as parents can positively influence their children they can also negatively influence them. Parents who enjoy reading, who provide rich literacy environments and resources for learning and who display positive parental attitudes can promote literacy in their children. On the

other hand parents with negative attitudes have difficulty in fostering children's reading abilities and often see reading as a functional tool rather than something to participate in for pleasure (Chiu &Ko, 2005).

Paratore et al. (2011) maintained that parents are the prime sources for early literacy development and inculcation of good reading habits among children, thus making them avid, willing and responsive readers through interactions with them in the first months and years of life. It is indeed believed that much of what children learn is learnt at home (Bettelheim &Zelan, 1982; Morrow, 1995; Spreadbury, 2002). Parents need to work cooperatively with schools and teachers to link young children's needs at home with those in school. Additionally, Paratore et al. (2011) in their research on supporting early and later literacy development at home and at school attribute children's literacy development problems to the inadequate attention in their early years to various literate behaviours that exert influence on both the beginning and later phases of children's literacy development. In brief, it is important to help children get motivated to learn to read and to remain engaged in the process of becoming literate both at home and at school, and beyond. For the process to be effective, parents should take opportunities to read with their children, tell and talk about stories, say nursery rhymes and sing songs because children learn best by observing, practicing, and doing things with parents, peers, or siblings. In a study on sibling negotiations and constructions of literacy events in Tanzania, Frankenberg, Holmqvist, Rubenson and Rindsted (2011) also highlighted the important role played by older siblings as models of literate behaviours to younger siblings in the transition between home and school. However, in the present study, the parents' role modelling practice is often marred with difficulties since they themselves did not see or observe their parents, peers or siblings engaged in some of these literacy activities.

2.3.3. Friends of the Library/ALUMNI

Friends of the libraries are men and women outside of the library itself who are interested in its welfare, who relies its importance and who help to interpret it to others. According to Sampson (2007) friends of the library are non profit organization whose members have banded together with the common goal of helping a specific library. They often volunteer their time or resources on behalf of that library. They can also be seen as groups of laymen working together to supply, as fare as possible, continuing needs which cannot be provided through regular channels. In times of strain and stress when the library needs support for its program, the 'friends' can be a staunch army ready to come to its aid and defend it against those who might curtail its activities and thwart its growth. Friends of the library can support the library as follows:

Fundraising: This can take many forms, friends group might sponsor special event such as author's book talks, or plays, or musicals, they can run book sales; they can spearhead community wide campaigns to gather donations for special needs; they can purchase and then resell library related items such as card cabinets, computer systems, library software or catalogue cards; they can donate library building that is stocked with state of the art facilities or any number of other ideas (Damian 2013). Fundraising by the friends is accomplished with the knowledge of the library board of trustees and the library director. The friends group within the community will decide what activities or items they would like to support, but the decision is made in conjunction with the library director and trustees to ensure that library priorities are met (Bernard 2014).

Friends of the library can be especially helpful when they advocate for libraries. As individuals, they are often in a position to be influential in lobbying, demonstrating citizen

support for the library. They can share information about the library, its plans and its needs as they participate in other social organizational activities. As an organization, community members can speak powerfully for library budgets, library legislation and other issues.

Volunteerism

In some developed countries like Washington State there are over 150 friends groups whose members volunteer thousands of hours of their time, skills and knowledge to support their local libraries. Friends groups have undertaken many creative projects to help libraries. They have raised funds to help support building or remodeling a library facility or to underwrite special library programs. The proceeds of their book sales have contributed funds to purchase new library materials. They have volunteered to assist library staff with children's programs, shut – in services, or special projects.

The friends of library movement in the United States (Folusa) is well established and has taken a permanent place in the development of library service in that country. However, friends of libraries are an American phenomenon which developed from the structures of society and librarianship in the US during the early part of nineteenth century. The first known friends of a public library groups was established in 1922 at the Glen Ellyn free public library in Illinois, and at the reading public library in the state of New York. By 1960, 500 groups were in existence throughout the US. Today some 2,600 groups are spread throughout America with a membership of 1.5 million. In Australia, the first FOL group was established in 1932 at the then public library of South Australia. Presently, over 140 FOL groups are operating throughout Austraia with membership of around 6,000 (Folusa website)

Ferguson (2008) described friends of the library as a group of people voluntarily associated to assist the library in its work by

i. Encouraging communication between the community and the library

ii. Promoting the use of the library by all groups in the community

iii. Enhancing the social, cultural, and educational role of the library to clientele and users of the library

iv. Protecting and encouraging sources of funding

v. Assisting with developing and maintaining library services for the benefit of all

Friends of the library are groups and individuals that help to preserve, support and strengthen libraries throughout the U.S. friends of the library members consist of enthusiastic library supports who believe in the importance of libraries as the social and intellectual centers of communities. Members consist of individuals who use libraries, people who organize library fundraisers to foster development, and influential community members that help govern libraries across the nation.

The purpose of friends of library is not only to raise money for the library, but also to create awareness and appreciation for the library within the local community. Reed (2009) asserted that friends can also be instrumental in lobbying politicians and informing the public about legislation that may be beneficial or detrimental to their library. So friends of the library must be appreciated. The library management must spread the word to local media, utilize social networking channels, post announcement on the library's website, create flyers to post on community bulletin boards, sent email announcement to friends of the library and ask them to help spread the work. All these efforts would help increase the success of fundraising campaign and in spreading the word for the library's cause. After all, a library is not just a place to check out books, it's a place to gain knowledge, a place for information exploration, and a social gathering where people can enjoy spending time together.

In Washington State there are over 150 friends groups whose members volunteer thousands of hours of their time, skills, and knowledge to support their local libraries. Friends groups have undertaken many creative projects to help libraries. They have raised funds to help support building or remodeling library facility or to underwrite special library programs. They have volunteered to assist library staff with children's programs, shut in services, or special projects. They have sponsored authors book talks, art shows, antique shows, discussion groups and all manner of programs that have contributed to the educational and cultural opportunities in the community. They have labored to create and maintain the library landscaping, the spokane country library notes that friends groups also assist the library by "creating public interest in the library supporting and promoting knowledge of the districts mission, goals, services and resources, and fostering public support for development of the library so it may adequately serve the needs of community residents. Even their membership drives can raise community interest in the library

With competition for customers, funding, and success at a premium these days, libraries must find ways to throw in their lot with neighboring organizations and businesses in order to best serve their shared constituencies. Libraries can share in this type of success no matter how big or little their community may be and partner with local companies, businesses, social, and non-profits groups in ways that are not only cost-effective, but can also result in innovative revenue streams for all parties involved.

Friends of the library as a non profit corporation is mandated to work with an attorney to ensure that all laws and regulations related to a non profit corporation are met, that the internal revenue service tax exempt status is maintained and that funds are properly managed, reported, and distributed. Friends of the library are group of community members, faculty, students,

alumni, and corporate partners who support the libraries. The friends enrich the intellectual and cultural environment

Public Libraries are in existence in communities for all irrespective of age, creed, background and educational status. They serve their communities by providing access to information resources for educational, recreational and personal needs. Nevertheless, due to the continuously developing technological environment in which libraries presently operate in, budgets constraints due to global recession, rapid increase in available information and the changing and diverse needs of client. It has become obvious that no one library has the information resources to meet the information needs of a given community and that no one institution is self sufficient in its role as information provider (Zobec 1990).

2.3.4. Private Organizations and Agencies

Non-profit organizations and the private sector can also intervene to complement government efforts towards establishing and improving the children section of Public Libraries, donating books as part of their corporate social responsibility. In the joint review with education development partners on April 11th, 2011, the Ministry of Education acknowledges stakeholders' contributions and shares their concerns that 'developing a reading culture is critical and we should put books in the hands of children'. In this respect, a campaign dubbed 'Rwanda Reads' to encourage public-private partnership and investment in books and encourage reading at the community level and in schools was launched by some NGO's and the private sector. These partners include Voluntary Service Overseas (VSO), UNICEF, USAID and Catholic Relief Services (CRS) and publishers already working in Rwanda, including *Bakame* Editions, Macmillan, Longman and Collins, *Isaro* Foundation, and Rwanda Book Development Initiative (RWABODI). Their aim is to empower the young generation by improving their reading and

writing skills with the publication of short stories and essays and donation of books. The 'Rwanda Reads' initiative was officially launched on July 19, 2012.

2.4 Strategies of Improving and Funding the Children Library Service

In recent years, many library administrators have turned to non-traditional source of funding to help raise funds to ensure that library activities will be able to provide the necessary service and the degree of excellence expected by the children (Gotan, 2009). Many people look to libraries to provide a networked placed to research and work. Along with that, they are looking for a library that offers up-to-date services, resources and technology. Libraries need constant funding in order to stay on top of technological advances in computer technology, maintain current facilities, as well as research tools. Libraries also need funds to hire knowledgeable librarians who can assist with research and utilize research tools to help patrons find the vast types of information they are seeking (Gotan, 2009).

Lobbying and advocacy is one of the strategies employed by some directors of Public Libraries in Nigeria to persuade government to support their budget and activities. According to Bernard (2007) advocacy is a planned deliberate and sustained effort to develop understanding and support incrementally over time. it is about leadership[, meaning that we learn to connect agendas and exercise social influence; is about relationship and influence, meaning that networks and connections become critical, especially with politicians and senior decision makers; and it is part of life in the organization, and should be funded, supported and measured.

Miller (2009) viewed pubic library advocacy as a support given to a public library for its financial and philosophical goals or needs. Most often this takes form of monetary or material donations or campaigning to the institutions which oversee the library. Originally, library

advocacy was centered on the library itself, but current trends show libraries positioning themselves to demonstrate they provide economic value to the community.

Advocacy is a means rather than an end. It is the strategies, tactics and activities that take place between the advocate and the target, typically in order to influence a particular outcome. Indeed, current thinking in effective board governance no longer focuses on advocacy as a task for boards, rather on boards being responsible for developing sufficient and sustainable resources to accomplish the library's mission; advocacy is thus but one tool for achieving this end.

According to Kehinde (2010) and Umeh (2012) in their research discovered that lobbying is used as the main strategy used to solicit financial and information resources support from relevant stakeholders. They further stressed that there are many strategies through which public library services for children can be improved. The library should target and collaborate with stakeholders who are actively involved in supporting their local communities through providing grants in early child's literacy and the arts. Also the library can involve friends of the library who can assist in funding and improving the children's section of the public library. A significant contribution to the body of knowledge on the strategy of improving Public Libraries was the study 'From Awareness to Funding' issued by OCLC in 2008. The study investigated the willingness of residents of US communities and elected officials to support Public Libraries, and explored the reasons why people do or don't support libraries. The study found that most people claim they would support the library, but fewer are firmly committed to it. It also highlighted a great lack of awareness regarding library funding challenges. Data showed that library support is only marginally related to visiting the library and therefore advocacy campaigns have to be focused on other groups than library users. The researches proved that perceptions of the librarian are highly related to support. An additional strong motivator directly related to the level

of funding support is the belief that the library is a transformational force in people's lives. The survey of elected officials indicated that they are supportive of the library but not fully committed to increasing funding. The study concluded that awareness programs and campaign is an important strategy of soliciting relevant stakeholders support (OCLC, 2008). Komolafe (2011) cited Akinola (2012) stressed that publicizing and airing of children public library services by librarians is one of the most effective strategies used in creating awareness and soliciting stakeholders support in Nigeria.

Public Libraries need to create Innovation Program that aims to spark innovative services for children in Public Libraries to improve cognitive skills. Public Libraries can reach out to children and their communities through pilot projects and programs that will entice the children to use the library. In connection with this activity, there are agencies which are ready to provide grants and the public libraries need to reach out and apply for such grants in order to be able to advocate effectively for increased and sustainable funding of Public Libraries. EIFL (Electronic Information for Libraries) is an international not-for-profit organization with a base in Europe and a global network of partners. The organization works with library consortia in developing and transition countries to enable sustainable access to high quality digital information for library users. EIFL was founded in 1999, with a mission of enabling access to knowledge through libraries in developing and transition countries to contribute to sustainable economic and social development. It began by advocating for affordable access to commercial e-journals for academic and research libraries in Central and Eastern Europe. EIFL now partners with libraries and library consortia in more than 60 developing and transition countries in Africa, Asia and Europe. This and many other agencies provide grants for Public Libraries and if only Public

Libraries in Kaduna State can collaborate with such agencies it will go a long way in improving the public library service for children.

2.5. Influence of stakeholders in the use of public library service by children

Flores and Pachon (2008) in their study determined the social and demographical factors influencing library use. They revealed the high importance of staff/library service and offered policy recommendations which would attract more children into Public Libraries. According to Flores (2008) attractive book choice, recreational/educative children library service, staff expertise and convenience are seen as key factors influencing the use of Public Libraries. Gbenga (2009) further stated that stakeholders apart from government render little or no financial support to Public Libraries and that most of this support rendered by stakeholders e.g. financial support, sponsorship and donation have little or no effect on children section of Public Libraries.

2.6 Utilization of Public Library Resources and Services By Children

Brophy (2011) pointed out that use of public library depends on the services provided or resources made available in the library. If the services are not adequate for the needs of children, it is not likely that the library would be heavily used. Bassey (2008) argued that for children's section of the library to be functional, the services it provides should correspond as closely as possible with the needs of the children and creating access points to library resources by the librarian would encourage the children to visit and use the library more often (Gbenga, 2009).

Abagai (2009) opined that, the use of library by children and indeed their satisfaction with library services depends on availability of suitable learning materials, accommodation and competent staff in the library. This main objective of any library is to support the community, an

objective which is achieved through systematic acquisition and organization of all forms of recorded and undocumented information in all fields pertinent to the goals of the public and making such information available for use. In other words, availability of library information resources, the knowledge of their existence and acquisition of some basic skills on how to locate such materials and information depend on the objectives and pursuance of library. Emerole (2007) found that there is low patronage of library services by children because they have not fully realized the potentials of the library in various endeavors .In addition, Goulding (2007) asserted that, there is a widespread recognition that public library needs to tackle the issue of non-use of public library services. Goulding (2009) also found out that use of public library for children at primary and secondary school declines as other activities begin to take up their time but, young adults (15-19 years old) in full time education use public library services more. Although they may not borrow books, they use the facilities to study and to access resources not available in their school libraries and their use tends to be borne from necessity rather than pleasures,

Public library is to serve its users at any point in time and to do this effectively, there should be quality information in terms of its relevance, currency and accuracy that would meet and satisfy user's needs. If the library fails to meet the information need of users, then effective services have not been rendered. In other words, the children and other library users must be satisfied with the services rendered by Public Libraries (Abagai 2009). Goulding (2007) opined that "satisfaction of user's needs and attention to their complaints" must be the guiding principle for public library. The library should re-design its services as most statistics on the use of the library was declining. Song (2009) "Too many times library planning has resulted in the creation of structures that dictated how children must use the library and consultation enables library

management to determine what children really want which would help public library design and refine services in children's expectations, monitor service and identify service problem (Morris, 2002) . Lack of interest and awareness appear to be the main factors keeping children away from public library, making them have no desire interest or need to use public library services meant for them (Goulding 2007).

A librarian working in a children's library according to Ugboma (2010), must line up various activities to be able to achieve this goal. These activities could be story telling, craft making, film shows, puppetry, talks, book exhibition, book talks etc. With regard to the extent of reading or volume of resource materials children utilized in or out of library setting, a growing body of evidence tends to suggest that a supportive learning environment in which children have access to a wide variety of reading and writing resources such as the library is imperative (Every Child Ready to Read, 2010). In line with this view, Simisanye and Quadri (2011) asserted that public libraries have been working intensively to accumulate and promote reading programme for children by organizing summer reading programmes in Nigeria. Similarly, Busayo (2011) has surmised that proximity of the public library to the children enhance the extent to which children use of library resources, by the sheer volume of available literacy resources.

It has also been found that a number of factors serve as motivator for children's interest in reading and enhance the use of library resources. These include home environment as represented by parents (Busayo, 2011; Every Child Ready to Read,2010 as reported in Dent and Yannot, 2005). Busayo (2011) revealed that children interest in the use of library can be promoted by the Public Libraries themselves through provision and arrangement of relevant reading materials in a quiet and attractive environment. This would enhance children's interest and proficiency in reading. The extent to which children use these resources can be enhanced

through the library planned promotion activities such as the summer reading programme for children, reading competition and celebration of yearly library week to sensitize the children of library facilities and resources as well as public awareness creation on new arrivals and anything that is new in the library by librarians. Also, parents serve as motivators for library use by being personal examples and encouragement for their children (Usoro 2008; Every Child Ready to Read, 2010;). IFLA (2001) stressed that the 21st century has brought many challenges and many opportunities, it is up to the managers and practitioners of public library services to make sure that children use their library resources in order to have the best start in their reading and learning lives. However, the children's librarian must plan, market, implement and evaluate activities and services to children of all ages, based on their development and interests, and the objectives of the library. In like manner, Schamber (2006) encouraged Public Libraries involvement in literary promotion among children and places no limitation on how librarians can be involved in helping children use the library resources for literacy education. She suggested that libraries should offer literacy classes or one-on-one tutoring programmes for children. Also, that reading materials should reflect different cultures and interests. In addition, there should be provision of teaching resource and adequate space for tutoring. All the activities should be coordinated by a literacy librarian.

On the other hand, there is also evidence showing that children are more relaxed and willing to express their opinions on sensitive topics when talking with peers and that group interaction is helped when participants know one another. At a time when Public Libraries are facing tremendous pressure to recreate themselves in light of a surfeit of alternative information providers and the Internet, it is even more imperative that the library establish a means to

connect especially with children, to ensure that the library build an environment that is both comfortable and accessible (Schamber 2006).

2.7 Summary of the Review

This chapter reviewed various literature that are related to stakeholders support for the use of public library services for children. The review revealed that stakeholders support is seen as a situation whereby individuals, families, parents, teachers, government and nongovernmental organizations assume responsibilities of their own by partnering with the public library in the management and provision of effective public library services. The review of the literature also defined the concept of Public Libraries. In this definition, the public library was defined as a library which is set to provide or meet the information needs of the masses irrespective of age, sex, status, gender or religion. The literature also captured the definition of stakeholders as well as the supports rendered by stakeholders in the provision of library services. The literatures reviewed are similar to the present study because they explored the assessment of stakeholders support for the use of public library services. It must be noted most of the literature reviewed were conducted from other states of Nigeria and not in Kaduna. Thus the gap fill in this study is assessing stakeholders support in use of public library service by children in Kaduna state. It is therefore hoped that the result of this study would make more stakeholders render their support for the use of Public Libraries.

References

Abagai, S. (2009). Reading Habits of Senior Secondary School Students in North-Western state Local Government Area; *North-Western state Journal of Librarianship*. 6 (1and2): 30.

Achebe, C. (2008). *The Importance of Parental Involvement in Reading Skill Activities for Your Child* Retrieved from: http://ezinearticles.com/?The-Importance-of-Parental-Involvement-in-Reading-Skill-Activities-For-Your-Child&id=3836784 Accessed on 15th June, 2013

Adeniji, M.A (2008). Use of School Library by Teachers in Ogun State Niger *Library Journal*5 (2): 35-34

Aina, L.O (2004). Use of school library by teachers in Ogun state Niger. *Library Journal* 5 (2): 35-34

Aina, L.O (2004). "The changing shape of reading - in *Library services for children and young people: challenges and opportunities in the digital age*, eds. C. Rankin & A. Brock, Facet Publishing, London, pp. 39- 48.

Akanwa, P.C. (2010). *The School Library as a Foundational Step to Children's Effective Reading Habits.* Library, Philosophy and Practice htt//www.webpages.udahou/-mbolin/busayo-reading.htmls (accessed on 10thfeb. 2015)

Akanwa, S. (2013) Strategy for Effective Reading Environment for the Nigerian Society, *Gate way Library Journal* 2:1-8.

Akinola, M.A. (2012). Library Innovation Program, Recognizing that the Use of Technology Offers New Opportunities *Journal of librarians*, volume 67, number 1, pp. 93–105.http://dx.doi.org/10.1007/s10551-006-9009-5

ALA (2015) *Identify Key Library Stakeholders* An Initiative of Association of Library Service to Children. Retrieved from http://www.ala.org/everyday-advocacy/engage/identify-key-stakeholders (accessed on 9th Nov. 2015)

Alegbeleye, M.O. (2010). Understanding Reading Problem in Secondary Schools: Some Observation and Research Findings, Paper Presented at 25th*Annual Conference of Nigerian School Library Association* held at Simeon Adebo Library in Ogun State, Nigeria from 25th – 28th October.

Anderson, H. (2008). Parents Sharing and Encouraging Children's Reading in Australia *57th International Federation of Library Associations and Institutions* (IFLA) General Conference, Sydney, Australia.

Association for Library Services to Children and Public Library Association (2011) *Every Child Ready to Read Sneak Peek Webinar:* Retrieved from http://www.everychildreadytoread.org/sneak-peek-webinar.

Ayorinde, Ogunmodede T. and Emeahara, E.N. (2010). *The Effect of Library Use Education as a Course on Library Patronage:* A Case Study of LAUTECH Library, Ogbomoso, Nigeria Library Philosophy and Practice2010. Available at http://unllib.un.edu/LPP/Ipp2010.htm

Baker, E. (2007) Reading habits and Interest of Some Nigerian Children: Problems and Prospects *Journal of Library, Archival and Information Science* 1(2): 74-79.

Bankole, B.O. (2000). State and Public Library Services in Nigeria Have Not Recorded Much Growth. *NLA Newsletter* 12(2) July-December 2000

Barnes, B. (2007). *Parents Tasked can Children Reading Habits* Sunday Trust newspaper November, 16,2008.

Barshan, Iseah (2014). *From Awareness to Funding*: A Study of Library Support in America. Retrieved 28 March, 2014 from http://www.oclc.org/reports/funding/default.htm

Bashir, A. (2004). *Library Needs of Northern Nigeria:* Kaduna; Government printer

Bernard, C. (2014). Stakeholders Role http://learningspacetoolkit.org/roadmap/stakeholders-roles/

Bernard, E. (2012). *Social and Economic Research:* Principles and methods. Enugu; African Institute for applied economics

Bernard, I. (2014). Address by Irina Bokova, Director-General of UNESCO on the occasion of the ALA "*Education of Children in Need*". Dusseldorf, Germany, 2010. Available: http://unesdoc.unesco.org./images/0018/001898/189867e.pdf

Bernard, H.R (2002). *Research methods in Anthropology*: Qualitative and Quantitative Methods. 3rd ed., California: Altamira press.

Bernard, I. (2014). Address by Irina Bokova, Director-General of UNESCO on the Occasion of the *GALA "Education of Children in Need*". Dusseldorf, Germany, 2010. Retrieved from http://unesdoc.unesco.org./images/0018/001898/189867e.pdf Accessed on June 2015

Bershan, C. Bourke, (2005). "Public libraries building social capital through networking," *Australasian Public Libraries and Information Services*, volume 18, number 2, pp. 71–75.

Birdi, B. (2012). "The Changing Shape of Reading - the 21st-century Challenge" in *Library and Practice*, at the Workshop on Readership Promotion Campaign Organized by the National Library[Online], . Retrieved from: http://digitalcommons.unl.edu/libphilprac/1029. Accessed on 10/09/2015.

Bokova, I. (2010). Message from Ms. Irina Bokova, Director-General of UNESCO, *on the Occasion of World Book and Copyright Day* 23 April 2010. Retrieved from http://aubglibrary.blog.com/2010/04/world-book-and-copyright-day-23-april-2010/. Accessed on 27th October, 2015

Bryson, J. (2004). *What to do when Stakeholders Matter*. Public Management Review, 6(1), p. 21 retrieved from www.hhh.umn.edu/people.jmbryson/pdf/stakeholders-identification-analysis-techniquespdf

Busayo, I (2011). The School Library as a Foundational Step to Children's Effective Reading Habits, *Library, Philosophy and Practice.* htt//www.webpages.udahou/-mbolin/busayo-reading.htmls (accessed on 10th feb. 2015)

Carson, B.S (1990). *Gifted Hands*: The Ben Carson Story. Grand Rapids, Michigan: Zondervan, 227p.

Chijioke, N. (2012). "*The Strategies for the Effective Management of Public Libraries and The Community."* Unpublished M.Ed Thesis. University of Nigeria, Nsukka, p. 25.

Clark, C. and Fester, A. (2005). *Children and Young People's Reading Habits and Preferences*: The Who, What, Why, Where and When. [Online] Available: http://www.literacytrust.org.uk/research/readsurvey.html (Sept, 2011)

Clay, S. (2009) . *Managing Stakeholders in Public Libraries* Retrieved from htt//www.webpages.managingstakeholders/mbolin/.htmls (accessed on 10th feb. 2015)

Daily Trust (2014). Fear, cause of mass failure in Maths: National Newspaper (Nigeria), 30th October, 2014, pp61

Damian, A.S. (2013). Current Provision, Future Trends And Challenges" In *Library Services for Children And Young People: Challenges And Opportunities In The Digital age*,eds. C. Rankin & A. Brock, Facet Publishing, London, pp. 1-27.

Damian, U. (2013). *Reading Culture in Nigeria* Retrieved from: www.nlsa/news/publicatioins/cultureof Reading Accessed on 09 November, 2015

Darling, Hammond, L. & Bransford, J. (2006). *Preparing Teachers for a Changing World: What Teachers Should Learn and be Able to do.* San Francisco, CA: Jossey Bass.

Dengel, M. Davis (2009). "Challenges to sustaining library technology in a tough economy," *Public Libraries*, volume 48, number 4, pp. 12–17.

Dengel, I. (2004). Address by Irina Bokova, Head-General of UNESCO on the Occasion of the *GALA "Education of Children in Need"*. Dusseldorf, Germany, 2010. Available: http://unesdoc.unesco.org./images/0018/001898/189867e.pdf

Dent, V. and Yannota L (2005) A Rural Library in Africa Study of its use and users (5(3) 39-55

Dolores, A. Steglin et al. (2012). "Play Therapy as an Effective Intervention in Schools Serving Impoverished Students & Families," *IPA/USA Quarterly* (Winter/Spring 2011): 7–8.

Dowd, F. (2007). Repositioning School libraries in Nigeria: The Catalyst for Promoting Reading Habit Among Primary and Secondary School Students. *Library Philosophy and Practice*. [Online] Available: www.urillib.unil.edu/../adebayo-oyeronke.htm. (16 December, 2011)

Dowd, M. (2007). *Early Child Development: Investing in the Future*. Washington, DC; The World Bank. p. 6. Available: http://siteresources.worldbank.org/.../ECD-investing-in-the-future.pdf-

Egboka,, M. (2008). *Improving Public Libraries in Nigeria* Retrieved from http://www.dailytrust.com/weekly/ Accessed on 15h January 2015

Elbert, B. N (2010) *3 Thoughts On Library Stakeholders* Retrieved from http://learningspacetoolkit.org/roadmap/project-phases/ Accessed on 8th December, 2015

Elkin, J. and Kinnell, M.(2000). "Introduction: Children's libraries for the Next Millennium" In *Libraries And Society: Role, Responsibility And Future In An Age Of Change, eds. D Baker & W. Evans, Chandos Publishing, Oxford.*

Elkin, J. and Kinnell, M. (2011). Children*: Public Libraries as a Major Force in Children's Reading*, Library Association Publishing, London, pp. 19-32.

Elkin, J. (2011). "The User of Tomorrow: Young People and the Future of Library Provision." In *place for children: Public libraries as a major force in children's reading*, , Library Association Publishing, London, pp. xi-xxi.

Federal Republic of Nigeria, (2004) National Policy on Education 4thed: Lagos, Printing Division Federal Ministry of Information.pp.6-7, 47.

Fisher, K.E., Saxton, M.L., Edwards, P.M. & Mai, J. (2006) "Seattle Public Library as Place: Reconceptualizing Space, Community, and Information at the Central Library" in *The Library as Place: History, Community and Culture*, eds. J.E. Bushman & G.J. Leckie, Libraries Unlimited, Westport, Connecticut, pp. 135-160.

Fister, B. (2004) "Common Ground: Libraries and Learning", *Library Issues*, [Online], Vol. 25, no. 1.Retrieved from: http://homepages.gac.edu/~fister/LIcommonground.html Accessed on 29 January, 2015.

Flores, E. and Pachon, H. (2008) *Latinos and Public Library Perceptions*: Tomas Rivera Policy Institute, 2008. Retrieved 28 March, 2011 from ttp://www.webjunction.org/latino-perceptions/resources/wjarticles Museums,

Folarun, Olayinka (2010). Historical Background, Development and Standard of Public Libraries: An overview of the Nigeria Situation: *International Multi Disciplinary Journal* Ethiopia Vol. 4 Serial No. 17 (Oct. 2010)

Ganguly, N. (2004). *Whither the Reading Habit* The Hindu. [Online] retrieved from: http://www.hinduonnet.com/m/2004/07/12/stories Accessed on 16, December, 2011

Ganthier, A.H., Smeeding,T.M. & Furstenberg, Jn. F.F. (2004). Are Parents Investing Less Time in Children? Trends in Selected Industrialized Countries, *CRISP'S Policy Brief*. Available: http://www.unb.ca/crisp/pfd/brief-parents-time-use-pdf-.

Gayle, C. (2010). *The Importance of Parental Involvement in Reading Skill Activities for Your Child Retrieved from*: http://ezinearticles.com/?The-Importance-of-Parental-Involvement-in-Reading-Skill-Activities-For-Your-Child&id=3836784

Gbenga, H. (2009). *Stakeholders and the Trade of Librarianship* Retrieved from: www.urillib.unil.edu/./adebayo-oyeronke.htm Accessed on 16 December, 2015

Gbenga, I.M, Bajjaly, S. Arns, J. and Wilson, S. (2009). "*The Economic Impact of Public Libraries* on South Carolina," at http://www.libsci.sc.edu/SCEIS/exsummary.pdf, accessed 27 October 2011.

Glenor, B. (2002) "Common ground: Libraries and learning", *Library Issues,* [Online],

Gotan, Gabriel (2009). *Partners for the Future: Public Libraries and Local Governments Creating Sustainable Communities*. Chicago: Urban Libraries Council.

Graffith, S. (2006). The Power of Reading Insight from Research Littleton Colorado Libraries Unlimited *Every Child Read at Your Library* (2010) literature review

Greene, Colleen (2010). *Identifying your Key Stakeholders in a Library* website redesign project, available http://www.colleengreene.com/2010/10/15/identifying-your-key-stakeholders-in-a-library-website-redesign-project/ (15 June, 2015)

Greene, R. (2010). *What the Experts Say*. Retrieved from: http://rosemarywells.com/wp-content/uploads/2009.../What -the-Experts-Say.pdf

Griffth. Andrew and Golgh, S.(2006). Are Parents Investing Less Time in Children? Trends in Selected Industrialized Countries. *CRISP'S Policy Brief*. Available: http://www.unb.ca/crisp/pfd/brief-parents-time-use-pdf-.

Hassan, K. (2012). *Public Library and School Children,* Retrieved from: http://www.literacytrust.org.uk/research/readsurvey.html Accessed on 25th October, 2015

Heritage, M. (2008). *Learning Progressions: Supporting Instruction and Formative Assessment.* Washington, DC: Chief of Council State School Officers. Retrieved May 2, 2011, from

Heritage, M. (2010). Formative Assessment and Next-Generation Assessment Systems*: Are we Losing an Opportunity?* Washington, DC: Chief of Council of State School Officers. Retrieved April 29, 2011, from http://www.edweek.org/media/formative_assessment_next_generation_heritage.pdf

Hilary, Stout (2011). "*Effort to Restore Children's Play Gains Momentum"* New York Times, Retrieved from www.nytimes .com/2011/01/06/garden/06play.html?_r=1 (accessed Dec.

Ibrahim, A.A. (2010) *Any Hope for Books in the Digital Age*? Sunday, Trust, April 18, 2010:30.

International Federation of Library Association IFLA (2003) *Library Stakeholders*, Lagos federal republic of Nigeria; Available on *http://www.ala.org/everyday-advocacy/engage/identify-key-stakeholders*

International Reading Association, (2002) Providing Books, and other Print Materials for Classroom Libraries. *A Position Statement of the International Reading Association* retrieved from http/www.reading.org. on 19th March, 2015

Ikenwe, J. A. (2014). "The Vital Role of Play in Early Childhood Education," in *All Work and No Play: How Educational Reforms are Harming our Preschoolers*, ed. Sharna Olfman

Kaiser, F. (2011) "Daily Media Use among Children and Teens Up Dramatically from Five Years Ago—Kaiser Family Foundation," press release, Henry www.kff.org/entmedia/ entmedia012010nr.cfm (accessed Dec. 21, 2014).

Kalaugo, K. (2010) Rainbow Club Gears up for World Book Day, Initiates Community Libraries, The Guardian, April 18, 2010: 75.

Kehinde, J. (2010) Providing Information Resources for Children Retrieved from: http://www.pioneerhouselearning.com/home-reading-books-html Accessed on 25th June, 2015.

Kehinde, M.M. (2010). "Public Libraries and Society In The Information Age," *Reference Librarian*, Volume 18, pp. 107–118.http://dx. Providing Information Resources For Children Availabe doi.org/10.1300/J120v07n18_08 (15th December, 2015

Kim, Susan Blakely and Lang, Mary Ann (2010) Getting in Touch with Play*: Creating Play Environments for Children with Visual Impairments* (New York: Lighthouse National

Komolafe, A. (2011). Communication Campaigns Aimed at Raising Public Library Awareness Retrieved from *http://www.ala.org/everyday-advocacy/engage/identify-key-stakeholders* on 6th June, 2014

Lelleji O. (2003). *An Institutional Framework for Effective Coordination and Implementation of Reform Policies Between Federal and State Government*, Retrieved on 6th October 2007 from www.reasons.opinion.ng.

Libraries and Archives Council (2010) what do the Public want from Libraries? *User and Non-User Research report*. Retrieved 28 March, 2011 from http://research.mla.gov.uk/evidence/download-publication.php?id¼1645

Lance, R. (2001). "The Role of the Children's Library in Supporting Literacy" *Library Services*, 2nd edn, Library Association Publishing, London.

Mary Jane Weiss and Sandra L. Harris, (2000) *Reaching Out, Joining In: Teaching Social Skills to Young Children with Autism* (Bethesda, Md.: Woodbine, 2001): 174–76.

Miller, L. (2009). *The Role of Libraries in Literacy Education Retrieved from*: http:// www.libraryinstruction.com/literacy.education.html (09 November, 2011)

Morden, U.L., Monika Elbert, and David, Fuegi (2003): Public Libraries in Africa – Agents for Development and Innovation? Current Perceptions of Local Stakeholders *EIFL (Electronic Information for Libraries)* retrieved on 25th September 2015 from www.oclc.org/reports/2010perceptions.htm

Mustard, J.F. (2002) From Early Child Development to Human Development, Washington D.C.; The World Bank. P.52.

Mustard, J.F.(2006). *Experience-Based Brain Development: Scientific Underpinnings of the Importance of Early Child Development in a Global World*. Paediatrics & Child Health, November, 2006; Vol. 11(a), p.571-572 Available: http://www.ncbi.nih.gov/pmc/articles/PMC2528649/-

Mokatsi, R. (2005). Sharing Resources, How Library Network can Help Reach Education Goals East African Book Development Association. *A Research Paper Looking at Libraries in the Developing World* Commission by Book Aid International

Neuman, R. (2006). Sharing Resources: How Library Network Can Help Reach Education Goals East African Book Development Association. *A Research Paper Looking At Libraries In The Developing World* Commission by Book Aid International

Neuman, A. (1999). *Public – Private Partnerships*: The Private Sector and Innovation In Public Libraries. Retrieved on 10th October 2007 from http://www reason.org.

Neuman, F.(2009). From Early Child Development to Human Development, Washington D.C.: The World Bank. P.52.

Neuman, J.F.(2000). Experience-Based Brain Development: Scientific Underpinnings of the Importance of Early Child Development in a Global World. *Paediatrics& Child Health*, November, 2006; Vol. 11(a), p.571-572. Available: http://www.ncbi.nih.gov/pmc/articles/PMC2528649/-

Nwabara Chijoke and Ugboma, M.U. (2012) "The Nature Principle and Concepts of Literature and Library Services for Children" *In Modern Library and Information Science for Information Professionals in Africa* (Madu, E.C and Ezeani, C.N ed) Ibadan.

Nwabara, O (2010). *Understanding the Purpose of a Public Library:* Available: http://www.pioneerhouselearning.com/home-reading-books-html

Obanya, P. (2012) *Revitalizing Education in Africa* Ibadan Siriling Horden press http/gjournals.org/GJEA/publication/2014/july/html/0515014237%20amurevialhtml#thash.TOLxOJ4P.dpuf

Ocanlokun, S. A. (1999) Strategy for Effective Reading Environment for the Nigerian Society. *Gate way Library Journal* 2:1-8.

OCLC (2010) *Perceptions of libraries*: Context and Community. Retrieved 28 March, 2011 from http:// www.oclc.org/reports/2010perceptions.htm

Ogboma, M.(2010). *Promoting a Reading Culture* [Online] Available: http://www.questatrica.org/readingcultrue.aspx (09 November, 2011)

Oji, S. E. (2010). Reading Habits and Interest of Some Nigerian Children: Problems and Prospects *Journal of Library, Archival and Information Science* 1(2): 74-79.

Okebukola, F. O**.** (2004). Reading: Key to Lifelong Development. A key note address delivered

Okoro, C.C. (2004). My People are Destroyed: the Effects of lack of Knowledge on Academic Performance of Nigeria Children. Owena *Journal of Library and Information Science* 1 (1): 13-17.

Oluwabunmi, L. (2010). *Library Services in the New States of Nigeria a* report prepared by The Ministry of Information, Federal Republic of Nigeria, under The Commonwealth African Assistant Plan.

Oyeronke, A (2009). Reading Habits of Secondary School Teachers A Study of Selected Secondary Schools in Ado-Odo Local Government Area. *Library Philosophy and Practice* [Online] Available: www.ullib.unc.edu/../adebayo -oyeronuce.htm (16 December, 2012)

Pallee, K. (2008). Rainbow Club Gears up for World Book Day, Initiates Community Libraries. The Guardian, April 18, 2010: 75.

Panchom, E. (2007). The Role of Nigeria Primary School Library in Literacy And Life Long Learning. *Library Philosophy and Practice* ISSN1522-0222

Paratore, O. (2011*). Developing Reading Habit In Children*, Lagos State Library Board Summer Reading Programme experience

Parvathama, P. (2009). *Revitalizing Education In Africa* Ibadan Siriling Horden Press http/gjournals.org/GJEA/publication/2014/july/html/0515014237%20amurevialhtml#thash.TOLxOJ4P.dpuf

Philip, A (2009). *The Reading Habit: A Missing Link Between Literacy and Libraries* retrieved from: www.pugbual.com/ooo/general/libraie/literacy/services/READRAB (16 December, 2011)

Pianta, R. (2006). Teacher-Child Relationships and Early Literacy In: D.K. Dickinson & S.B. Neuman (Eds.), *Handbook of early literacy research: Vol. II* (pp. 149-162). New York: The Guilford Press.

Pioneer House (2011) *The Habit of Reading and Love of Learning are Developed* Retrieved from: http://www.pioneerhouselearning.com/home-reading-books-html on 15th March 2015

Pioneer House (2011) *The Most Formative Years are Before a Child Enters School*. Available: http://www.pioneerhouselearning.com/most formative years.

Public Agenda (2006*) Long Overdue: A Fresh Look at Public And Leadership Attitudes About Libraries In The 21st century.* Retrieved 28 March, 2011 from http://www.publicagenda.org/files/pdf/Long_Overdue.pdf a paper presented at the World Library and Information Congress: 77th IFLA General Conference and Assembly, 13–18 August 2011,

Prosalkova,Y. (1991). Children's Reading, the Children's Library in the Culture of Society. 57th *International Federation of Library Associations and Institutions* (IFLA) General Conference, Moscow. USSR, 18-24 August, 1991. P 3-16.

Quest (2009) *Promoting a Reading Culture* [Online] Available: http://www.questatrica.org/readingcultrue.aspx (09 November, 2014)

Reed (2003) *Reading Habit Promotion in Asian libraries* 65A IFLA council and general conference, Bangkok – Thailand Aug 20-28th

Salisu, O (2003) Understanding Reading Problem in Secondary Schools. Some Observation and Research Findings, Paper Presented At 25th *Annual Conference Of Nigerian School Library Association* Held At Simeon Adebo Library In Ogun State, Nigeria From 25th – 28th October.

Sampson, Peter (2009). *Stakeholders Perception* Available: www.nlsa/news/publicatioins/cultureof Reading (09 November, 2015)

Sangkeos, M. (2003) *Reading Habit Promotion In Asian Libraries* 65A IFLA Council and General Conference, Bangkok – Thailand Aug 20-28th

Santrock, J. W. (2005). Children, 8th ed. McGraw-Hill, New York, p.332.

Schamber, L. (2006). *The Role of Libraries in Literacy Education* Retrieved from: http:// www.libraryinstruction.com/literacy.education.html (09 November, 2011)

Shabi, I.N. and Udofia, E.P. (2009) Role of the School Library in Promoting Reading Culture in *Nigeria International Journal of Research in Education*, 6 (1& 2): 259-269. Information and knowledge management www.iiste.orgISSN 2224-5758 (Paper) ISSN 2224-896X (Online) Vol.1, No.4, 2011

Umar, Safiya (2010*). Perceptions of Libraries: Context and Community*. Retrieved 28 March, 2011 from http:// http://www.iatul.org/doclibrary/public/conf_procedings/2004/murray

CHAPTER THREE
RESEARCH METHODOLOGY

3.1 Introduction

This chapter describes the methods and procedures employed in carrying out the study. It covers the research method adopted, population of the study, sample and sampling techniques, instruments for data collection, reliability of the instrument, procedure for data collection and procedure for data analysis.

3.2 Research Design

The survey research method was adopted to conduct the research. This method allows the researcher to have insight into the thoughts and opinions of the respondents under study. Survey design could be conveniently used in the study of large and small population without sacrificing efficiency in addition to time and money saving and accuracy. This method gives an insight into the thoughts and opinions of the respondents under study. Brewer et.al (2015) established that survey research method gives the researcher the opportunity to gain insight into the attitudes, thoughts and opinion of the members of the population. This research design is found to be relatively cheap and fastest way of collecting information and data on stakeholders support on the use of public library services by children in Kaduna State.

3.3 Population of the Study

Ifidon and Ifidon (2007) referred to population as the entire entity that is of interest to the researcher; it is the aggregate of all elements that conform to some designated set of specification. The population of this study consists of the ten (10) Public Libraries in Kaduna State. However, the subject of the study was made up of all the librarians of the ten (10) Public

Libraries studied. According to statistics collected from the office of Kaduna State Library Board (2016), there are 79 public librarians in the Public Libraries in Kaduna State. The breakdown of the number of Librarians in each public library is given below:

Table 3.1 Total number of Librarians in Public Libraries in Kaduna State

S/No	PUBLIC LIBRARIES	Total Number of Librarians
1	Kaduna State Library Board, Kaduna	45
2	Public Library Birnin Gwari	4
3	Public Library Giwa	3
4	Public Library Zaria	5
5	Public Library Ikara	4
6	Public Library Saminaka	4
7	Public Library Kafanchan	4
8	Public Library Kachia	3
9	Public Library Zonkwa	4
10.	Public Library Kwoi	3
Total		**79**

Source: Office of Kaduna State Library Board; 2016

3.4 Sample and Sampling Technique

Sampling is the procedure a researcher uses to identify objects or people for study (Ifidon and Ifidon, 2007). In this research work, the overall total of 79 library staff of the ten (10) Public Libraries in Kaduna State were used as sample for this study. This is due to the fact that the whole population/subject of the study is not too large, so it is possible for the researcher to

provide treatment to each individual library staff. Bernard (2012) opined that if the population of the study in research is less than two hundred (200), the entire members of that population can be used. Therefore, the population is also the sample. Hence, no sampling technique was applied.

3.5 Instrument for Data Collection

The research instrument used for the study was questionnaire. The questionnaire was designed essentially for collecting data on the assessment of stakeholders on the use of public library services by children in Kaduna State. On its significance, Kaboshio (2013) and Sambo (2005) argued that questionnaire is more economical for reasons of time or funds and are directly associated to survey research design. Also, Bori (2009) described the adoption of questionnaire as the most common instrument for data collection in survey research. The questionnaire collected data that provided answers to the research questions raised in the study.

A structured and closed-ended questionnaire was developed by the researcher. Krug (2015) believed that closed-ended questions allow the respondents to choose questions from the alternatives that will match their opinions. The questionnaire was constructed for librarians in the public libraries under study. The questionnaire contained five sections. Section A was Bio Data, section B types of library services provided for children to use in Kaduna State, Section C: the Stakeholders that support public library services, Section D: the support provided by stakeholders in children section of public libraries in Kaduna State, Section E. the strategies employed in soliciting stakeholders support in Kaduna State public libraries and Section F: the extent in which stakeholders support has influenced the use of public library service by children in Kaduna State. However, Likert scale with four (4) items such as highly influenced, influenced, not influenced and undecided were used while 2.5 was used as the benchmark: Figures such as 3= Highly influenced , 2= Influenced, 1= Not influenced and 0= Undecided were used for the

items above respectively. But during the analysis not influenced and undecided were merged together.

3.6 Validity of the instrument

Validity has been defined as "the extent to which an instrument measures what it claims to measure". An instrument is valid if it measures what it was supposed to measure, and does so correctly without accidentally including other factors. The focus here is not necessarily on scores or items, but rather inferences made from the instrument i.e. the behavioural inferences that one can extrapolate from test scores is of immediate focus. In order to be valid, the inferences made from scores needed to be "appropriate, meaningful, and useful" (Gregory, 1992).

In order to ensure that the questionnaire designed was capable of eliciting the required data and information from the respondents, the instrument was subjected to face validation. It was however presented to my supervisors who checked and made necessary inputs to ensure it is appropriate. Furthermore a pilot study was carried out at Jigawa State Library Board, Dutse

3.7. Reliability of the Instrument

Reliability is defined as 'the degree to which a procedure for measuring produces similar outcomes when it is repeated' (Baker, 1998). Reliability can also be described as the degree to which measures are free from error and therefore yield consistent result i.e the consistency of a measurement procedure (Thanasegara, 2009). The reliability of the instruments was established by conducting a pilot study within 3 days in Jigawa state Library Board. Olvera (2001) had the view that pilot testing is usually done on a much smaller scale than the main study but under similar conditions. For this study, ten (10) public library staff were issued the questionnaire. The items in the questionnaire were subjected to the test of reliability using the

Guttman Split – Half method using Spear Man Brown formula. The reliability coefficient of the questionnaire was found to be 0.75. According to Ma'aruf (2013) if the correlation coefficient between two variables falls within the range of 0.70 to 0.99, that relationship is high hence the instrument was reliable.

3.8 Procedure for Data Collection

The researcher solicited for cooperation of the heads of the Public Libraries for the administration of questionnaire to their respective staff. The researcher administered the copies of the questionnaire personally with the assistance of research assistants who were mainly staff of the respective libraries studied. However, the respondents were given enough time to fill the questionnaire. The researcher spent about 2-4 weeks to distribute and collect the questionnaire in the selected Public Libraries.

3.9 Procedure for Data Analysis

The study made use of descriptive statistics for presentation and analysis of data. The analysis was done using mean and standard deviation. The cut-off mark for accepting the response was taken by using the highest mean of the respondents. It was obtained by taking the 50% of the total number of instruments returned. This is because the acceptance region should be from 50% or above the total responses. After that, the mean of the 50% of the returned instruments was computed where 3.8 mean as a benchmark was used. In the case of the responses for a particular research question obtained below the 50% of the total responses, the variable with the highest response was used for the discussion. However, the response rate was analysed using frequency and percentage. Also, the research question that talked about influence was analysed using standard deviation because of the uniformity in the means of the responses.

References

Aina, L. O. and Ajiferuke, T. (2012). *Perfecting Your Research Work*, London: Unique Press

Bernard, E. (2012). *Social and Economic Research:* Principles and methods. Enugu; African Institute for Applied Economics.

Bernard, H.R. (2002). *Research Methods in Anthropology:* Qualitative and Quantitative Methods. 3rd ed., California: Altamira press.

Bori, P. (2009) *Pilot Testing and Sampling.* Retrieved from http://www.conqirdr.org/literature/pilottesting_wilgs052108.pdf. Accessed on 21/10/2015

Bwala, C. and Kamur, S. (2009) *Introduction to Research*, Alpha Publishers.

Enanoria, W. (2005). *Introduction to Survey Methodology*, Retrieved from:www.idready.org/courses/2005/.../survey_IntroSurveyMethods.pdf Accessed on February 2014.

Henry, H. and Dome, S. (2011). *Research Methods in Librarianship*: Techniques and Interpretation. New Your Academic press

Kaboshio, R (2013). *Psychological Testing History*, Principles and Application Allyn and Bacon: Boston

Krug, P. (2015). *Research Method.* Retrieved from http://srmo.sagepub.com/view/thesage-dictionary-of-social-research-methods/n162.xml Accessed 18th February, 2014

Lindiweh, D. (2006). *Educational Research*: An Introduction 4th ed. London, Longman.

Newman, R. (1997). *Mass Media Research* 2nd ed. Califonia: Wadsworth Publiching Co.

Osuala, E (2001) *Introduction to Research Methods*. – Cameroon: African First Publishers Limited.

Sambo, D, (2005). *Applied Social Research*, Orlando, FLA: Harcourt press.

Thanasegaran, G. (2009). *Reliability and Validity issues in Research*, Retrieved from www.econ.upm.edu.my Accessed on 10th July, 2015

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND DISCUSSION

4.0 Introduction

This chapter deals with the data presentation, analysis and interpretation. It provides a comprehensive description of the characteristics of the respondents in the study area. The data generated from the questionnaire were presented in a frequency tables and percentages. The research questions generated for the study form the bases for the sub-topics.

4.1 Response Rate

Out of the 79 copies of the questionnaire administered to the librarians in the public libraries studied, a total of 76 (96.2%) copies were returned duly completed and found usable for this study. The high response rate was realized due to the fact that the research assistants used were library staff in their respective libraries. It can also be attributed to the fact that the respondents were given up to three weeks within which to complete and return their copies of questionnaire. The response rate of the librarians in the Public Libraries in Kaduna State is presented in Table 4.1.

Table 4.1 Distribution of the Response Rate

Public Libraries	Questionnaire administered	Questionnaire returned	Percentage of questionnaire returned
Kaduna State Library Board, Kaduna	45	43	54.4%
Public Library Birnin Gwari	4	4	5.0%
Public Library Giwa	3	3	3.7%
Public library Zaria	5	4	5.0%
Public Library Ikara	4	4	5.0%
Public Library Saminaka	4	4	5.0%
public Library Kafanchan	4	4	5.0%
public Library Kachia	3	3	3.7%
public Library Zonkwa	4	4	5.0%
Public Library Kwoi	3	3	3.7%
Total	**79**	**76**	**96.8%**

From Table 4.1, it is clearly shown that there is variation in the response rate from the public librarians in the Public Libraries studied. The variations in the response rate were due to the fact that the population sizes of some of the Public Libraries under study were not of equal proportion. It is clear from the Table that Kaduna State Library Board in Kaduna and the Public Library in Zaria have more population than other Public Libraries.

4.2 Data Analysis and Discussion

This section presents the analysis and discussion of the data collected for the study. Effort was made to answer all the research questions raised in the study. Mean and standard deviation were used to analyze and discuss the research questions.

4.2.1 Types of Services Provided for Children in Public Libraries in Kaduna State

The research question was aimed at identifying the various services provided for children in Public Libraries in Kaduna State. In order to achieve this, a list of services was outlined for the respondents to tick as many services as possible that their respective libraries provide. Table 4.2 shows the types of services provided for children in the Public Libraries in Kaduna State.

Table 4.2 Services Provided for Children in Public Libraries in Kaduna State

s/no	Services provided	Kaduna State Public Library	Public Library B/Gwari	Public Library Giwa	Public Library Zaria	Public Library Ikara	Public Library Saminaka	Public Library Kafanchan	Public Library Kachia	Public Library Zonkwa	Public Library Kwoi	Total	Mean	S. D
1	Reference services	21	2	0	2	1	1	3	1	2	2	35	3.5	6.2
2	Homework/help	18	3	2	1	3	2	1	1	2	1	34	3.4	5.2
3	Story/book talk hour	9	1	0	0	0	0	0	0	1	0	11	1.1	2.8
4	Creative writing	4	2	0	0	0	0	1	0	2	0	9	0.9	1.4
5	Exhibition	5	1	1	0	0	1	2	0	0	0	10	1.0	1.6
6	Reading competition	2	1	0	0	0	0	2	0	0	0	5	0.5	0.8
7	Film show	13	0	0	0	0	0	0	0	1	0	15	1.5	4.1
8	Library week	18	0	0	1	1	0	0	0	0	0	21	2.1	5.6
9	Quiz/debate/talks	10	0	1	0	0	0	2	0	0	0	13	1.3	3.1
10	Essays/poems	3	0	0	0	0	0	0	0	0	0	3	0.3	0.9
11	Library education	11	3	2	3	2	1	3	2	3	0	30	3.0	2.9
12	Seminars	12	1	0	0	0	0	0	0	0	1	14	1.4	3.7

From Table 4.2, it was discovered that reference service with 3.5 mean score was the major service provided for children in Public Libraries in Kaduna State, this is closely followed by homework help with 3.4 means score and library education with 3.0 mean score. Similarly, library week and film show has the mean score of 2.1 and 1.5 respectively as well as organization of seminars and workshop with the mean score of 1.5. This reveals that reference service has the highest mean score and this because public libraries do not have resources and professional children librarians who can organize children programmes. However reference service is a service every librarian can handled and this is why it has the highest score.

This finding agreed with the finding of Chijioke (2012) who discovered that reference services are the major services provided for children in Public Libraries in many Public Libraries in Nigeria. It is very surprising to find out that the core services provided for children by Public Libraries such as film shows, library education and homework help were not among the major services provided for children by the Public Libraries studied and this is because there is no adequate funds and support to run the children library service.

On the other hand essay writing and poems has the lowest mean score of 0.3 this was followed by reading competition with mean score 0.5 and creative writing with mean score 0.9. Similarly, exhibition of children information resources has the mean score of 1.0 as well as story book talk hour with mean score of 1.1. However, reading competition and essays/poems were the least services provided for children in the libraries. This finding is not in agreement with the earlier findings of Nwabara (2010) and Ugboma (2012) that Public Libraries provide services like reading competition, essay, poem and quiz/debates talk for children in Public Libraries.

4.2.2 Stakeholders that provide support for the use of Public Libraries by children in Kaduna State

In order to find out the stakeholders that provide support for children in Public Libraries in Kaduna State, a research question was asked with respect to this and subsequently respondents were asked to indicate as many types of stakeholders that provide support in their respective libraries. Table 4.3 shows the stakeholders that provide support for children in Public Libraries in Kaduna State.

Table 4.3: Stakeholders that Provide support for the use of public library by children in Kaduna State

s/no	Stakeholders	Kaduna State Public Library	Public Library B/Gwari	Public Library Giwa	Public Library Zaria	Public Library Ikara	Public Library Saminaka	Public Library Kafanchan	Public Library Kachia	Public Library Zonkwa	Public Library Kwoi	Total	Mean	S. D
1	Parents	8	0	0	0	1	0	0	0	0	0	9	0.9	2.5
2	State government	26	3	2	3	2	3	2	2	4	1	48	4.8	7.5
3	Local government	11	1	0	1	0	2	1	0	1	0	17	1.7	3.3
4	Educational Institutions	13	2	0	1	0	1	1	0	0	2	20	2.0	3.9
5	Community members	4	0	0	0	0	0	0	0	0	0	4	0.4	1.3
6	Philanthropists	17	0	0	0	0	1	1	0	1	1	21	2.1	5.3
7	Book authors/publishers	23	3	1	3	2	2	1	2	2	0	38	3.8	6.8
8	Community based organizations	2	0	0	0	0	1	0	0	0	0	3	0.3	0.7
9	N.G.O's/Agencies serving children	2	0	0	2	0	1	0	1	1	1	8	0.8	0.8
10	Religious Institutions	1	0	0	0	0	0	0	0	0	1	2	0.2	0.4

From Table 4.3 it was discovered that State Government were the major stakeholders in Kaduna State Public Libraries with 4.8 mean score and book authors/publishers with 3.8 mean score respectively, this was closely followed by philanthropists with 2.1 mean score and educational institutions with 2.0 mean score as well as Non Governmental Organization and Agencies serving children with 1.8 mean score. On the other hand religious institution has the lowest mean score of 0.2 and community based organization with 0.3 mean scores respectively, this was followed by community members with 0.4 mean score, as well as Local Government with 0.8 mean score and parents with 0.9 mean score.

Based on the above analysis, it became evident that the state government and book authors/publishers were the popular stakeholders that provide support for the use of Public Libraries by children in the Public Libraries in Kaduna State. The high response of the state government as a major stakeholder that provide support for the use of public library services by children in Kaduna State is because the Kaduna State government own these Public Libraries and it is the duty of the state government to provide whatever support that is needed to develop, build and strengthen the services these libraries provide for the users most especially children. In the same vein, the reason why book publishers appeared to also be one of the major stakeholders that provide support for the use of public library services by children in Kaduna State may not be unconnected with the fact that the books authored and published should be kept in the library for the benefit of users. This finding corroborate the finding of Sampson (2009) and Safiya (2007) that state government and authors/publisher are the major stakeholders that provide support for public library services for the use of children.

Also from the Table, it was discovered that out of the ten stakeholder's listed, religious institution and community based organizations were the least stakeholders that provide support

for the use of public library services by children in Kaduna State. It is very surprising to find out that community based organizations and community members were among the least stakeholders identified. This is because, the public library is a library for all especially for the community. One would expect that the community be one of the major stakeholders that provide support for the use of the Public Libraries for children because the public library is meant for all especially the community where the library is located. However, the low frequency recorded in other stakeholders such as religious institutions, community based organizations and community members could be as a result of their little or no understanding on the importance of the library and their roles as agents of mass education (Barshan, 2014).

4.2.3 Type of support provided by stakeholders for the use of public library services by children in Kaduna State

One of the fundamental concerns of this research is on the type of support provided by stakeholders for the use of public library services by children in Kaduna State. The respondents were asked to indicate the support mostly provided from a range of eight (8) different types of support. Table 4.4 summarizes the relevant data obtained.

Table 4.4. Types of support provided by stakeholders for the use public library by children in Kaduna State

S/no	Types of Support Provided	Kaduna State Public Library	Public Library B/Gwari	Public Library Giwa	Public Library Zaria	Public Library Ikara	Public Library Saminaka	Public Library Kafanchan	Public Library Kachia	Public Library Zonkwa	Public Library Kwoi	Total	Mean	S. D
1	Financial support	6	2	1	2	0	1	0	1	2	1	16	1.6	1.7
2	Donation of information resources	13	1	2	4	1	1	2	1	3	1	29	2.9	3.7
3	Sponsoring children library programmes	3	0	0	0	0	0	0	0	0	0	3	0.3	0.9
4	volunteers for improving children library	1	0	1	1	2	1	2	0	0	0	8	0.8	0.8
5	Soliciting for funds and information resources	2	0	0	1	0	0	0	1	0	0	4	0.4	0.7
6	Sponsorship for awareness campaign	1	0	0	0	0	0	0	0	0	0	1	0.1	0.3
7	Publicizing and airing library services for children on the media	2	0	0	0	0	0	0	0	0	0	2	0.2	0.6
8	Creating awareness campaign	4	0	0	0	0	0	0	0	1	0	5	0.5	1.3

Table 4.4 reveals the type of support provided by stakeholders for the use of public library services by children in Kaduna State. It can be deduced from the table that donation of children information resources with 2.9 mean score is the major support provided by stakeholders in the use of public library services by children in Kaduna State. This was closely followed by financial support with mean score of 1.6 and volunteers for improving children library service with 0.8 mean score as well as creating awareness with 0.5 mean score. This finding is in line with the finding of Damian (2013) who discovered that among the various supports rendered by stakeholders, the donation of children information resources was the highest. Also, Bernard (2014) discovered in his study that financial support was also provided by government who was a major stakeholder identified in his study. The support was provided for children section in Public Libraries in Public Libraries in Lusaka.

Also, from Table 4.4, it can be clearly seen that the number of items listed as supports rendered by stakeholders for children library services had very low frequency. From the table, sponsorship for awareness campaign with 0.1 followed by publicizing and airing children library programmes and services on the media with 0.2 as well as sponsoring children library programme with mean score of 0.3 and volunteers for improving children library service with mean score of 0.4 were the least support provided by stakeholders for public library services of children in Kaduna State. The implication of this finding is that Public Libraries in Nigeria would never stand or function well if these supports which are given little or no attention are not rendered by stakeholders and this would affect the services provided for children in the use of the Public Libraries.

4.2.4 Strategies for Soliciting Stakeholders support for children services in Kaduna State Public Libraries

The researcher tried to find out the strategies for soliciting stakeholders support for children section in Public Libraries in Kaduna State. A number of items were provided for the respondents to indicate. Their responses are presented in Table 4.5

4.2.4 Strategies for soliciting Stakeholders support for children in Kaduna StatePublic Libraries

S/no	Strategies	Kaduna State Public Library	Public Library B/Gwari	Public Library Giwa	Public Library Zaria	Public Library Ikara	Public Library Saminaka	Public Library Kafanchan	Public Library Kachia	Public Library Zonkwa	Public Library Kwoi	Total	Mean	S. D
1	Lobbying	13	2	3	4	2	1	3	2	3	1	32	3.2	3.5
2	Advocacy	8	1	0	2	1	0	1	0	1	2	16	1.6	2.4
3	Library orientation	6	2	2	4	2	2	0	1	1	2	22	2.2	1.7
4	Seminar/conference	12	1	2	3	0	1	2	0	2	0	23	2.3	3.6
5	Exhibition	6	0	0	1	0	0	2	1	0	0	10	1.0	1.9
6	Publicizing library services for children on media	11	0	0	1	0	0	0	0	0	0	12	1.2	3.5

Public Libraries in Nigeria just as in other developing countries around the world devise a lot of strategies in soliciting for support from stakeholders for the use of public library services for children in Kaduna State. From the 6 items identified in Table 4.5 it was discovered that lobbying with mean score of 3.2 was the major strategy used in soliciting for support for the provision of public library services for children in Kaduna State, this was closely followed by seminar/conferences with 2.3 mean score and library orientation with mean score of 2.2. This finding is in line with the findings of Gotan (2009), Kehinde (2010) and Umeh (2012) who all discovered that lobbying is used as a strategy by public librarians in soliciting for support such as finance and information resources for children library services.

From Table 4.5, it is very surprising to discover that exhibition with mean score of 1.0 was the least strategy used in soliciting for support of public library services for children, as well as publicizing library services for children on media with 1.2 mean score and advocacy with 1.6 mean score. Exhibition is one of the activities carried out by librarians to draw the attention of the entire community most especially parents, government and non-government organisations on the library holdings and collections and their meanings and how they facilitate learning. The implication of not using exhibition and publicity in soliciting for support is that the entire community would not be aware of the potentials or importance of the public libraries and the services they provide for the use of children. The finding of this study strongly disagrees with the finding of Komolafe (2011) and Akinola (2012) who discovered that publicizing and airing children library services on media service agencies is a major strategy used in soliciting for support for children section in Public Libraries in south west Nigeria.

Table 4.6 Extent at which Stakeholders support has influenced the use of public library services by children in Kaduna state

S/NO	Support	Extent					
		Highly Influenced (3)	Influenced (2)	Not Influenced (1)	Total	Mean	S. D
1	Financial support	0	6	70	76	25.3	38.8
2	Donation of children information resources	2	12	62	76	25.3	32.1
3	Sponsoring children library programs	0	3	73	76	25.3	41.3
4	Serve as resource persons for seminars/workshop	0	1	75	76	25.3	43.0
5	Stand as volunteers in providing children library services	0	1	75	76	25.3	43.0
6	Soliciting for funds and children information resources	1	2	73	76	25.3	41.3
7	Sponsorship for awareness campaign	0	0	76	76	25.3	43.9
8	Publicizing and airing children library services on media agencies	0	0	76	76	25.3	43.9

The extent to which stakeholders support the use of public library services by children matters in the development of children. From Table 4.6, it is very surprising to find out most of the items identified in the Table as support does not highly influence the use of children section of the public libraries in Kaduna State. In Table 4.6 it is shown that majority of the respondents showed that sponsoring for awareness campaign and publicizing/airing children library services on media with standard deviation scores of 43.9 as well as resource persons and volunteers in supporting children library services with standard deviation scores of 43.0 does not influence the

use of children section of the public libraries in Kaduna State. Donation of children information resources with the lowest standard deviation of 32.1 followed by financial support with standard deviation 38.8 as well as soliciting for funds and sponsoring children library program with standard deviation 41.3 respectively influenced the use of children section of the public libraries in Kaduna State. This finding is in line with the findings of Gbenga (2009) who discovered that most of the support rendered by stakeholders such as financial support, sponsorship and donation have little or no effect on children section of public libraries.

References

Akinola, A.O (2012). Library Innovation Program: Recognizing that the Use of Technology Offers New Opportunities *Journal of librarians*, volume 67, number 1, pp. 93– Retrieved from 105.http://dx.doi.org/10.1007/s10551-006-9009-5. Accessed on 8th February, 2016

Barshan, Iseah (2014*) From Awareness to Funding. A study of library support in America*. Retrieved 28 March, 2011 from http://www.oclc.org/reports/funding/default.htm

Bernard, I. (2014). *Address by Irina Bokova, Director-General of UNESCO on the Occasion of the GALA "Education of Children in Need*". Dusseldorf, Germany, 2010. Retrieved 25th December 2015 from: http://unesdoc.unesco.org./images/0018/001898/189867e.pdf

Chijioke, N.. (2012) "*The Strategies for the Effective Management Of Public Libraries And The Community* ". Unpublished M.Ed Thesis. University of Nigeria, Nsukka, p. 25.

Elbert, Monika, David Fuegi and Ugne Lipeikaite (2010). *Public Libraries in Africa:* Agents for Development and Innovation? Current Perceptions of Local Stakeholders Retrieved 25th September 2015 from www.oclc.org/reports/2010perceptions.htm

Gbenga, H. (2009) *Stakeholders and the Trade of Librarianship* Retrieved 16th December 2015 from: www.urillib.unil.edu/./adebayo-oyeronke.htm

Gbenga, I.M, S. Bajjaly, J. Arns, and S. Wilson, (2009). "T*he Economic Impact of Public Libraries on South Carolina*," Retrieved 27th October, 2013 from http://www.libsci.sc.edu/SCEIS/exsummary.pdf,

Gotan, Gabriel, (2009). *Partners for the Future*: Public Libraries and Local Governments Creating Sustainable Communities. Chicago: Urban Libraries Council.

Kehinde J. (2010) *Providing Information Resources for Children* Retrieved 9th June 2014 from Available at: http://www.Pioneerhouselearning.com/home-reading-books-html

Kehinde, M.M. (2010). "Public Libraries and Society in the Information Age," *Reference Librarian*, Volume 18, pp. 107–118.http://dx.doi.org/10.1300/J120v07n18_08

Komolafe, M.A (2011). *Communication Campaigns Aimed at Raising Public Library Awareness* retrieved 6th June, 2014 from http://www.ala.org/everyday-advocacy/engage/identify-key-stakeholders

Nwabara, Chijoke and Ugboma, M.U, (2012) "The Nature; Principle and Concepts of Literature and Library Services for Children". *In Modern Library and Information Science for Information Professionals in Africa (*Madu, E.C and Ezeani, C.N ed) Ibadan: Titling, 79-92.

Nwabara, O (2010). *Understanding the Purpose of a Public Library* Retrieved 21st October, 2014 from on: http://www.pioneerhouselearning.com/home-reading-books-html

Sampson, Peter (2009). *Stakeholders Perception*: Retrieved 9th November, 2015 from: www.nlsa/news/publicatioins/cultureof Reading (09 November, 2015)

Umeh, Williams (2010) "Public Library and Government Partnerships: Transformative e–Government and Public Service in Times of Economic hardship," In: V. Weerakkody and C.G. Reddick (editors), *Public sector transformation through e–government: Experiences from Europe and North America*. New York: Routledge.

Umeh, Williams and T.S. Wurster, 2012. "Strategy and the New Economics of Information," *Harvard Business Review*, volume 75, number 5, pp. 70–82.

Umar, Safiya (2010) Perceptions of Libraries 2010 Context and Community Retrieved 5th June 2015 from http://contextcommunityinlibrary.com/html

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.0 Introduction

This chapter provides the summary of the study, summary of findings, conclusion and recommendations for the study.

5.1 Summary of the Study

This study was carried out to assess stakeholders support for the use of public library services by children in Kaduna State. To do this, four research questions were formulated and the review of relevant literature was also conducted in line with the research questions. Survey research method was employed in the conduct of this study. Seventy nine public librarians were drawn from the ten Public Libraries in Kaduna State and all were used as sample for this study. The instrument used for data collection was the questionnaire. The data collected for the study were presented and analyzed using mean and standard deviation.

5.2 Summary of the Findings

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

1. The services mostly provided for children in Public Libraries in Kaduna State were reference services
2. State Government and book Authors/Publishers were the popular stakeholders that provide support for the use of Public Libraries by children in the Public Libraries in Kaduna State.

3. The support mostly provided by stakeholders for the use of public library services by children in Kaduna State were donation of children information resources and financial support.
4. Lobbying is the strategy mostly used in soliciting stakeholders support for the use of public library services by children in Kaduna State.
5. Stakeholders support influence the use of public library services by children in Kaduna state through donation of children information resources and through financial donations

5.3 Conclusion

Based on the findings of the study, it could be concluded that support are, to a great extent, not provided by stakeholders for the use of Public Library services by children in Kaduna State. This has a great negative impact on the use of public library services as the library is supposed to serve as a vehicle of improving children's reading habit. There is no doubt that if supports are given by stakeholders, there would be a high patronage and usage of these library services by children. An improvement in support provided by stakeholders for the benefit of children and other users of the Public Libraries in Kaduna State is a necessity for optimum utilization.

5.4 Recommendations

Based on the findings of this study, the following recommendations were made:

1. Based on the findings of the study, very few services out of the many services are provided for children in the Public Libraries in Kaduna State. It is recommended that State Government should provide funds and support for public libraries in other to upgrade and incorporate I.C.T's, up to date information/ media resources and other attractive services that

will attract the children to use Public Libraries in Kaduna State these services would go a long way in enticing the children to use the public library, making the library a third place for them and thereby improving their cognitive skill.

2. Other stakeholders such as Agencies, Non-Governmental Organization, Community Members, Organization, Schools, Parents, Philanthropist and Influential Individuals need to be involved in supporting the children library services, a stronger synergy between the various relevant stakeholders would highly improve the public library services for children in Kaduna State.
3. Support, no matter how small it is can go a long way in improving the state of children library services in public libraries. It is therefore recommended that the support provided by stakeholders for the use of public library services be expanded and not limited to the little financial supports gotten mostly from the government with maximum support and grants from prominent agencies, organizations, alumni and friends of the library. The library will be relieved of so many burdens and their support would go a long way in improving the children public library services.
4. Librarians in Public Libraries must strategize other medium of soliciting stakeholders support other than lobbying and advocacy. It is recommended that librarians should mount communication campaigns aimed at raising public awareness on the plight of public library service for children and the potential support stakeholders can provide towards improving the use of public library services for children through library orientation, seminar/conference, advertisement and publicity on media, informing the stakeholders on the support needed and the library services provided for children. This would

lead to increased awareness of innovative ways stakeholders can provide support in funding and improving the children library services.

5. The few support provided by the state and local governments have little influence on the use of public library services by children in Kaduna State. It is recommended that subject specialist should be encouraged to support the library through interactive/educative lectures, talks and seminars on topics that would influence the use of public library services for children in Kaduna State,
6. Kaduna State has only ten (10) public libraries, it is recommended that the State Government should established more public libraries in all the local government areas in Kaduna state especially Kagarko and Makarfi Local Government Areas.

5.5 Suggestion for Further Study

Any research undertaken highlights and provokes another as some salient areas must be left out for further studies. The findings and conclusion of this study recommend the conduct of research in this area: Marketing of children library services in Nigeria Public Libraries.

5.6. Contribution to knowledge

1. The study established that stakeholders provide little support for the use of Public Libraries in Kaduna State through donation of children information resources as well as financial support.
2. The study also established that the donation of information resources as well as financial support gotten from stakeholders have little or no significant influence on the use of public library service by children in Kaduna State.

3. The study has established that state government and book authors/publishers are the main stakeholders that provide support for the children's section of public libraries in Kaduna State.

References

Abagai, S. (2009). Reading Habits of Senior Secondary School Students in North-Western state Local Government Area; *North-Western state Journal of Librarianship*. 6 (1and2): 30.

Achebe, C. (2008). *The Importance of Parental Involvement in Reading Skill Activities for Your Child* Retrieved 15th June, 2013 from: http://ezinearticles.com/?The-Importance-of-Parental-Involvement-in-Reading-Skill-Activities-For-Your-Child&id=3836784

Adeleke, A.A. (2005). Current Provision, Future Trends and Challenges" In *Library Services For Children And Young People: Challenges And Opportunities In The Digital Age*, Facet Publishing, London, pp. 1-27.

Adeniji, M.A (2008). Use of School Library by Teachers in Ogun State Niger *Library Journal*5 (2): 35-34

Aina, L. O. and Ajiferuke, T. (2012). *Perfecting Your Research Work*, London: Unique Press

Aina, L.O (2004) "The Changing Shape Of Reading - In *Library Services For Children And Young People: Challenges And Opportunities In The Digital Age*, eds. C. Rankin & A. Brock, Facet Publishing, London, pp. 39- 48.

Aina, L.O (2004). "The changing shape of reading - in *Library services for children and young people: challenges and opportunities in the digital age*, eds. C. Rankin & A. Brock, Facet Publishing, London, pp. 39- 48.

Aina, L.O (2004). Use of school library by teachers in Ogun state Niger. *Library Journal* 5 (2): 35-34

Ajegbomogun, F.O. & Salaam, M.O. (2011). "*The State of School Libraries in Nigeria*",

Akanwa, P.C (2006). Busayo, I (2011) The School Library as a Foundational Step to Children's Effective Reading Habits: *Library Philosophy and Practice.* Retrieved from http://www.webpages.udahou/-mbolin/busayo-reading.htmls,Accessed on 10thfeb. 2015

Akanwa, P.C. (2006) Children and Young People's Reading Habits and Preferences: *The Who, What, Why, Where and When.* [Online] Available: retrieved from http://www.literacytrust.org.uk/research/readsurvey.html Accessed on Sept, 2014

Akanwa, P.C. (2010). The School Library as a Foundational Step to Children's Effective Reading Habits: *Library, Philosophy and Practice*. Retrieved 10th February 2015 from htt//www.webpages.udahou/-mbolin/busayo-reading.htmls

Akanwa, P.C. (2013). "Public Library Services to Children in Rural Areas", *Library Philosophy and Practice,* [Online], . Retrieved 10th Septermber, 2015 from:http://digitalcommons.unl.edu/libphilprac/1029.

Akanwa, S. (2013) Strategy for Effective Reading Environment for the Nigerian Society, *Gate way Library Journal* 2:1-8.

Akinola, A.O (2012). Library Innovation Program: Recognizing that the Use of Technology Offers New Opportunities *Journal of librarians*, volume 67, number 1, pp. 93– Retrieved 8th February, 2016 from .http://dx.doi.org/10.1007/s10551-006-9009-5.

Akinola, M.A. (2012). Library Innovation Program, Recognizing that the Use of Technology Offers New Opportunities *Journal of librarians*, volume 67, number 1, pp. 93–105.http://dx.doi.org/10.1007/s10551-006-9009-5

Akporhono, James (2005). "Economic hard times and public library use: A close look at the Librarian's axiom," *Public Library Quarterly*, volume 7, numbers 3–4, pp. 61–70.

ALA (2015) *Identify Key Library Stakeholders* An Initiative of Association of Library Service to Children. Retrieved from http://www.ala.org/everyday-advocacy/engage/identify-key-stakeholders (accessed on 9th Nov. 2015)

Alegbeleye, M.O. (2010). Understanding Reading Problem in Secondary Schools: Some Observation and Research Findings, Paper Presented at 25th*Annual Conference of Nigerian School Library Association* held at Simeon Adebo Library in Ogun State, Nigeria from 25th – 28th October.

America Library Association ALA (2015). *Identify Key Library Stakeholders an Initiative of Association of Library Service to Children*. Retrieved 9th November, 2015 from http://www.ala.org/everyday-advocacy/engage/identify-key-stakeholders

Anderson, H. (2008). Parents Sharing and Encouraging Children's Reading in Australia *57th International Federation of Library Associations and Institutions* (IFLA) General Conference, Sydney, Australia.

Association for Library Services to Children and Public Library Association (2011), May *Every Child Ready to Read Sneak Peek Webinar*. Retrieved from http://www.everychildreadytoread.org/sneak-peek-webinar.

Association for Library Services to Children and Public Library Association (2011) *Every Child Ready to Read Sneak Peek Webinar:* Retrieved from http://www.everychildreadytoread.org/sneak-peek-webinar.

Ayorinde, Ogunmodede T. and Emeahara, E.N. (2010). *The Effect of Library Use Education as a Course on Library Patronage:* A Case Study of LAUTECH Library, Ogbomoso, Nigeria Library Philosophy and Practice2010. Available at http://unllib.un.edu/LPP/Ipp2010.htm

Baker, E. (2007) Reading habits and Interest of Some Nigerian Children: Problems and Prospects *Journal of Library, Archival and Information Science* 1(2): 74-79.

Bankole, B.O. (2000). State and Public Library Services in Nigeria Have Not Recorded Much Growth. *NLA Newsletter* 12(2) July-December 2000

Barnes, B. (2007). *Parents Tasked can Children Reading Habits* Sunday Trust newspaper November, 16,2008.

Barshan, Iseah (2014*) From Awareness to Funding. A study of library support in America*. Retrieved 28 March, 2011 from http://www.oclc.org/reports/funding/default.htm

Barshan, Iseah (2014). *From Awareness to Funding*: A Study of Library Support in America. Retrieved 28 March, 2014 from http://www.oclc.org/reports/funding/default.htm

Bashir, A. (2004). *Library Needs of Northern Nigeria:* Kaduna; Government printer

Bernard, C. (2014). *Stakeholders Role* Retrieved 7th May, 2013 from http://learningspacetoolkit.org/roadmap/stakeholders-roles/

Bernard, E. (2012). *Social and Economic Research:* Principles and methods. Enugu; African Institute for applied economics

Bernard, H.R (2002). *Research methods in Anthropology*: Qualitative and Quantitative Methods. 3rd ed., California: Altamira press.

Bernard, I. (2014). Address by Irina Bokova, Director-General of UNESCO on the occasion of the ALA "*Education of Children in Need*". Dusseldorf, Germany, 2010. Retrieved June 2015 from http://unesdoc.unesco.org./images/0018/001898/189867e.pdf

Bernard, I. (2014). *Address by Irina Bokova, Director-General of UNESCO on the Occasion of the GALA "Education of Children in Need*". Dusseldorf, Germany, 2010. Retrieved 25th December 2015 from: http://unesdoc.unesco.org./images/0018/001898/189867e.pdf

Bershan, C. Bourke, (2005). "Public libraries building social capital through networking," *Australasian Public Libraries and Information Services*, volume 18, number 2, pp. 71–75.

Birdi, B. (2012). "The Changing Shape of Reading - the 21st-century Challenge" in *Library and Practice*, at the Workshop on Readership Promotion Campaign Organized by the National Library[Online], . Retrieved from: http://digitalcommons.unl.edu/libphilprac/1029. Accessed on 10/09/2015.

Bokova, I. (2010). Message from Ms. Irina Bokova, Director-General of UNESCO, *on the Occasion of World Book and Copyright Day* 23 April 2010. Retrieved 27th October, 2015 from http://aubglibrary.blog.com/2010/04/world-book-and-copyright-day-23-april-2010/.

Bori, P. (2009) *Pilot Testing and Sampling.* Retrieved 21/10/2015 from http://www.conqirdr.org/literature/pilottesting_wilgs052108.pdf. Accessed on

Bryson, J. (2004). *What To Do When Stakeholders Matter. Public Management Review*, 6(1), p. 21 Retrieved 18th June, 2013 from www.hhh.umn.edu/people.jmbryson/pdf/stakeholders-identification-analysis-techniquespdf

Busayo, I (2011). The School Library as a Foundational Step to Children's Effective Reading Habits, *Library, Philosophy and Practice. Retrieved* 10thfeb. 2015 from htt//www.webpages.udahou/-mbolin/busayo-reading.htmls .

Bwala, C. and Kamur, S. (2009) *Introduction to Research*, Alpha Publishers.

Carson, B.S (1990). *Gifted Hands*: The Ben Carson Story. Grand Rapids, Michigan: Zondervan, 227p.

Chijioke, N. (2012). "*The Strategies for the Effective Management of Public Libraries and The Community."* Unpublished M.Ed Thesis. University of Nigeria, Nsukka, p. 25.

Clark, C. and Fester, A. (2005). *Children and Young People's Reading Habits and Preferences*: The Who, What, Why, Where and When. Retrieved September, 2013 from http://www.literacytrust.org.uk/research/readsurvey.html

Clay, S. (2009) . *Managing Stakeholders in Public Libraries* Retrieved 10th February, 2015 from htt//www.webpages.managingstakeholders/mbolin/.htmls

Daily Trust (2014). Fear, Cause of Mass Failure in Maths: National Newspaper (Nigeria), 30th October, 2014, pp61

Damian, A.S. (2013). Current Provision, Future Trends And Challenges" In *Library Services for Children And Young People: Challenges And Opportunities In The Digital age*,eds. C. Rankin & A. Brock, Facet Publishing, London, pp. 1-27.

Damian, U. (2013). *Reading Culture in Nigeria* Retrieved from: www.nlsa/news/publicatioins/cultureof Reading Accessed on 09 November, 2015

Darling, Hammond, L. & Bransford, J. (2006). *Preparing Teachers for a Changing World: What Teachers Should Learn and be Able to do.* San Francisco, CA: Jossey Bass.

Dengel, I. (2004). Address by Irina Bokova, Head-General of UNESCO on the Occasion of the *GALA "Education of Children in Need"*. Dusseldorf, Germany, 2010. Available: http://unesdoc.unesco.org./images/0018/001898/189867e.pdf

Dengel, M. Davis (2009). "Challenges to Sustaining Library Technology in a Tough Economy," *Public Libraries*, Volume 48, Number 4, pp. 12–17.

Dent, V. and Yannota L (2005) *A Rural Library In Africa Study Of Its Use And Users* (5(3) 39-55

Dolores, A. Steglin et al. (2012). "Play Therapy as an Effective Intervention in Schools Serving Impoverished Students & Families," *IPA/USA Quarterly* (Winter/Spring 2011): 7–8.

Dowd, F. (2007). Repositioning School Libraries in Nigeria: The Catalyst for Promoting Reading Habit Among Primary and Secondary School Students. *Library Philosophy and Practice*. Retrieved 16 December, 2011 from www.urillib.unil.edu/../adebayo-oyeronke.htm.

Dowd, M. (2007). *Early Child Development: Investing in the Future*. Washington, DC; The World Bank. p. 6. Retrieved 9th May 2014 from: http://siteresources.worldbank.org/.../ECD-investing-in-the-future.pdf-

Egboka,, M. (2008). *Improving Public Libraries in Nigeria* Retrieved 15h January 2015 from http://www.dailytrust.com/weekly/

Elbert, B. N (2010) *3 Thoughts On Library Stakeholders* Retrieved 8th December, 2015 from http://learningspacetoolkit.org/roadmap/project-phases/

Elbert, Monika, David Fuegi and Ugne Lipeikaite (2010). *Public Libraries in Africa:* Agents for Development and Innovation? Current Perceptions of Local Stakeholders Retrieved 25th September 2015 from www.oclc.org/reports/2010perceptions.htm

Elkin, J. (2011). "The User of Tomorrow: Young People and the Future of Library Provision." In *place for children: Public libraries as a major force in children's reading,* , Library Association Publishing, London, pp. xi-xxi.

Elkin, J. and Kinnell, M. (2011). Children*: Public Libraries as a Major Force in Children's Reading*, Library Association Publishing, London, pp. 19-32.

Elkin, J. and Kinnell, M. (2000). "Introduction: Children's Libraries for the Next Millennium" in *A Place for Children: Public Libraries as a Major Force in Children's Reading*, eds. J. Elkin & M. Kinnell, Library Association Publishing, London, pp. xi-xxi.

Elkin, J. and Kinnell, M.(2000). "Introduction: Children's libraries for the Next Millennium" In *Libraries And Society: Role, Responsibility And Future In An Age Of Change, eds. D Baker & W. Evans, Chandos Publishing, Oxford.*

Enanoria, W. (2005). *Introduction to Survey Methodology,* Retrieved from:www.idready.org/courses/2005/.../survey_IntroSurveyMethods.pdf Accessed on February 2014.

Federal Republic of Nigeria, (2004) National Policy on Education 4thed: Lagos, Printing Division Federal Ministry of Information.pp.6-7, 47.

Fister, B. (2004) "Common Ground: Libraries and Learning", *Library Issues*, [Online],

Flores, E. and Pachon, H. (2008) *Latinos and Public Library Perceptions*: Tomas Rivera Policy Institute, 2008. Retrieved 28 March, 2011 from ttp://www.webjunction.org/latino-perceptions/resources/wjarticles Museums,

Folarun, Olayinka (2010). Historical Background, Development and Standard of Public Libraries: An overview of the Nigeria Situation: *International Multi Disciplinary Journal* Ethiopia Vol. 4 Serial No. 17 (Oct. 2010)

Ganguly, N. (2004). *Whither the Reading Habit* The Hindu. [Online] retrieved from: http://www.hinduonnet.com/m/2004/07/12/stories Accessed on 16, December, 2011

Ganthier, A.H., Smeeding,T.M. & Furstenberg, Jn. F.F. (2004). Are Parents Investing Less Time in Children? Trends in Selected Industrialized Countries, *CRISP'S Policy Brief*. Available: http://www.unb.ca/crisp/pfd/brief-parents-time-use-pdf-.

Gayle, C. (2010). *The Importance of Parental Involvement in Reading Skill Activities for Your Child* Retrieved from: http://ezinearticles.com/?The-Importance-of-Parental-Involvement-in-Reading-Skill-Activities-For-Your-Child&id=3836784. 29th October, 2014

Gbenga, H. (2009) *Stakeholders and the Trade of Librarianship* Retrieved 16th December 2015 from: www.urillib.unil.edu/./adebayo-oyeronke.htm

Gbenga, I.M, Bajjaly, S. Arns, J. and Wilson, S. (2009). "*The Economic Impact of Public Libraries* on South Carolina," at http://www.libsci.sc.edu/SCEIS/exsummary.pdf, accessed 27 October 2011.

Gbenga, I.M, S. Bajjaly, J. Arns, and S. Wilson, (2009). "T*he Economic Impact of Public Libraries on South Carolina*," Retrieved 27th October, 2013 from http://www.libsci.sc.edu/SCEIS/exsummary.pdf,

Glenor, B. (2002) "Common ground: Libraries and learning", *Library Issues*, [Online],

Gotan, Gabriel (2009). Partners for the future: Public Libraries and Local Governments Creating Sustainable Communities. Chicago: Urban Libraries Council.

Graffith, S. (2006). The Power of Reading Insight from Research Littleton Colorado Libraries Unlimited *Every Child Read at Your Library* (2010) literature review

Greene, Colleen (2010). *Identifying Your Key Stakeholders in a Library Website Redesign Project,* Retrieved 15th June 2015 fromhttp://www.colleengreene.com/2010/10/15/identifying-your-key-stakeholders-in-a-library-website-redesign-project/.

Greene, R. (2010). *What the Experts Say*. Retrieved from: http://rosemarywells.com/wp-content/uploads/2009.../What -the-Experts-Say.pdf

Griffth. Andrew and Golgh, S.(2006). Are Parents Investing Less Time in Children? Trends in Selected Industrialized Countries. *CRISP'S Policy Brief*. Available: http://www.unb.ca/crisp/pfd/brief-parents-time-use-pdf-.

Hassan, K. (2012). *Public Library and School Children*, Retrieved from: http://www.literacytrust.org.uk/research/readsurvey.html Accessed on 25th October, 2015

Henry, H. and Dome, S. (2011). *Research Methods in Librarianship*: Techniques and Interpretation. New Your Academic press

Heritage, M. (2010). Formative Assessment and Next-Generation Assessment Systems*: Are we Losing an Opportunity?* Washington, DC: Chief of Council of State School Officers. Retrieved April 29, 2011, from http://www.edweek.org/media/formative_assessment_next_generation_heritage.pdf

Hilary, Stout (2011). "*Effort to Restore Children's Play Gains Momentum"* New York Times, Retrieved from www.nytimes .com/2011/01/06/garden/06play.html?_r=1 (accessed Dec.

Ibrahim, A.A. (2010) *Any Hope for Books in the Digital Age*? Sunday, Trust, April 18, 2010:30.

Ikenwe, J. A. (2014), "The Vital Role of Play in Early Childhood Education," in *All Work and No Play: How Educational Reforms are Harming our Preschoolers*, ed. Sharna Olfman

International Federation of Library Association IFLA (2003) *Library Stakeholders*, Lagos federal republic of Nigeria; Available on *http://www.ala.org/everyday-advocacy/engage/identify-key-stakeholders*

International Reading Association, (2002) Providing Books, and other Print Materials for Classroom Libraries. *A Position Statement of the International Reading Association* retrieved from http/www.reading.org. on 19th March, 2015

Kaboshio, R (2013). *Psychological Testing History*, Principles and Application Allyn and Bacon: Boston

Kaiser, F. (2011) "Daily Media Use among Children and Teens Up Dramatically from Five Years Ago—Kaiser Family Foundation," press release, Henry Retrieved Dec. 21, 2014 from www.kff.org/entmedia/ entmedia012010nr.cfm.

Kalaugo, K. (2010) Rainbow Club Gears up for World Book Day, Initiates Community Libraries, The Guardian, April 18, 2010: 75.

Kehinde J. (2010) *Providing Information Resources for Children* Retrieved 9th June 2014 from Available at: http://www.Pioneerhouselearning.com/home-reading-books-html

Kehinde, J. (2010) Providing Information Resources for Children Retrieved from: http://www.pioneerhouselearning.com/home-reading-books-html Accessed on 25th June, 2015.

Kehinde, M.M. (2010). "Public Libraries and Society In The Information Age," *Reference Librarian*, Volume 18, pp. 107–118.http://dx. Providing Information Resources For Children Availabe doi.org/10.1300/J120v07n18_08 (15th December, 2015

Kehinde, M.M. (2010). "Public Libraries and Society in the Information Age," *Reference Librarian*, Volume 18, pp. 107–118.http://dx.doi.org/10.1300/J120v07n18_08

Kim, Susan Blakely and Lang, Mary Ann (2010) Getting in Touch with Play*: Creating Play Environments for Children with Visual Impairments* (New York: Lighthouse National

Komolafe, A. (2011). Communication Campaigns Aimed at Raising Public Library Awareness Retrieved from *http://www.ala.org/everyday-advocacy/engage/identify-key-stakeholders* on 6th June, 2014

Komolafe, M.A (2011). *Communication Campaigns Aimed at Raising Public Library Awareness* retrieved 6th June, 2014 from http://www.ala.org/everyday-advocacy/engage/identify-key-stakeholders

Krug, P. (2015). *Research Method.* Retrieved from http://srmo.sagepub.com/view/thesage-dictionary-of-social-research-methods/n162.xml Accessed 18th February, 2014

Lance, R. (2001). "The Role of the Children's Library in Supporting Literacy" *Library Services*, 2nd edn, Library Association Publishing, London.

Lelleji O. (2003). *An Institutional Framework for Effective Coordination and Implementation of Reform Policies Between Federal and State Government*, Retrieved on 6th October 2007 from www.reasons.opinion.ng.

Libraries and Archives Council (2010) what do the Public want from Libraries? *User and Non-User Research report*. Retrieved 28 March, 2011 from http://research.mla.gov.uk/evidence/download-publication.php?id¼1645

Lindiweh, D. (2006). *Educational Research*: An Introduction 4th ed. London, Longman.

Lonsdale, R. (2000), "The Role of the Children's Library in Supporting Literacy" in *A Place for Children: Public Libraries as a Major Force in Children's Reading*, eds. J. Elkin & M. Kinnell, Library Association Publishing, London, pp. 19-32.

Mary Jane Weiss and Sandra L. Harris, (2000) *Reaching Out, Joining In: Teaching Social Skills to Young Children with Autism* (Bethesda, Md.: Woodbine, 2001): 174–76.

Miller, L. (2009). *The Role of Libraries in Literacy Education Retrieved from*: http:// www.libraryinstruction.com/literacy.education.html (09 November, 2011)

Mokatsi, R. (2005). Sharing Resources, How Library Network can Help Reach Education Goals East African Book Development Association. *A Research Paper Looking at Libraries in the Developing World* Commission by Book Aid International

Morden, U.L., Monika Elbert, and David, Fuegi (2003): Public Libraries in Africa – Agents for Development and Innovation? Current Perceptions of Local Stakeholders *EIFL (Electronic Information for Libraries)* retrieved on 25th September 2015 from www.oclc.org/reports/2010perceptions.htm

Mustard, J.F. (2002) From Early Child Development to Human Development, Washington D.C.; The World Bank. P.52.

Mustard, J.F.(2006), Experience-Based Brain Development: Scientific Underpinnings of the Importance of Early Child Development in a Global World. *Pediatrics& Child Health*, November, 2006; Vol. 11(a), p.571-572. Retrieved from: http://www.ncbi.nih.gov/pmc/articles/PMC2528649/-Accessed on 15th June, 2015

Mustard, J.F.(2006). *Experience-Based Brain Development: Scientific Underpinnings of the Importance of Early Child Development in a Global World*. Paediatrics & Child Health, November, 2006; Vol. 11(a), p.571-572 Available: http://www.ncbi.nih.gov/pmc/articles/PMC2528649/-

Neuman, A. (1999). *Public – Private Partnerships*: The Private Sector and Innovation In Public Libraries. Retrieved on 10th October 2007 from http://www reason.org.

Neuman, F. (2009), *From Early Child Development to Human Development*, Washington D.C.;The World Bank. P.52.

Neuman, J.F.(2000). Experience-Based Brain Development: Scientific Underpinnings of the Importance of Early Child Development in a Global World. *Paediatrics& Child Health*, November, 2006; Vol. 11(a), p.571-572. Available: http://www.ncbi.nih.gov/pmc/articles/PMC2528649/-

Neuman, R. (2006). Sharing Resources: How Library Network Can Help Reach Education Goals East African Book Development Association. *A Research Paper Looking At Libraries In The Developing World* Commission by Book Aid International

Newman, R. (1997). *Mass Media Research* 2nd ed. Califonia: Wadsworth Publiching Co.

Nwabara Chijoke and Ugboma, M.U. (2012) "The Nature Principle and Concepts of Literature and Library Services for Children" *In Modern Library and Information Science for Information Professionals in Africa* (Madu, E.C and Ezeani, C.N ed) Ibadan.

Nwabara, O (2010). *Understanding the Purpose of a Public Library* Retrieved 21st October, 2014 from on: http://www.pioneerhouselearning.com/home-reading-books-html

Obanya, P. (2012) *Revitalizing Education in Africa* Ibadan Siriling Horden press http/gjournals.org/GJEA/publication/2014/july/html/0515014237%20amurevialhtml#thash.TOLxOJ4P.dpuf

Ocanlokun, S. A. (1999) Strategy for Effective Reading Environment for the Nigerian Society. *Gate way Library Journal* 2:1-8.

OCLC (2010) *Perceptions of libraries*: Context and Community. Retrieved 28 March, 2011 from http:// www.oclc.org/reports/2010perceptions.htm

Ogboma, M. (2010), *Promoting a Reading Culture* Retrieved from: http://www.questatrica.org/readingcultrue.aspx Accessed on 09 November, 2011

Ogboma, M.(2010). *Promoting a Reading Culture* [Online] Available: http://www.questatrica.org/readingcultrue.aspx (09 November, 2011)

Oji, S. E. (2010). Reading Habits and Interest of Some Nigerian Children: Problems and Prospects *Journal of Library, Archival and Information Science* 1(2): 74-79.

Okebukola, F. O**.** (2004), Reading: Key to Lifelong Development. A Key Note Address Delivered at the Workshop on *Readership Promotion Campaign* Organized by the National Library of Nigeria.

Okoro, C.C. (2004). My People are Destroyed: the Effects of lack of Knowledge on Academic Performance of Nigeria Children. Owena *Journal of Library and Information Science* 1 (1): 13-17.

Oluwabunmi, L. (2010). *Library Services in the New States of Nigeria a* report prepared by The Ministry of Information, Federal Republic of Nigeria, under The Commonwealth African Assistant Plan.

Osuala, E (2001) *Introduction to Research Methods*. – Cameroon: African First Publishers Limited.

Oyeronke, A (2009). Reading Habits of Secondary School Teachers A Study of Selected Secondary Schools in Ado-Odo Local Government Area. *Library Philosophy and Practice* [Online] Available: www.ullib.unc.edu/../adebayo -oyeronuce.htm (16 December, 2012)

Pallee, K. (2008). Rainbow Club Gears up for World Book Day, Initiates Community Libraries. The Guardian, April 18, 2010: 75.

Panchom, E. (2007). The Role of Nigeria Primary School Library in Literacy And Life Long Learning. *Library Philosophy and Practice* ISSN1522-0222

Paratore, O. (2011*). Developing Reading Habit In Children*, Lagos State Library Board Summer Reading Programme experience

Parvathama, P. (2009). *Revitalizing Education In Africa* Ibadan Siriling Horden Press http/gjournals.org/GJEA/publication/2014/july/html/0515014237%20amurevialhtml#thash.TOLxOJ4P.dpuf

Philip, A (2009). *The Reading Habit: A Missing Link Between Literacy and Libraries* retrieved from: www.pugbual.com/ooo/general/libraie/literacy/services/READRAB (16 December, 2011)

Pianta, R. (2006), The Reading Habit: A Missing Link Between Literacy and Libraries Retrieved from www.pugbual.com/ooo/general/libraie/literacy/services/READRAB Accessed on 16 December, 2011

Pianta, R. (2006). Teacher-Child Relationships and Early Literacy In: D.K. Dickinson & S.B. Neuman (Eds.), *Handbook of early literacy research: Vol. II* (pp. 149-162). New York: The Guilford Press.

Pioneer House (2011) *The Habit of Reading and Love of Learning are Developed* Retrieved from: http://www.pioneerhouselearning.com/home-reading-books-html on 15th March 2015

Pioneer House (2011) *The Most Formative Years are Before a Child Enters School*. Available: http://www.pioneerhouselearning.com/most formative years.

Prosalkova,Y. (1991). Children's Reading, the Children's Library in the Culture of Society. 57th *International Federation of Library Associations and Institutions* (IFLA) General Conference, Moscow. USSR, 18-24 August, 1991. P 3-16.

Public Agenda (2006*) Long Overdue: A Fresh Look at Public And Leadership Attitudes About Libraries In The 21st century.* Retrieved 28 March, 2011 from http://www.publicagenda.org/files/pdf/Long_Overdue.pdf a paper presented at the World Library and Information Congress: 77th IFLA General Conference and Assembly, 13–18 August 2011,

Quest (2009) *Promoting a Reading Culture* [Online] Available: http://www.questatrica.org/readingcultrue.aspx (09 November, 2014)

Rankin, C. & Brock, A. (2012), "Library Services for Children and Young People – an Overview of current provision, future trends and challenges" in *Library services for children and young people: challenges and opportunities in the digital age*, eds. C. Rankin & A. Brock, Facet Publishing, London, pp. 1-27.

Reed (2003) *Reading Habit Promotion in Asian libraries* 65A IFLA council and general conference, Bangkok – Thailand Aug 20-28th

Salisu, O (2003) Understanding Reading Problem in Secondary Schools. Some Observation and Research Findings, Paper Presented At 25th *Annual Conference Of Nigerian School Library Association* Held At Simeon Adebo Library In Ogun State, Nigeria From 25th – 28th October.

Sambo, D, (2005). *Applied Social Research,* Orlando, FLA: Harcourt press.

Sampson, Peter (2009). *Stakeholders Perception* Available: www.nlsa/news/publicatioins/cultureof Reading (09 November, 2015)

Sampson, Peter (2009). *Stakeholders Perception*: Retrieved 9th November, 2015 from: www.nlsa/news/publicatioins/cultureof Reading (09 November, 2015)

Sangkeos, M. (2003) *Reading Habit Promotion In Asian Libraries* 65A IFLA Council and General Conference, Bangkok – Thailand Aug 20-28th

Santrock, J. W. (2005). Children, 8th ed. McGraw-Hill, New York, p.332.

Schamber, L. (2006), *The Role of Libraries in Literacy Education* Retrieved from: http:// www.libraryinstruction.com/literacy.education.html Accessed on 09 November, 2013

Schamber, L. (2006). *The Role of Libraries in Literacy Education* Retrieved from: http:// www.libraryinstruction.com/literacy.education.html (09 November, 2011)

Shabi, I.N. and Udofia, E.P. (2009) Role of the School Library in Promoting Reading Culture in *Nigeria International Journal of Research in Education*, 6 (1& 2): 259-269. Information and knowledge management www.iiste.orgISSN 2224-5758 (Paper) ISSN 2224-896X (Online) Vol.1, No.4, 2011

Spink, A.S. (2000), Are Parents Investing Less Time in Children? Trends in Selected Industrialized Countries *CRISP'S Policy Brief* Retrieved from: http://www.unb.ca/crisp/pfd/brief-parents-time-use-pdf-. Accessed on 29th November 2014

Thanasegaran, G. (2009). *Reliability and Validity issues in Research,* Retrieved from www.econ.upm.edu.my Accessed on 10th July, 2015

The Nigerian Tribune (2010), Lack of Reading Culture, Nigeria's Major Problem: National Newspaper, Thursday, 18 March, p. 31.

Udoh, Ilomechine Q (2008), The Significant of School Libraries in the Educational Development of Student the Case of Novena University Staff School, Kwale, Delta State, Nigeria *Library Philosophy and Practice*, ISSN 1522-022

Umar, Safiya (2010*). Perceptions of Libraries: Context and Community*. Retrieved 28 March, 2011 from http:// http://www.iatul.org/doclibrary/public/conf_procedings/2004/murray (15th December, 2015).

Umeh, Williams (2010) "Public Library and Government Partnerships: Transformative e–Government and Public Service in Times of Economic hardship," In: V. Weerakkody and C.G. Reddick (editors), *Public sector transformation through e–government: Experiences from Europe and North America*. New York: Routledge.

Umeh, Williams and T.S. Wurster, 2012. "Strategy and the New Economics of Information," *Harvard Business Review*, volume 75, number 5, pp. 70–82.

UNICEF (2005), Early Childhood Development Kit. Guideline for Caregivers, Retrieved from: http://www.crin.org/docs/early%20childhood%20development%20kit.pdf.
Vol. 25, no. 1.Retrieved from: http://homepages.gac.edu/~fister/LIcommonground.html Accessed on 29 January, 2015.

Wells, R. (2007), *What the Experts Say*. Retrieved from: http://rosemarywells.com/wp-content/uploads/2009.../What -the-Experts-Say.pdf Accessed on 15th December, 2014

Appendix

Department of Library and Information Science
Faculty of Education
Ahmadu Bello University,
Samaru-Zaria.
1st March, 2016.

Dear Sir/Ma,

I am a master student of the above named institution currently carrying out a research titled Assessment of Stakeholders Support on the Use of Public Library Services by Children in Kaduna State. The study intends to find out the stakeholders in public library, their support for public library services for children, the strategies adopted in soliciting for supports as well as the influence of stakeholders support on the use of public library service by children. I need information from you to be able to undertake this study, therefore your contribution will be greatly appreciated and valued and this information will be used purposely for this research

Thank you for your co-operation.

Yours sincerely,

Joy Oiza Ibrahim.
08036623249.

Please Tick (√) appropriately/ fill the spaces provided

SECTION A

Bio-data

1. Name of Public library_____

SECTION B: Type of Services Provided for Children in Public Libraries in Kaduna State

2. What type of library services do you provide for children to use in your library?

a. Reference services [ ]
b. Homework help [ ]
c. Story/book talk hour [ ]
d. Creative writing [ ]
e. Exhibition [ ]
f. Reading competition [ ]
g. Film show [ ]
h. Library week [ ]
i. Quiz/debate/talks [ ]
j. Essays/poems [ ]
k. Library education [ ]
l. Seminars [ ]

SECTION C:Stakeholders involved in supporting public library service for children in Kaduna State?

3. Who are the stakeholders involved in supporting public library service for children in Kaduna State?

a. Parents
b. State government
c. Local government
d. Educational partners e.g. schools
e. Community members
f. People of influence
g. Philanthropist
h. Book authors/publishers
i. Non Governmental Organization/Agencies serving children
j. Religious institution
k. Any other (Please specify) _____

Section D: Support the stakeholders provide for children to use in Public Libraries in Kaduna State

4. What support do stakeholders provide for children to use in Public Libraries in Kaduna State?

a.	Financial support	[ ]
b.	Donation of children information resources	[ ]
c.	Sponsoring children library programs e.g. quiz/debate	[ ]
d.	Serve as resource persons for seminars/workshop	[ ]
e.	Advocate for government support to improve the children section	[ ]
f.	Stand as volunteers in providing children library services e.g story talk hour and health education	[ ]
g.	Soliciting for funds and children information resources	[ ]
h.	Sponsorship for awareness campaign	[ ]
i.	Publicizing and airing children library services on media agencies	[ ]
k.	Create and sponsor awareness campaign	[ ]

SECTION E: Strategies employed toward Soliciting Stakeholders Support for the use of public library services by children in Kaduna State

1. What are the strategies used for soliciting stakeholders support for the use of public library services for children?

a. Lobbying [ ]
b. Advocacy [ ]
c. Library orientation [ ]
d. Seminar/conferences [ ]
e. Exhibition [ ]
f. Advertisement [ ]

Others specify _____

SECTION F: Extent at Which Stakeholders Support has influenced the Use of Public Libraries by Children

6. To what extent has stakeholders support influenced the use of public library service by children in your library?

s/no	Stakeholders support	Highly influenced	Influenced	Not influenced	Undecided
1.	Financial support				
2.	Donation Of Children Information Resources/financial support by N.G.O's and Agencies				
3.	Sponsoring children library programs e.g. quiz/debate				
4.	Serve as resource persons for seminars/workshop				
5.	Stand as volunteers in providing children library services e.g story talk hour and health education				
6.	Soliciting for funds and children information resources				
7	Sponsorship for awareness campaign				
8	Publicizing and airing children library services on media agencies				