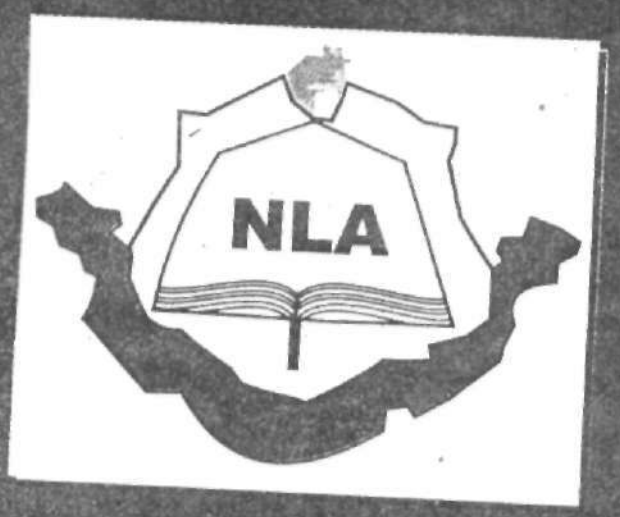
ISSN - 1595 8059

THE LIBRARIAN

INFORMATION MANAGER



Journal of the Nigerian Library Association
Akwa Ibom State Chapter

Vol. 2 No. 2 May 2006

THE LIBRARIAN AND INFORMATION MANAGER

Journal of the Nigerian Library Association
Akwa Ibom State Chapter

THE EDITORIAL BOARD
Editor-in-Chief
Prof. Felicia E. Etim

PUBLICATIONS COMMITTEE

Chairman/Manager	-	Mr. E. C. Duru
Members	-	Mrs. Anke Ukpak
	-	Dr. Uduak Enang
	-	Mr. G. M. Nna Etuk
	-	Dr. Emem Udofia

CONSULTANT EDITORS

Prof M. Afolabi
University of Uyo
Uyo

Prof. Sam Ifidon
Delta State University
Abraka

Dr. Olu Olat Lawal
University of Calabar
Calabar

Prof. B. E. Edoka
University of Nigeria
Nsukka.

THE LIBRARIAN
AND
INFORMATION MANAGER

VOLUME 2 NUMBER 2 MAY 2006

Contents

Pages

Umar Ibrahim
Literary Activities within families in Nigeria:
A study of Ahmadu Bello University
Community, Zaria - - - - 1

Mercy E. Ukpanah
Information Seeking Bahaviour and Information Needs
of law Students in University of Uyo - - - 25

Adebayo, E. L. & Nwankwo, F. A.
Sociometric Analysis of Sanctions on the
Junior Staff of Federal College of Education,
Omoku Library, Rivers State, Nigeria. - - 42

Enang, U. U.
Analysis of Copyrighted Nigerian and Foreign Books
in the University of Uyo, Library and Bookshop - 51

Michael E. Okon
Information Technology in Akwa Ibom State - - 59

Emmanuel Adiku, Henry I. Okon and Udeme E. Akpabio
User's Characteristics and Utilization of Information Sources in
Akwa- Ibom State Public Libraries - - - 78

Nkanu, W. O., Eyo, E. B. E. & Iyishu, V. A.
Assessment of Automation and Network Status of
Library Services in Nigerian University Libraries 1990 - 2002 - 91

Ogbodo, C.I (Mrs.)
The Use of Audiovisual Materials in Education of Children - 105

Ebong, Nyama Nkebem & Ekanem B. Eyo
Trends in Library Development in Calabar,
Capital of Cross River State - - 115

Chuma Opara Nnadozie & Chizoba Doris Nnadozie
The Information Needs of Faculty Members in a
Nigerian Private University - - - - 127

Augonus Nnamdi Uhegbu
Decades of Conflicting Reality: National Information
Awareness and Utilization among Rural Women in Imo State,
Nigeria - - - - - - 145

LITERARY ACTIVITIES WITHIN FAMILIES IN NIGERIA: A STUDY OF AHMADU BELLO UNIVERSITY COMMUNITY, ZARIA

BY

Umar Ibrahim, BLS, MLS, PhD
Department of Library & Information Sciences
Ahmadu Bello Univerity, Zaria, Nigeria

ABSTRACT

The study investigated Ahmadu Bello University, Zaria community with the aim of finding out the types of information resources for children that are kept by families in the community; the types of literary programmes and activities conducted at home by parents and the willingness or otherwise of families to participate in community-based literary programmes. Using survey method of research, 150 families were randomly selected and surveyed. Questionnaire was used to collect data from the respondents. The study recorded a high response rate of 139 (92.67%); 90 (64.75%) were husbands and 49(35.25%) were wives, both groups obtaining various qualifications, from diploma to doctorate degrees. The sizes of the families were moderate, ranging from 2 to 5 children per family. School text books constitute the highest (131/94.24%) information resources kept by

families for children, while story telling ranked first 128 /92:09%) among the activities carried out by parent, majority 113/81:29%) spent between 1 to 2 hours usually between 4 to 8p.m. daily. The study also discovered that because of lack of information resources, qualified staff, e.t.cparents hardly take their children to the community public library. However, their willingness to fully participate and contribute to any planned community literary programme gives the public library some rays of hope. The study suggests that the library should initiate, plan and executive community-based literary programmes.

BACKGROUND OF THE STUDY

Education at all levels is the key to national development. It is when the citizenry is educated and enlightened that they can themselves develop and meaningfully contribute their quota to the general development of their country either as leaders or followers.

s in this spirit that nations of the world do try to give ıcation a top priority in their development plans and ɔgrammes.

Education, as observed by Mohammed (2001), is effective instrument for development; a strategic tool liberating the masses of people from ignorance, sease and poverty; a dynamic forum for encouraging ogress, unity and overall betterment of a people, and ly equality of education opportunity is the guarantee r building up egalitarian society. This position esupposes that in order to ensure sustainable velopment of any nation, the education of the children, uth and indeed adults becomes necessary.

It is the realization of the above that have spurred any efforts over the years by various arms of overnments, non-governmental organizations and ternational bodies in establishing literacy and literary ogrammes in Nigeria. According to Ndakotsu (2000),

although adult education and literacy programmes date back to 1930s, major grounds were only gained in 1982 and consolidated in 1992 when the programmes were launched and re-launched with a National Commission for Mass Literacy, Adult and Non-formal Education.

However, as noted by Vakkai (2004), despite the establishment of the National Commission for Mass Literacy by the Nigerian government, the inculcation of reading culture to the Nigerian youth was very slow. Some reasons attributed to this were the fact that all the programmes designed by the commission were directed towards adults to the exclusion of children and youths. Also there were no plans put in place to sustain the reading and writing skills acquired by the adults. It is in response to the above that other arms of government and non-governmental organization, such as the National Library of Nigeria (NLN), Nigerian Educational Research and Development Council (NERDC), Nigerian

Book Foundation (NBF), Network for Promotion of Reading (N.E.P-READ), etc designed and launched various literary programmes.

Chetty (2003) notes that literacy programmes are basically aimed at imparting the skills of reading and writing to those that do not have them. On the other hand literary programmes are more encompassing; apart from sustaining the reading and writing skills acquired, they also aim at instilling the love of reading and cultivating life-long reading culture. More importantly, they aim at cultivating information skills acquisition from different information resources through well-planned activities and information services for life long development.

The importance and place of the home to children's learning cannot be over emphasized. Parents are children's first teachers, and strengthening parents' ability to stimulate their children and encourage them to learn can set the stage for adult success. It is pertinent to

observe that until the impact of psycholinguistics and sociolinguists upon reading theory, the concept of reading readiness was widely accepted. It was thought that children needed to reach a certain developmental stage before they could start to read. Nowadays, learning to read is seen more as a continuum. Children can be introduced to simple books as soon as possible and move through stages along the continuum at an individual pace. (Ibrahim, 2004)

However, children seem to achieve reading competence through participating in regular patterns of behaviour. Therefore, any initiative either by governments or non-governmental organizations (NGOs) on literacy, literary and even readership campaign programmes should start from the home. It is in this view that Ibrahim (2004) notes that parents should be empowered to develop their children's awareness of written language by reading books to them from early

age, to play word games and sing songs and rhymes. These activities are necessary because, as elaborated by research conducted by Goswami and Bryant (1990), children's awareness of rhymes and phonological patterns influences their later ability to develop reading competence. It has also been established that parents engaging in these activities when a child is young help to promote a love of reading and boost the child's performance in school, as well as improving the child's attention span, concentration and interaction with other people.

There is no doubt that for all these activities to be successfully carried out in the home, parents need to acquire and keep variety of information resources in the home, as well as use both the school and public libraries to complement their efforts. Therefore, it is quite interesting to find out whether or not the Nigerian parents really engage in the above-mentioned activities with the view to

promoting and sustaining reading culture among their children. For instance do Nigerian parents acquire and keep information resources for their children? Do they regularly engage their children in any literary activity? It is in view of this that this research study set out to investigate families in Ahmadu Bello University Community, Zaria in order to specifically provide answers to the following research questions.

RESEARCH QUESTIONS

1. What are the types of information resources for children kept by families in Ahmadu Bello University, Zaria community?
2. What are the types of literary activities conducted by families under study?
3. How much time and periods do the families under study allocate to literary activities?
4. What other channels of information do children in Ahmadu Bello University, Zaria community use?
5. How will Ahmadu Bello University, Zaria community support community based literary programmes?

OBJECTIVES OF THE STUDY

The study is set out to achieve the following objectives;

1. To find out the types of information resources for children that families in Ahmadu Bello University, Zaria community have in their homes.
2. To find out the types of literary activities that families in Ahmadu University, Zaria community are engaged in.
3. To determine the average time and preferable periods that families in Ahmadu Bello University, Zaria community conduct literary activities.
4. To determine other channels through which children in Ahmadu Bello University, Zaria community obtain information.
5. To find out how families in Ahmadu Bello University, Zaria community would support community-based literacy programmes.

SCOPE OF THE STUDY

The study is limited to academic and non-academic staff residing on the main campus of Ahmadu Bello University, Zaria. Therefore, the study does not cover those staff that are living off campus.

METHODOLOGY

The survey method of research was employed for the study. Consequently, families of academic and non-academic staff residing on the main campus of Ahmadu Bello University, Zaria were surveyed in order to collect data to answer the research questions postulated.

Questionnaires were administered to 150 randomly selected families. To achieve high response rate, wards of between 10-12 years old in the University Staff Primary School were given, with the help of class teacher and headmaster, questionnaires to take to their parents and to return completed copies immediately. Data collected was analyzed using non parametric statistics and reported in tables and charts.

FINDINGS AND DISCUSSIONS

Out of the 150 questionnaires distributed, 139 (92:67%) were duly completed and returned. This high percentage is attributed to the fact that the researcher

Used the children at the University Staff Primary School to distribute the questionnaires to their parents. Analysis of the general background information of the respondents reveals very interesting findings. Their status shows 90 (64.75%) husbands and 49 (35.25%) wives. The fact that majority 131 (94;24%) of the respondents (both husbands and wives) obtained various qualifications, ranging from diploma to Ph.D. is not surprising, because the community is located in an academic environment. Only 8 (5.76%) of the wives have no formal education. It is interesting to find out that the study reveals a typical characteristic of Nigeria families- fairly moderate, with majority 74 (53.24%) having between 2 to 5 children.

INFORMATION RESOURCES FOR CHILDREN WITHIN FAMILIES IN AHMADU BELLO UNIVERSITY, ZARIA COMMUNITY

The study reveals, as can be seen in Table 1 and Figure 1 below, that families surveyed do indeed keep variety of information resources. As expected and not too surprising, school textbooks constitute the highest number of responses 131 (94.24%) on information resources kept by the families. This high percentage could be attributed to the fact that they are compulsory to be bought for each child. Competitively, audio visual materials, now accused of taking over the reading of literary works, such as novels, fiction, etc, followed closely with 118 (84.90%) responses. This finding implies that "viewing", as is being feared, is taking over reading.

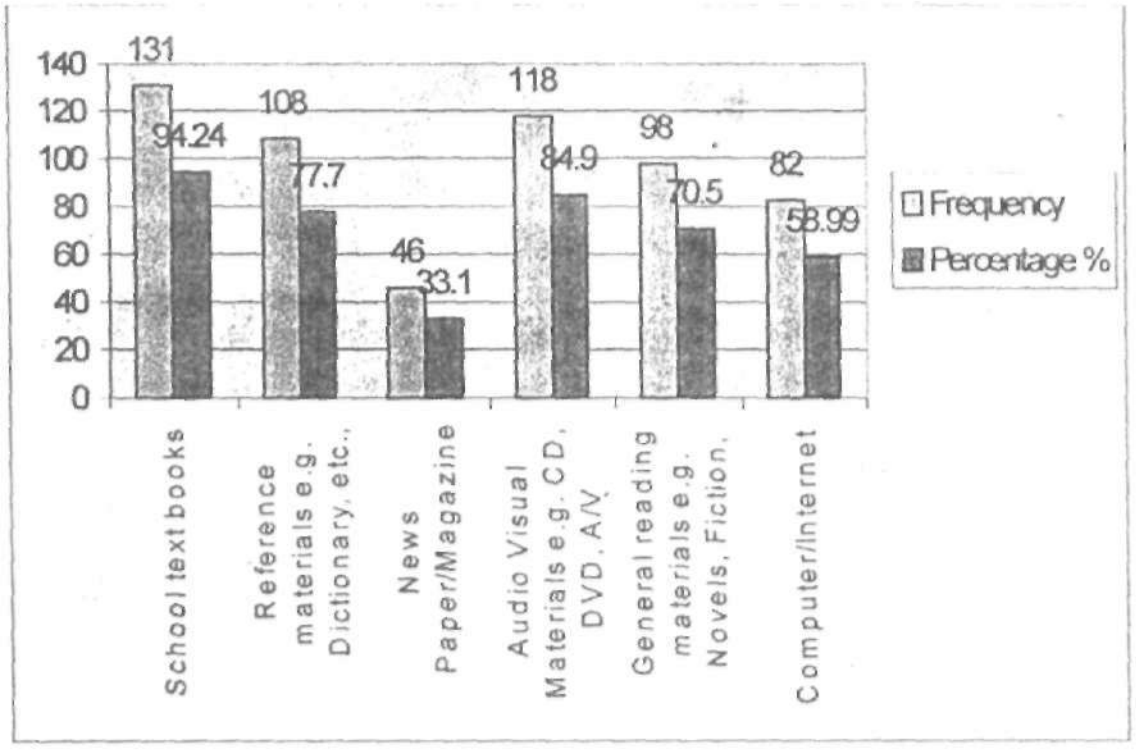
Families in Ahmadu Bello University, Zaria community are also responding to the current rends in ICTs usage. As an indication of this, substantial number 82 (58:99%) of families have computers and internet

facilities, which are equally accessible to the children. On the other hand newspapers/magazines are the least 46 (33:10%) of information resources available in families homes in Ahmadu Bello University, Zaira community.

TABLE I: INFORMATION RESOURCES KEPT BY FAMILIES IN AHMADU BELLO UNIVERSITY ZARIA COMMUNITY.

S/N	Information Resources	Frequency	Percentage %
1	School textbooks	131	94.24
2	Reference materials e.g. dictionary, etc.,	108	77.70
3	Newspaper/Magazine	46	33.10
4	Audio Visual Materials e.g. CD, DVD, A/V Cassettes	118	84.90
5	General reading materials e.g. novels, fiction, etc.,	98	70.50
6	Computer/Internet	82	58.99

FIGURE I: INFORMATION RESOURCES KEPT BY FAMILIES IN ABU COMMUNITY



TYPES OF LITERARY ACTIVITIES CONDUCTED WITH CHILDREN BY FAMILIES IN AHMADU BELLO UNIVERSITY ZARIA COMMUNITY

One of the objectives of this study is to find out the types of literary activities that are carried out by families in the area under study. Below, Table 2 shows the distribution of seven different activities conducted with children.

The results presented in Table 2 and Figures 2 have no doubt confirmed as reported by Umukoro, et al. (2003) that African culture is basically oral in nature. This perhaps could be one of the reasons why storytelling ranks first with 128 (92.09%) among the literary activities engaged in by families in Ahmadu Bello University, Zaria community. It is well reported in the literature, such as Skinner (1980) that very often families in Africa, especially in the villages, gather around in the evenings to listen to stories, folktales, etc.

Skinner (1980), that very often families in Africa, especially in the villages, gather around in the evenings to listen to stories, folktales, etc.

The response of families concerning the average number of hours and the preferred period in which literary activities are undertaken shows that majority 113 (81.29%) spend 1 to 2 hrs, and 62 (44.60%) and 45 (32.37%) between 6 to 8 p.m., and 4 to 6 p.m., respectively. The choice and preference of these periods is appropriate because most parents return from work as from 4.00p.m. This perhaps explains why 6 to 8 p.m. period is most preferred, because

Before this period parents must have rested and solved other problems.

The study further reveals that both parents 93 (66.91%) collectively assist their children to do homework. They concurred that literary activities come up immediately after homework. This is also the same with parents that singly (i.e. either father or mother) assist their wards in homework. assist their wards in homework.

The implication of this finding is that literary activities that may be planned by either the University public library or school library should best be carried out from 4 to 6 p.m and for a maximum of 1 hour. This is because both the children and parents are free and available during this period., and parents would not be over burdened since the librarian hi either of the libraries is to undertake the literary activities.

It is rather unfortunate that this study found out that parents in Ahmadu Bello University, Zaria community seldom take their wards to the university public library on the campus.

They attributed this behaviour to lack of library and informal resources, especially general reading; lack of qualified librarians, as most of the library staff are non-professionals or para professionals; and lack of interesting programmes and activities. Perhaps the fact that the children have library in their primary school and that most 121 (87.05%) parents indicated are moderately satisfied with the library could be another reason why they do not take their children to the pubic library. Although they may be satisfied with the school library, the fact is that the children mostly utilize that library only during library periods, which is just once a week and not beyond 30 minutes. Therefore, the public library should not only complement but also give the children the opportunity to remain in the library beyond 6 p. m to do independent study.

OTHER CHANNELS OF INFORMATION USED BY CHILDREN IN AHMADU BELLO UNIVERSITY, ZARIA COMMUNITY

One of the aims of literary programmes as explained earlier is to enhance information acquisition skills in children,

Adolescents and adult. This study therefore went further to find out other channels of information through which children in Ahmadu Bello University, Zaria community seek information.

Among these genre of information resources are: audio-visuals (including audio and video CDs and DVD, and cable satellite, etc) were highly used, 127 (91.31%). The fear that the Nigerian child and indeed the world over are turning away from reading culture to "viewing culture" is no doubt confirmed in this study. Newspapers and magazine that are supposed to provide current information, as well as informing, educating and entertaining were rarely read by the children. This could be because their school library does not subscribe to any newspapers or magazines, and only few parents purchase and bring home copies. Radio 7 (5.04%) and internet 5 (3.60%) were less frequently used. This explains why current affairs as an information service received the lowest utilization, 40 (28.78%).

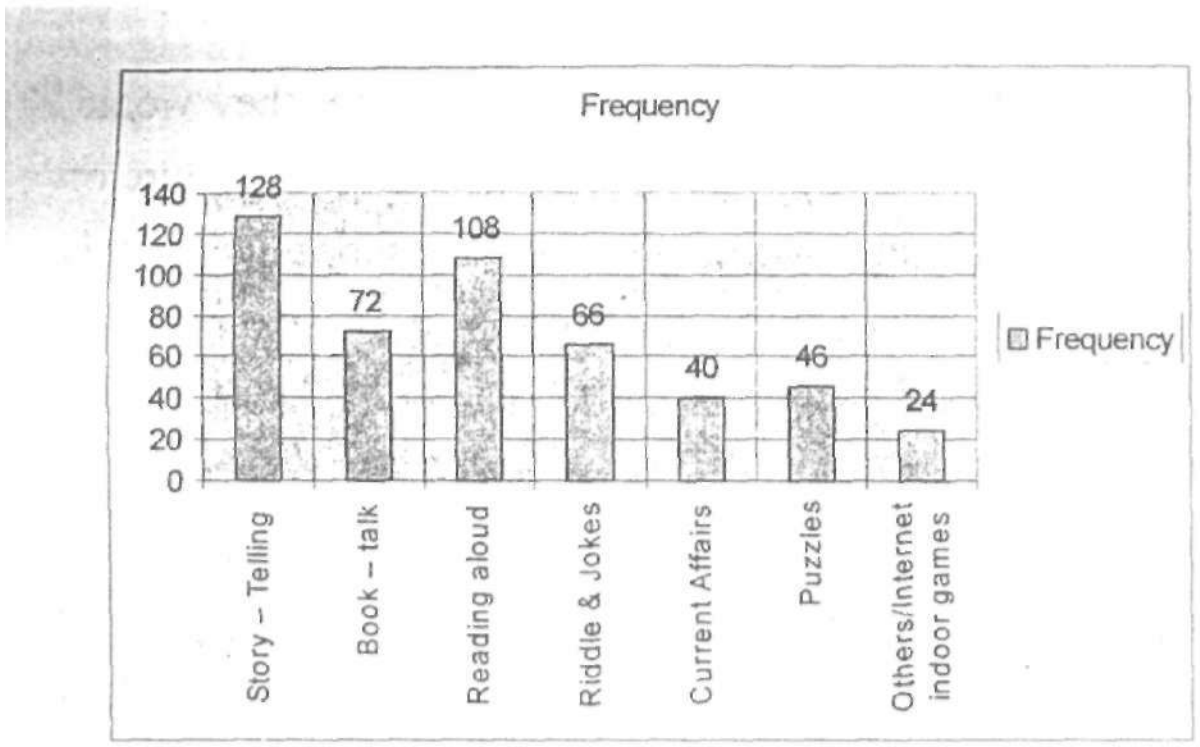
From the responses of families in Ahmadu Bello

University, Zaria community on whether they would support community-based literary programmes, the future of the University Public Library seems very bright. This is because a majority 115 (82.73%) of families have indicated their willingness to physically participate, donate information resources and even provide financial support.

In view of this very interesting revelation the University Public Library should, as a matter of priority, liaise with the Department of Library and Information Science in the University, and families should work through their Parent Teachers Association (PTA) so as to plan and design sustainable literary programmes.

TABLE II: LITERARY ACTIVITIES FOR CHILDREN AMONG FAMILIES IN AHMADU BELLO UNIVERSITY, ZARIA COMMUNITY

S/N	Information Resources	Frequency	Percentage %
1	Story – Telling	128	92.09
2	Book – talk	72	51.80
3	Reading aloud	108	77.70
4	Riddle & Jokes	66	47.48
5	Current Affairs	40	28.78
6	Puzzles	46	33.10
7	Others/ e.g. Internet indoor games	24	17.27



CONCLUSION

From the above foregoing findings and discussions, it will not be out of place if this study concludes that there are unquestionably signs of vigor and commitment from families in Ahmadu Bello University, Zaria community to support literary programmes. There are an impressive number of families that not only keep different information resources for children but also frequently undertake literary activities with them. Although the families have lost interest in the University Public Library, their willingness to support community-based literary programmes has given ample

opportunities for the Library to initiate, plan, design and implement community-based literary programmes. Undertake literary activities with them. Although the families have lost interest in the University Public Library, their willingness to support community-based literary programmes has given ample opportunities for the Library to initiate, plan, design and implement community-based literary programmes.

REFERENCES

Chetty, V. (2003). Post-adult literacy needs and the development of adult learners' skills:
The experience of project literacy. In: D. Rosenberg, (Ed), *Reader development and reading promotion: Recent experiences from seven countries in Africa. Oxford: INASP*

Goswami, U. and Bryant, P. (1990). Learning to read at home in Microsoft Encarta Encyclopedia Standard 2004

Ibrahim, U. (2004). *Strategies for the promotion of sustainable reading culture for life-long development among Nigerian youth.* Being a paper presented at the National Library of Nigeria North-West Zonal Workshop on National Readership Promotion Campaign (RPC), held at Kaduna on the 23rd March.

Mohammed, Z. (2001). *The book industry and national development.* A paper presented at the 7th Kaduna Book Fair, held at the Kaduna State Library Board, Kaduna, 6th-10th November.

Ndakotsu, C. N. (2000). Inculcating the Reading Culture in Future Library Users. *Library Focus,* Vol. *17 &18.*

Skinner, N. (1980). *An anthology of Hausa literature in translation. Zaria. NNPC,*

Umukoro, M. M. et al. (2003). Examination focus literature-in- English for WASSCE, 2002-2005. Ibadan: University Press Plc

Vakkai, F. D. (2004). Lamenting our poor reading culture. *Weekly Trust,* Feb 28-March 5. P*ractice.* L*agos: OMEGA.*