

FINANCING OF SCHOOL LIBRARIES IN
KATSINA STATE

BY

WADA SULE RAFINDADI (NCE,BALS,PGDM)
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DECLARATION

I hereby declare that this thesis has been written by me and has not been presented either wholly or partly anywhere for the award of any degree. All the various sources cited were properly and clearly acknowledged by the means of references and bibliography.



Wada Sule Rafindadi

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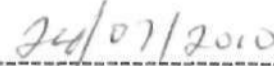
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CERTIFICATION

This thesis entitled "Financing School Libraries in Katsina State" was carried out by WADA SULE RAFINDADI, meets the regulations governing the award of the degree of Masters in Library Science of the Ahmadu Bello University, Zaria



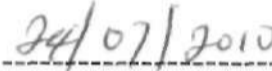
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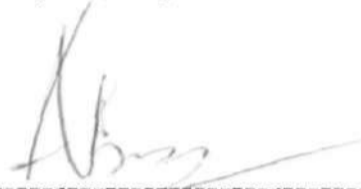
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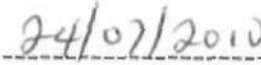
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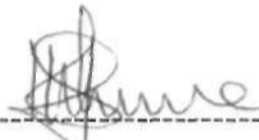
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Prof. Tijjani Abubakar
(Head of Department)



Date



Dean Postgraduate School



Date

DEDICATION

This work is dedicated to the memory of my late beloved parents, Alhaji Wada Tela and Hajiya Turai Wada Tela who laid the foundation without which this task would not have been possible and also to all my children.

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ABSTRACT

The study investigates the financing of school library services in Katsina State. To do this, five research questions were formulated and answered with respect to the administrative structure of school libraries, financing of school libraries, the nature of funding school libraries and the services and funding school libraries in Katsina State. Survey research method was used for the study. The population of the study consist of secondary schools in Katsina State principals, school librarians, Directors inspectorate, Assistant Directors Zonal Education Directorate and Assistant Directors Library Services were the subject of the study. Questionnaire was used to collect data for this study. The data collected were presented and analysed using frequency tables, percentages and histograms/charts. The study found among others that school library financing depends solely on the grants from the Ministry of Education, Teachers Service Board and Science and Technical Education Board. It was also revealed that PTA, philanthropist, well wishers and library friends were the sources of funding of school libraries in Katsina States. The study concluded that the financing of school library services in Katsina State can be described as inadequate. Lastly, the need for recruitment of professional librarians in order to ensure effective and efficient management of school libraries was also recommended.

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LIST OF ABBREVIATIONS

N P E:	National Policy in Education
N L A:	Nigerian Library Association
WALA:	West African Library Association
P T A:	Parent Teachers Association
S T E D:	Science and Technical Education Board
M O E:	Ministry of Education
T S B:	Teachers Service Board.
NPE:	National Policy on Education
EPA:	Education for All
ERN:	Federal Republic of Nigeria
FCE:	Federal College of Education
KCK:	Katsina College Katsina
GGCK:	Government Girls College Katsina
GGSSS:	Government Girls Secondary School Shagarle
GSSM:	Government Secondary School Mani
GDSSB:	Government Day Secondary School Birchi
GRBSSK:	Government Rural Boarding Secondary School Kurfi
GSSD:	Government Secondary School Daura
GDSSD:	Government Day Secondary School Daura
GDSSB:	Government Day Secondary School Bakori
GGDSSF:	Government Girls Day Secondary School Funtua
GSSM/F:	Government Secondary School Malumfashi
GGSSM/F:	Government Girls Secondary School Malumfashi
GGSSK:	Government Girls Secondary Kankia
GDSSK/S:	Government Day Secondary School Kafinsoli
GSSSSD/M:	Government Science Secondary School, Dutsinma
GGSSSA:	Government Girls Science Secondary School Ajiwa

CHAPTER ONE

INTRODUCTION

1.0 Background to the Study

Education as a concept is related to many variables such as the teacher, the learner, the society, reading and writing, development of skills and behaviour, Yakub (1997). Education is most valuable possession persons can have. Without it, poverty, disease and ignorance cannot be significantly contained. Agwu (1995) observed that Education is both a costly investment but cheaper than ignorance. It is an investment with which a nation can develop. He argued further that since education is seen as an inevitable tool for nation building, it must therefore begin with the individuals which make up the nation. This is more pertinent because education is not just book knowledge but the total development of a whole person in all spheres of life.

Education is the most important ingredient through which a nation can attain development. It affects the whole nation's engagement towards self-sustained development. There is no doubt that education is an important tool for economic development and social progress of a society. In fact human resource and its end result is the improvement on the life of an individual and the society in general.

The aim of education is to facilitate the balance growth of the total personality of an individual intellectual and moral training from another perspective. Education is considered as the food and life of the soul, because through it, discipline of the mind and soul are acquired. It allows the performance of correct as against erroneous action, or right as against wrong. Education is a powerful tool or instrument for nation building. The universalisation of access to education is a fundamental factor for achieving socio-economic transformation and technology growth and advancement. People must be developed or build up accordingly so that they too can make their contributions to the development of the nation, socially, politically, technologically and culturally. The Federal Government of Nigeria realizes this fact by adopting education as an instrument per excellent for effective national development NPE (1981).

It is well acknowledged that Education is a process that helps individuals to achieve an all round development so as to function optimally. Schooling is thus an essential activity which all children should participate in so that as adults, they can be equipped to contribute their own quota to development. Nigeria recognizes this, having been signatory to all the major international declarations on education. For example, the 1990 Jomities Declaration of Education for All is signed by Nigeria so also the positioned adopted by world at the third world children's summit in

1991. This summit declared that by 2000 all children should have access to education. In 1992 Nigeria developed a set of national goals for the development and protection of children one of which was to achieve 100% enrolment and completion rate in primary school. The 2000 EFA declaration in Dakar and other subsequent world declaration on education have all been accepted and endorsed by Nigeria.

Katsina State

Katsina state was created out of Kaduna state on 23rd September, 1987 and is the same as the former Katsina province of old Northern state.

It borders Kaduna state to the south, Jigawa and Kano to the East, Zamfara to the west and shares an international boarder with Republic of Niger to the North. It occupies an area of about 23,938 square kilometers with an estimated population of about 4.620 million people as per 1999 projection. Katsina is a mono—ethnic and mono-lingual state and the people are generally Hausa/Fulani.

Secondary Education

Secondary education is the education children receive after primary education and before tertiary stage. Secondary education is to prepare the individual useful living within the society and higher education. The first Nigerian secondary school was established in 1859 by Church Missionary Society with roughly 25 students. However as at 2005 the estimated

populations of students are nearly 6.4m Saiyadi (2007). The strategic position of secondary Education in the national educational system has also made it a target of major concern. The ultimate objective of a primary school leavers is to gain entrance into a secondary school. Similarly, the primary consideration of every secondary school leaver is how to proceed to higher education. Secondary education has both the consumer and producer status i.e. consuming the products of the primary school and producing candidates for higher education.

Secondary education is of six years duration given in two stages:-

- i. a junior secondary school stage
- ii. a senior secondary school stage

Each stage is of three years duration. The junior secondary school is both pre-vocational and academic, and tuition free, universal and compulsory while senior secondary school is comprehensive, with a core curriculum designed to broaden pupil's knowledge and out-look. NPE (2004).

The role of secondary education according to NPE (2004) is:

- (a) Provide all primary school leavers with the opportunity for education of a higher level, perspective of sex, social status, religious or ethnic background.

- (b) Offer diversified curriculum to cater for the differences in talents, opportunities and futures.
- (c) provide trained manpower, in the applied science, technology and commerce at sub-professional grades.
- (d) Develop and promote Nigeria languages, art and culture in the content of world's cultural heritage.
- (e) Inspire standards with desire for self improvement and achievement of excellence.
- (f) Raise a generation of people who can think for themselves, respect the view and feelings of others, respect the dignity of labour, appreciate those values specified under our broad goals and live as good citizens.
- (g) Provide technical knowledge and vocational skills necessary for agricultural industries, commercial and economic development.

Financing Secondary Education

Financing is the process of raising funds, capital for any kind of expenditure. It is the process of channeling funds in the form of credit, loans or invested capital to those economic entities that most need them or can put them to the most productive use.

School library financing is an issue which should be divorce from school funding. It should be the concern solely of the ministry, but the.

absent of the clear national policy on financing school library left the matter so confused. Education is bound to be one of the consumptive sectors of government resources and is therefore bound to be affected by government policies across the board. Policies of successive government have contributed substantially to the unrealistic higher social expectation.

Sanusi (2000) stated that the financial allocation to the university libraries could not cope with the demand of the university community. He further stated that on many occasion funds allocated to the libraries are not released on time there by causing unnecessary delay in the procurement of materials to the library and some time making the library to purchase at a higher price because of price changes from time to time more often upon reviewed. But this is not the case of school library where funds allocated are diverted to other places as noted by Usman (2006).

The term budget has received various definitions by different author at various times and for various purposes. Some of these definitions are general in nature, while other tends to reflect the situation they find themselves. Generally a budget is a financial plan which identifies the financial targets of the organization government or non government over a stated period. Sanusi (2001) quoted Carry Forth and Rawlison (1996) as observed by Sharma (1978) quoting Bank (1974) "a budget is a comprehensive document containing the detailed estimate of and the

plans for that financial transaction which are needed by an organization to carry out its programmed effectively during a fiscal year”

However on the field of library and information services Martin (1978) has revealed that a budget is the financial plan by which the library outlines its priorities and programmed in monetary terms or usually sets out a summary from the categories of amount of expenditures to maintain it's programmed. A library budget therefore is in most cases an annual fund allocation it is perhaps an estimate of what sums or library will need in the coming year or biennium for carrying out its services, it is also a kind of financial statement carrying both recurrent and capital estimated revenues and expenditures of a library services for a definite period of time usually one year. Every library stands on three legs, a building, collections and staff. However the tender that holds each of these legs and binds them together into a whole is money. A budgetary constraint is a global phenomenon which need not be over flogged. This problem is aggrieved by the escalating cost of reading materials which has made it difficult for school libraries to maintain a balanced collection. Funding is at the heart of enterprise and no matter which way we look at it the school library is a classic example of an enterprise. If the school library is to meet the objectives for which it was established money is essential for the procurement and processing of materials in the library. Where funds are

lacking, it is impossible to organized school library service of any kind and where it is inadequate the efficiency of that services is bound to be adversely affected.

Schools Libraries

The school library has been variously termed as media centre, media resource centre, school library media centre, learning resource centre, and school media production centre.

Whatever nomenclature is used in describing it, the school library is an agency or unit within a primary or secondary school which is responsible for the selection, organizing, preserving and making available learning materials to the teachers and pupils of the school. In addition, it provides facilities and avenues for the production of learning media by pupils and teachers and for their use as learning resources.

Libraries preserve knowledge so that none is lost, organize knowledge so that none is wasted, and make knowledge available so that no one needs to be deprived. Library is the centre of the intellectual life of any educational institution. It has some sources of information available at all times or reference, high literature, for pastime and entertainment.

Loreenz (1962) in his book standard of practice for West Africa Libraries stated that school libraries provide instructional materials to enrich the curriculum, supplement the text books give student unlimited

opportunity for learning and keep teachers and student update on new social, economy and scientific developments.

In secondary schools, library is the centre of intellectual literacy life of the recognized school and play the same part vis-à-vis all the other objectives as the laboratory plays for science subjects or the workshop plays for technical subjects. Allen (1974) in his book, the school library Resources centre, state that: "the scope of knowledge has become too vast to be covered extensively within the boundaries of classroom instructions, superior though that instruction may be. Through the school library, these boundaries can be extended in all areas of knowledge. Allan obviously, does not share the view still held in certain quarters that the teacher is the person solely responsible for teaching him. We know that no matter how wealth a student is, he cannot possess all the books and related materials he needs for him education. The teacher also cannot always be available to teach and instruct.

In line with the above, immediately after creation of Katsina State in 1987, three (3) zonal education Directorate which were inherited from the former Kaduna state were maintained. The government noted with great concern the inability of the state to fill its quota in the higher tertiary institutions and thereby four (4) more zonal educational Directorates were added with a total number of one hundred and five (105) secondary

schools across the state. The students have been performing below expectation. In the light of this the researcher deem it useful to conduct a research on the financing of school library services with a view to find the reason for their failure in the examination.

The Place and Importance of Library in Secondary School

The importance of providing libraries to secondary schools is as important as education itself. There is a general consensus that children should be provided with library at early stage of learning to improve their skills in library and be able to digest to digest and think independently in adulthood. Edegbe (2001) reported that library service is a prime factor in nation's social, economic and cultural development. The provisions of a good library service could help a nation to produce men and women who would be motivated to learn by enquiring and discovering new things. To buttress the importance of a school library, Onifalle and Olanlokun (1990) noted that the first objective of a school library is to implement, complement and supplement the total educational programme of the school.

School library could be identified with a lot of contributions towards increasing some ones ability to learn and improved his educational standard, that is to say "the library is it self a medium of education and it

plays a similar role in our academic curriculum as our science or language laboratories. The fact that while a science laboratory is specific in function, the library on the other hand has unlimited jurisdiction in the field of knowledge. Indeed the school library of today can be regarded not only as a reading centre and materials centre, but also a service and teaching agency.

"Information and education are basic requirements for economic and social development in any nation. Books, pamphlets, periodicals, films and other library material are indispensable tools to all levels of education from primary education to university education J.G Lorenz (1962).

Based on what has been said, educational policies have great recognition for school libraries (Federal Government of Nigeria, 2000). Edegbe (2001), states that the recognition was based on the premise that the role of school library is fundamental in the stimulation of learning skills, creative and reflective thinking and more importantly, independent self learning in implementing guidelines of NPE (2001).

Every school needs a library. Throughout the school days, teachers and students use library materials in the teaching and learning process, the quality of a school's instructional programme depends to the extent on quick access to library materials.

Schools libraries work closely with teachers in helping students learn to use libraries and library materials and to develop good reading and study habits. Utol (1987) states that despite priority given to education, school libraries have not been recognized as integral components of the educational programme. They are therefore suffering at the school building level because the ministries of education have failed to provide the personnel and funds required to establish and develop them.

In the western world the school library is often referred to as "hub and the heart" of the school. If Nigeria wishes to achieve the goals stated in the National Policy in Education (NPE), which stipulates that educational activity must be centered on the learner for maximum self development, the government must begin to take concrete steps to facilitate the establishment of quality school library services such as reading corner, class shop, library period etc in primary and post primary institutions and to ensure that they are adequately funded and staffed.

1.1 Statement of the Problem

School libraries are needed if we must teach our pupils how to learn, not just what to learn. Student and teachers should know that learning how to learn is more important than knowledge itself, for knowledge can go out of date, but the learning skills is the key to knowledge.

There exists an enormous problem in the funding of school library service in Nigeria and Katsina state in particular. Poor funding of school library services leads to inability of the students to learn effectively.

In recent study conducted by Usman (2005) on the library provision in secondary school in Katsina zone reveals that the majority of the school have built library. However, the huge increase in student's enrolment over the years has overstretched the available spaces for sitting and other services. It also discovered inadequacy of funding and furniture. In line with the above finding, the researcher decided to conduct a research on financing of school library services in Katsina state which are not part of the previous research with a view of finding out the level of funding of school library services available and measure them against minimum standard for school libraries by Federal Ministry of Education.

1.2 Research Questions

The researcher formulate the following research questions:

1. What is the administrative structure of school libraries in Katsina state?
2. How are school libraries in Katsina stated financed?
3. What are the sources of funding for school libraries in Katsina state?

4. How are funds for such libraries in Katsina State disbursed and Utilized?

1.3 Objective of the Study

The objectives of the study are as follows:

1. Find out the administrative structure of school libraries in Katsina State.
2. Find out the nature of funding school libraries in Katsina State.
3. Find out the sources of funding school libraries in Katsina State.
4. Find out how funds for school libraries in Katsina State are disbursed and Utilized.

1.4 Significance of the Study

The study is significant because:

1. It will give clear picture of school libraries in Katsina State and this in turn will help the Ministry of Education to know the state of the art of the resources and services in their libraries.
2. It will also be useful to Katsina State Ministry of Education, Science and Technical Education Board, zonal inspectorate of

education, principals and even classroom teacher and school librarians.

4. It will also X-ray the problems facing school libraries under study and suggest solution to the problem

5. It will also lay foundation for further investigation.

1.5 Scope and Limitation

The study carefully focuses on forty five (45) libraries in Ministry of Education, Teachers Service Board and Science and Technical Education Board in Katsina State. Researcher is limited by the responses of the respondents.

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CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

This chapter seeks to review literatures that are pertinent to the study. In order to exhaustively review related literature; the review is done under the following sub headings.

- 2.1 Development of School libraries in Nigeria
- 2.2 School library Resource Development
- 2.3 School library Resource Organization.
- 2.4 Staffing of School library
- 2.5 School library financing
- 2.6 School Library Standard

2.1 The Development of School Libraries in Nigeria

The history of school libraries in Nigeria pre-dates the country independence. Ogunshye, (1998), reported that there were echoes on the need for school library development, in the sub regions was first done at Wala Conference in 1954. Kalu Okoerie, then secretary of the newly launched WALA gave a talk at the conference which theme was "the place of libraries and librarianship in developing countries" with emphasis on the part to be played by libraries and education and the part to be played by professional Association such as Nigerian School Library Association.

By 1960, the impact of school library service development to over three hundred Middle schools in the western region of the country were already being felt on the West African library development scene.

Various states of the federation have invested commendable effort towards the growth and expansion of school libraries. Ezekwe (1999) notes that, in 1984, the old Anambra State Library Board established a central book depot at Enugu, with branches at Onitsha, Amanbia and Nsukka educational zones. The objectives of this giant stride are:-

- To assist parent and guardian in meeting the ever increasing educational needs of their wards by creating for them a source of book supply alternative to the general market at moderate prices.
- To assist schools in developing functional libraries, making available to them books selected with professional bodies.

Based on the services of the Enugu Book Depot and its branches, the school libraries began to receive considerable face lift in both the old and new Anambra States of Nigeria. To further ensure that school libraries benefited from the pool of books, the supervision ministry of education directed all schools to be depositing all libraries levies in the central depot and there after select the commensurate volumes of books for their respective libraries. Hence, the compulsory development of school libraries in the state. The management further institutionalized school library

competition within the state and the award of prizes to the best school libraries.

Libraries were beginning to recognize Africa's need to teach reading habit to its children, who were growing up oral tradition and who needed to acquire skill that will give them access to the written literature and knowledge of the literate world of the twenty century. The WALA broke up into National Library Association in 1962, Ezekwe (1999) and Nigerian Library Association came into existence. The western Division of the NLA, with support of the Institute of Librarianship University of Ibadan, embarked on activities, including the school conference of 1964, towards the development of school library in region. The Abidina Media Resources Centre was open to the public in 1974. The event describes "a momentous occasion in the history of school library in Nigeria", Ogunsheye (1998), the centre was to be a model children's library. Abidina was not only a public service of the University of Ibadan; it was also a research centre on school librarianship.

It is our assertion that state ministries of Education have consistently and persistently abdicated their responsibility to school libraries. Government have done practically nothing to promote the establishment and development of school libraries (this is despite the fact that the National Policy on Education (1981) says:- "Libraries are one of

the most important educational service. State Ministry of Education need to provide funds for the establishment of school libraries in our educational institutions". Happily, the Federal Government in this document recognizes the importance of school libraries. As such they, should be established to an ensure that teachers are given in-service training in the management and organization of school libraries. The new Universal Basic Education (UBE) programmed must therefore have good programmed of school library development for it to succeed.

2.2 School Library Resource Development

The changing nature of the school, including increased concentration on individual needs, modular class sessions, and team teaching, has made necessary the multi-media centre concept of the school library. This new educational emphasis on individual needs and the awareness that learning takes place not only through reading but also through listening and observing require that the library contains both a broad range of material and highly specialized. Water oils, Sounders, (1989). Hence, in addition to the usual books, magazine, newspaper, and pamphlets, the library now should also contains audio-visual materials.

Omotoso (1979) stated that education must show the child how to relate his knowledge to real life, how to reason and take decision. With the

changing approach to education also come to the changing role of the school library. The school library is no longer seen as a neutral adjoined to the instructional programmed, but rather as the very hub of an enquiry process, which may be initiated in reading. According to Metager (1992), "no longer can the school library be seen as a source of information, but rather as a place where attitudes are developed under standing are broadened, social changes take place and leisure developed".

Further more, school libraries are no longer passive collection of books, but are dynamic learning centre with print and non-print materials; where pupils can develop the facility of learning how to learn and how to handle and utilize information both within the school and in society. The traditional concept of school libraries as surrogate classrooms occasionally vacated. The school library is now viewed as a resource centre that supports and influences a dynamic educational programmed within the school by providing information services that respond to the information needs of teachers and fosters their professional development. The school library is a learning laboratory that provides opportunities for pupils to development to informal decision making.

Furthermore, it is a learning laboratory that link learning and resources for learning by focusing on the processes and content oriented to learning how to learn, and provides opportunities for pupils to become

self-directed learners and develop commitment life-long learning Metaga, (1992).

Udofia (1997) declares that school library services in Nigeria are still at the developing stage, displaying inadequacies in staffing, funding, and services provided, while attributing the falling standard of education to poor development plans and policies which overlooked some important educational component like library providing, in 1985 Nigeria experience the students performance in WASC Examination with 70% failure rate. A committee instituted by the federal Government to find out the causes of the general failure. One of the recommendations of the committee was the need for well-equipped libraries in secondary schools, because academic excellence cannot be achieved if good libraries are not provided and run effectively, Obajemu (2002).

Furthermore, the NPE (1981) declares that libraries are one of the most important educational services. Every state ministry of education needs to provide funds for establishing libraries in their educational institutions.

2.3 School Library Resource Organization

The development of school libraries in Nigeria can be described as haphazard; it therefore, becomes a bit difficult to present a general

analysis of the organizational structure of school library resources in the country. Ezekwe (1999).

The changing role of education has made the importance of school libraries altruism. However, the situation on the ground in developing countries as far as school library development is concerned tends to be a serious paradox. While some school libraries in developed countries boast of featuring computers laboratories, reference resources for teachers, conference and group areas and classroom with libraries Microsoft, (2004), the existence of the library in the school, even if a poor one, is yet to be guaranteed in many part of Nigeria.

A number of factors have been identified as obstacle to the development of school library in Nigeria.

These have been enumerated by Amune and Daudu (2001):-

- A general misconception that library is a luxury that be dispensed with or not worthy of worrying about.
- School Administrators are skeptical about the ability of a school library, or are not adequately convinced that it can improve the quality of education given to pupils.
- Primary school teachers seeing no value in school libraries, believing that the main aim of primary education is to teach the three R's (Reading, writing and Arithmetic).

Reviewing the perceptions of education stake holders of the relationship between libraries and education, Tawete (1999) reports that in Swaziland, libraries became of interest to government and educational administrator when they are established through donation, when governments directly asked to finance libraries it expressed its awareness of the importance of libraries and promises to establish library when funds are available. The attitudes of teachers and also parents are also negatively disposed to libraries. Teachers and parent, like politicians and educational administrators, consider libraries as other minored educational aids such as slides, modeless or fictions.

Regarding librarians themselves, Tawate (1999) citing Roe (1972), summarizes the educational roles of libraries as that of being passive. He reveals that most visible part in school is for a teacher (often language teacher) to be given the responsibility for the library in addition to regular teaching load, very few schools are staffed by professional full-time librarian. The arrangement of putting a teacher in charge of running the library impedes accessibility to libraries.

The second reasons for librarians passively are the poor social status of the librarians. The inferior professional status accorded teacher-librarians, and libraries in general, is a factor responsible for slow development of school libraries.

Furthermore, children and colleges students do not perceive a positive relationship between libraries and education. Hence, students perceive the role of the library in education as that of providing quiet reading space.

The perception of students on the library at the university of Cape Town (South Africa), de Jager (1991) reported by Tawete (1999) indicated that students perceived the library as more of quiet reading hall than anything else. The students "come to the library not for information services, but for quiet refuge". This situation is not different with what is obtained from other parts of Africa, Nigeria and Katsina state in particular.

According to Antwi (1985) most Nigerians have not been trained from childhood to develop the skills of reading for pleasure. This situation, Antwi point out, may be attributed in part to the failure of formal education to inculcate the reading habit in Nigerian youth. Therefore, if children are not exposed to information search skills and voluntary reading at an early age they will not do so at college or university. Hence lack of the perception of the relationship between libraries and education on the part of students has also attributed to the slow development of school libraries in Africa and Nigeria in particular.

In this own submission on the situation in Nigeria Kuye (1991) enumerate the problems associated with school libraries, as lack of

accommodation, in difference of the authorities to the need for setting up school libraries, lack of teacher-librarians to man and organize effective library services, where libraries exist at all and lack of funds to buy library materials and equipped (Kuye, 1991).

2.4 Staffing of School Library

For an effective and efficient school library services to be possible, it is certainly not enough to have a good library structure (buildings) and an extensive and intensive collection of materials. It will just not be enough because an essential component in the set up was still missing. This essential missing link is the staff. It is the staff that has the technical knowledge required for building up the library collection in the first place and then to provide various services to the wide range of the library users namely pupils, their teachers and other desiring members of the school set up specifically, the professional staff in the library should ideally include a media specialist. Other media professionals such as support staff which includes media technicians and media aids, Isa (2003).

The activities of school library staff include:-

- i. participation in curriculum development.
- ii. Working with student and teachers
- iii. Providing information source and services appropriate to user needs.

- iv. Planning physical facilities to provide an effective learning environment.

The school Librarian is responsible for planning and managing the school library, supported by other non professional staff, working together with all members of the school community.

Part of the duties of school librarian are:-

- Helps in the identifying, selection and acquisition of the educational materials relevant to the school curriculum.
- Helps to organize and assessable the educational materials.
- Assist in the designing of activities and make other contributions to the fulfillment of educational objectives.
- Makes the resources of the library available to individuals and classes for exploring, investigating and researching their intellectual interest.

However it is noteworthy that where you have school libraries. There is usually a librarian or Teacher Librarian who is directly responsible to the Head Teacher/ Principal and assisted by Assistant Library Officer and library Assistant/library attendant

The senior Teacher – librarian undertakes full professional and administrative duties in consultation with head of the School and based on the arrangement that he carries reduced teaching load.

2.5 School Library Financing

Financing has tremendous and unique value in a library system in the midst of this economic turbulence and competing demands by various organizations government and non-government. Financing is generally poor or inadequate within the school library services compared with the rate of growth and need for educational pursued, additional to this is the inaccuracies in the budgetary allocation which may not be promptly or fully disbursed to financing school library services and the effect to this is poor delivery of the services which may result to poor performance. The issues of a library financing therefore is too important to be made without an indication of why the investment is deemed necessary for improved performance and meeting the needs of its organization certainly a library financing is an important and dispensable financial document and democratic instrument of communication Omoniwa (1987) exists and serves the following functions.

1. Supports the adequate and effective of funds
2. Limits expenditure to a prescribed amount and assures wisely – planned spending with accuracy

3. Facilitates a comparative evaluation of different purposes and programmed in relation to each other resources and their relatives costs.
4. Provides a legally and efficient basis for the expenditure of funds and the frame-work for the public accounts and fiscal accountability
5. Foster cooperative planning selection and acquisition of relevant and needed materials.
6. Services as a current guide for both the past and future financing. A historical record and avenue for procuring financial resources formulation of future policies and prudent financial management.

2.5.1 Sources of School Library Financing

In 1985, Nigeria experienced the students performance in WAEC Examination with 70% failure rate. A committee instituted by the Federal Government to find out the courses of general failure. One of the recommendation of the committee was the need for well equipped libraries in secondary schools, because academic excellence cannot be achieved if good libraries are not provided and run effectively, Abaajemu (2002).

Nigeria education failure is characterized by so many factors. Among such factors are the inadequate funding of school library services which has dwindled over years, Shu'aibu (2001)

Some of the sources where school libraries are being finance are:-

- i. The Government
- ii. The parents and the community
- iii. Aid/Donor agency

2.5.1.1 The Government

The Nigerian education system today is essentially a brainchild of the government, most people believed that the home of the education system is the ministry of education or its agencies. In only such places that policies is made by a select group and such decisions are passed on to the lower level for implementation, policies and management. It was evidently shown that the budget prepared for school library services were not implemented and their fund which is supposed to be used for school library services are being divert for other place.

2.5.1.2 The Parents and the Community

Whether they are masqueraded as P.T.A members or appear in as affected members, parents, of our learners have overwhelming influence of their children. In circumstance where learners live with their parents and enjoy day school facilities, a greater part of the day is spent with parents. Apart from their direct influences on their wards' attitudes and

what they learn, parents and the community can also influence the learners indirectly in the environment that is provided at home. Their participation at a cooperative education venture can accentuate the learners' performance and ensure greater recurrence of what is taught the learner. Besides, parents make significant contribution to the total cost of education of their wards and such contribution are in the increase.

2.5.1.3 Aid/Donor Agencies

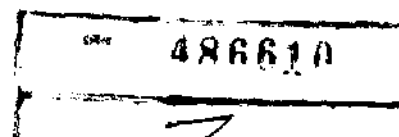
Non-governmental organizations are not profit-making in the sense of immediate materials, financial benefit. Several religious, social and cultural organizations have the promotion of educational development particularly to library services, the impart of the world Bank made significant contributions to primary, secondary education and university system in the form of book and journals aid worth billion of naira Shu'aibu (2001).

2.6 School Library Standard

The literature on school library standards seems to be scanty. Fafunwa (1992) observes that lack of acceptable minimum standards for school libraries is one of the major problems militating against the emergence of a viable school library system in Nigeria. However, Federal Ministry of Education (FCE) (1992) minimum standards for school libraries

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in Nigeria provides the base requirements for school libraries. These requirements are in the areas of accommodation and equipments, library collection, staffing, services and funding.

The Lagos state library board (LND) cited Obajemu (2002), outlines the importance of standards for school libraries. These are to promote development, to measure the quality of services to serve as goals which school should strive to attain, as well as the irreducible minimum to qualify school for recognition as having and deal library. •

Olanlokun and Salisu (1993) are of the view that, the standards should go a little further as:

- Participate effectively in the school programmed as it strives to meets the need of pupils, teachers, parents, and other community members.
- Provide an opportunity through library experience for boys and girls to develop helpful interests, to make satisfactory personal adjustments, and to acquire desirable social attitudes.
- To work with teachers in the selection and use of all types of library materials which contribute to the teaching programme.
- Participate with teacher and administrators in programmed for continuing professional and cultural growth of the school staff.

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CHAPTER THREE

METHODOLOGY

3.0 Introduction

This chapter discusses the research methodology adopted, for the study. Population, sample, and sampling techniques as well as instruments used for data collection. Also discussed in this chapter were procedures for data collection and analysis.

3.1 Methodology Adopted for the Study

The survey method of research was adopted for the study. Moser and Kalton (1979) have pointed out that the survey method is concerned with the demographic characteristics, the social environment, the activities or opinion and attitude of some group of people. Also Daniel (1983) posits, that "the survey techniques has the capacity of probing into variety of questions and, it gives an over view of a field offering perspective and standard for comparison. It makes possible the investigation of several potential relationships with stated empirical frame work"

Given the above qualities of survey techniques, the researcher believes that it is suitable for the purpose of this study.

3.2 Population of the Study

The population of the study consists of secondary schools in Katsina state. That have school library. At the time of this investigation these are one hundred and five (105) secondary schools under the Ministry of Education (MOE) and Teachers Service Board (TSB) and Eleven secondary schools under Science and Technical Education Board (STEB) making it a total of one hundred and sixteen (116) schools.

3.3 Sample and Sampling Techniques

The population of the study is fairly large; therefore stratified random sampling was adopted. Stratified Random sampling is the process of selecting a sample in such a way that identified sub-groups in the population are represented in the sample in the same proportion as they exist in the population, it can also be used to select equal sized samples from each of the number of sub groups if sub groups comparisons are desired out of a total number of 116 secondary school. All the eleven (11) secondary schools under the Science and Technical Education Board (STED) have a well established libraries while the 105 secondary schools under the Ministry of Education (MOE) and Teachers Service Board only thirty four (34) schools have libraries attached to them, making forty five (45) school libraries. Out of these 45 school libraries, sixteen (16) school

libraries are selected for the study. They are selected purposively based on the following characteristics.

1. Year of establishment of the schools, it is assumed that the schools established earlier, might have richer Library & Information Resources.
2. Size of the school Library and premises, in Library infrastructure, it is expected that the size and availability of those items will determine the nature of financing.
3. Schools that have established libraries, this was the most important characteristics for selecting school for this study, finally, the above reasons for chosen any of the school was based on the conviction of the researcher that they will yield the needed result which could be generalized in other school in the state. Also in selecting the sample size in this study the recommendation of Krejice and Morgan (1970) on table of random sampling was considered. Directors, Assistant Directors, Principals and School Librarians were used as subject of the research.

3.4 Instruments for Data Collection

The research used questionnaire and interview as instrument for data collection. The questionnaire contains closed and open-ended items extracting information on issues that are pertinent to the study. .

The reason for using questionnaire and interview was an attempt to provide a uniform manner of data to all respondents. The questionnaire was used because it saves a lot of time and effort and provides for a common manner responses that are usually devoid of biases.

3.4.1 Questionnaire

Two Sets of questionnaire were Constructed, One for the Library Staff and the other for selected school principals and officials from the Ministry of Education, Teachers Service Board and Science Technical Education Board that are Under Directorate of School Inspectorate.

3.4.2 Interview

Interview was conducted with library staffs after they have filled in the questionnaires. This was meant to throw more light and to offer a better explanation on the questionnaires earlier on administered.

3.5 Procedure for Data Collection

The questionnaire and the verbal interview were administered personally in the sample school library in Katsina State by the researcher personally and his research assistant.

3.6 Procedure for Data Analysis

The researcher analyzed the data collected from the study descriptively with the complements of percentages, frequency distribution and tables. The simple approach was used to show the frequency distributions of responses.

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CHAPTER FOUR

DATA ANALYSIS, PRESENTATION, INTERPRETATION AND DISCUSSION

4.0 Introduction

The chapter deals with the analysis of data collected for the study, findings were presented, interpreted and discussed. The research questions generated for the study form the bases for sub-topics treated under data analysis and discussion.

4.1 Response Rate

A total of 43 questionnaires were distributed to the two Categories of Respondents i.e Directors (2), Assistant Directors (9), Principals(16) and Library Staff(16). Out of this figure 41 (92.59%) were returned duly completed. All the returned questionnaires were found useful. Response rate is presented on table 4.1 below.

TABLE 4.1: RESPONSE RATE

NAME OF SCHOOLS	DIRECTORS, ASST. DIRECTORS, & PRINCIPALS			LIBRARY STAFF		
	No. Administered	No. Returned	%	No. Administered	No. Returned	%
K.C Katsina	1	1	100	1	1	100
G.G.C Katsina	1	1	100	1	1	100
G.G.S S. Shargalle	1	1	100	1	1	100
G.S.S. Mani	1	1	100	1	1	100
G.D.S.S. Birchi	1	1	100	1	1	100
G.R.B.S.S. Kurfi	1	1	100	1	1	100
G.S.S. Daura	1	1	100	1	1	100
G.D.S.S. Daura	1	1	100	1	1	100
G.D.S.S Bakori	1	1	100	1	1	100
G.G.D.S.S Funtua	1	1	100	1	1	100
G.S.S. M/fashi	1	1	100	1	1	100
G.G.S.S. M/fashi	1	1	100	1	1	100
G.G.S.S Kankia	1	1	100	1	1	100
G.D.S.S K/soli	1	1	100	1	1	100
G.S.S.S Dutsin-ma	1	1	100	1	1	100
G.G.S.S.S. Ajiwa	1	1	100	1	1	100
M.O.E and TSB	9	7	77.80	-	-	-
STEB	2	2	100	-	-	-
TOTAL	27	25	92.59	16	16	100

From the above table, it can clearly be seen that there is 100% return rate from the library staff while the second category of respondents recorded 25 (92.59%) return. The high rate of return question could be attributed to the fact that the population of the study is small and that the questionnaire were distributed personally.

The background information of the school libraries was considered very relevant to the study. Table 4.2 below shows very important

information with regard to the school libraries under study. Year of establishment, stock number of staff, population of study etc were the variables considered.

Table 4.2 Background Information of the School Libraries

Schools	Year established.	Total stock	No. Of teaching staff	Student population	Sitting capacity
K.C Katsina	1930	6762	236	7412	120
G.G.C Katsina	1964	7887	179	5572	120
G.G.S S. Shargalle	1983	2402	122	4874	60
G.S.S. Mani	1968	5643	103	4709	80
G.D.S.S. Birchi	1983	1780	47	2081	60
G.R.B.S.S. Kurfi	1983	3464	54	2448	60
G.S.S. Daura	1969	7420	183	6871	80
G.D.S.S. Daura	1977	1242	49	2776	80
G.D.S.S Bakori	1983	1387	51	1486	60
G.G.D.S.S Funtua	1998	1083	67	3447	60
G.S.S. M/fashi	1967	5762	147	6784	120
G.G.S.S. M/fashi	1971	6847	162	5783	120
G.G.S.S Kankia	1971	6682	151	5204	120
G.D.S.S K/soli	1983	1410	34	842	60
G..S.S.S Dutsin- ma	1972	6481	127	4785	120
G.G.S.S.S. Ajiwa	1989	2712	136	4824	120

Table 4.2 above shows that KC Katsina was established during the colonial era i.e 1930. The library has hundred and twenty (120) sitting capacity at a time. While Four schools i.e. G.G.C. Katsina, G.S.S. Mani, G.S.S. Malumfashi and G.S.S. Daura were established in the 1960s. While another four schools, G.D.S.S. Daura, G.G.S.S. Malumfashi and Kankia and

G.S.S.S. Dutsin-ma were established in the 1970s, and five secondary schools mostly Day secondary schools, G.D.S.S. Birchi, Bakori, Kafin Soli, G.R.B.S.S. Kurfi and G.G.S.S.S. Ajiwa established in the 1980s, while the last i.e. G.G.D.S.S. Funtua was established in the late 1990s. Almost a number of library registered used daily reached about 120 students. The total schools in the background information are about sixteen (16) schools under studies.

4.2 Data Analysis

This section analyses, discusses and interpret data collected with regards to the research questions raised in this study.

4.2.1 Administrative Structure of School Libraries in Katsina State

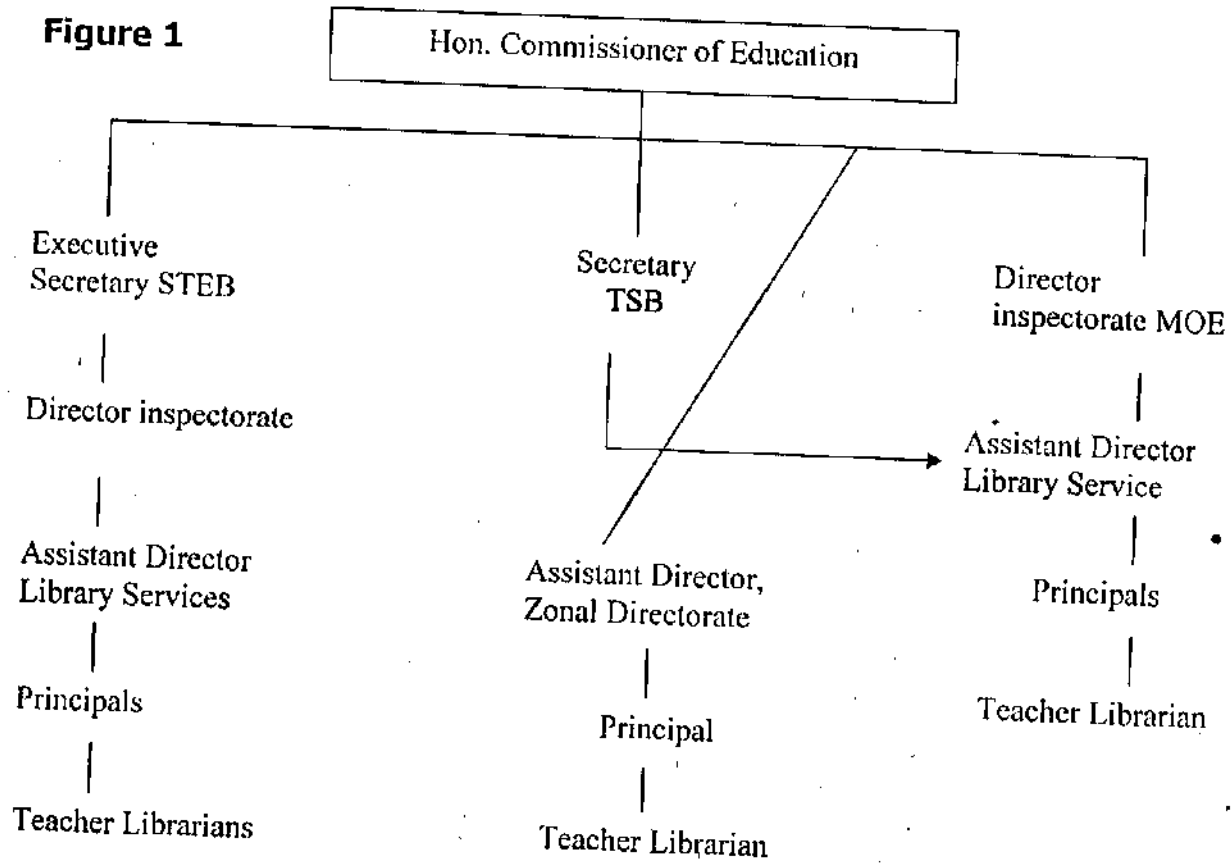
This is aimed at identifying the administrative structure of school libraries in Katsina State. To do this, respondents were asked to tick appropriate options.

Below is table 4.3 showing the administrative structure of school libraries in Katsina State

Administrative Structure of School Library

The section tries to show the organograph of school libraries in Katsina State.

Figure 4.1: Below indicates the organograph of school libraries in Katsina State.



It was discovered from the above that school librarians in Katsina State are answerable to principals while the principals received directives from Assistant director Library Services and Assistant Directors zonal inspectorate of education. Similarly, Directors Inspectorate in the Ministry

of Education (MOE) and Science and Technical Education Board (STEB). However, schools under teachers service board were supervised by Director inspectorate of the Ministry of Education.

Table 4.3: Chronology of school libraries in Katsina State

SCHOOLS	YEAR ESTABLISHED.	Where they belong
K.C Katsina	1930	MOE
G.G.C Katsina	1964	MOE
G.G.S S. Shargalle	1983	TSB
G.S.S. Mani	1968	TSB
G.D.S.S. Birchi	1983	TSB
G.R.B.S.S. Kurfi	1983	TSB
G.S.S. Daura	1971	TSB
G.D.S.S. Daura	1977	TSB
G.D.S.S Bakori	1983	TSB
G.G.D.S.S Funtua	1998	TSB
G.S.S. M/fashi	1967	TSB
G.G.S.S. M/fashi	1971	MOE
G.G.S.S Kankia	1971	MOE
G.D.S.S K/soli	1983	TSB
G..S.S.S Dutsin-ma	1972	STEB
G.G.S.S.S. Ajiwa	1989	STEB

Key:

STEB- Science and Technical Education Board
 TSB- Teachers' Service Board
 MOE- Ministry of Education

From the data gathered, it is revealed that the secondary schools libraries in Katsina State are managed by three different bodies. The Science and Technical Education Board Schools are being managed by Science and Technical Education Board (STEB) while a majority of secondary schools are being managed by the Teachers' Service Board (TSB). Also it was found that the two Unity Schools in the State are managed directly by Katsina State Ministry of Education (MOE).

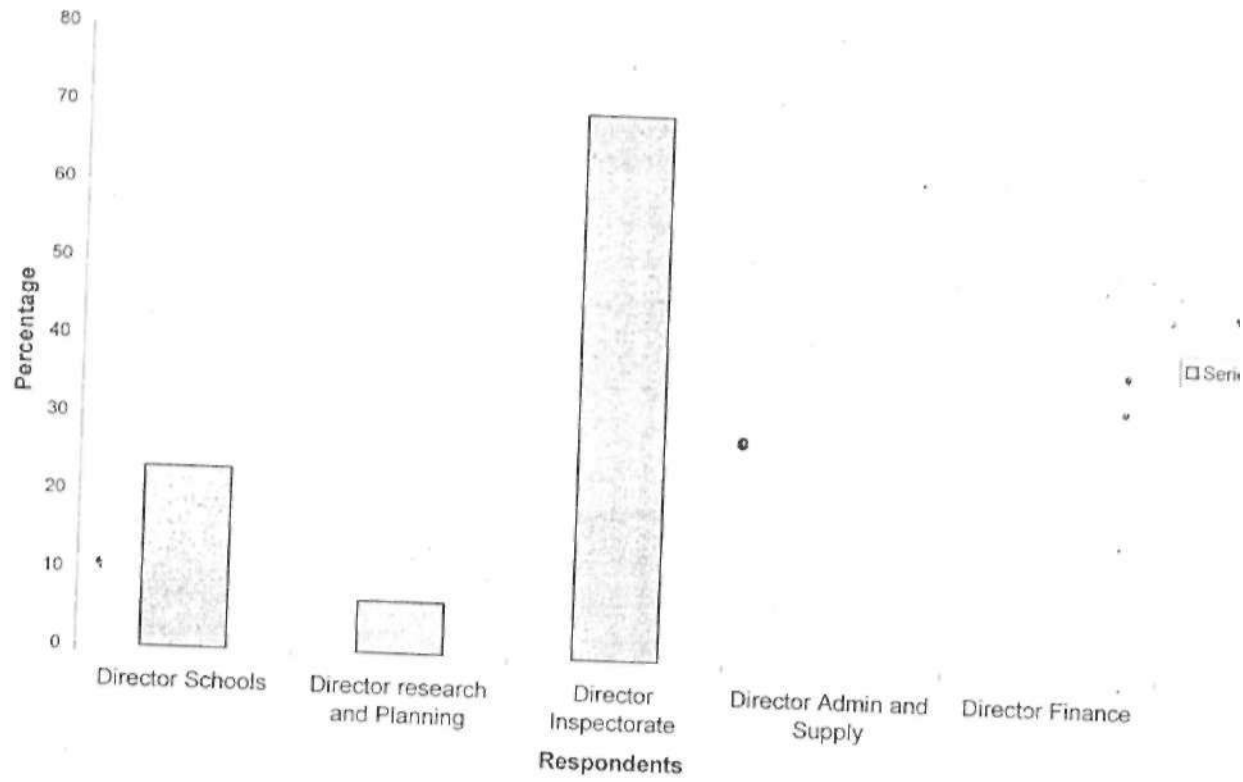
By implication it can be concluded that secondary schools in Katsina State would receive different managerial treatment and perhaps some may likely be better funded than the others.

A follow up question was raised in order to determine the unit/division entrusted with the supervision of schools libraries in Katsina State. Directors and Assistant Directors were excluded here. Below is Table 4.4 showing the unit/division responsible for the supervision of school libraries in Katsina State secondary schools:

Table 4.4: Unit/division responsible for the supervision of school libraries

Respondent	Responses	Percentage (%)
Director Schools	7	23.3
Director Research & Planning	2	6.7
Director Inspectorate	21	70.0
Director Admin & Supply	-	-
Director Finance	-	-
Total	30	100

Fig. 2: Unit/division responsible for the supervision of school libraries

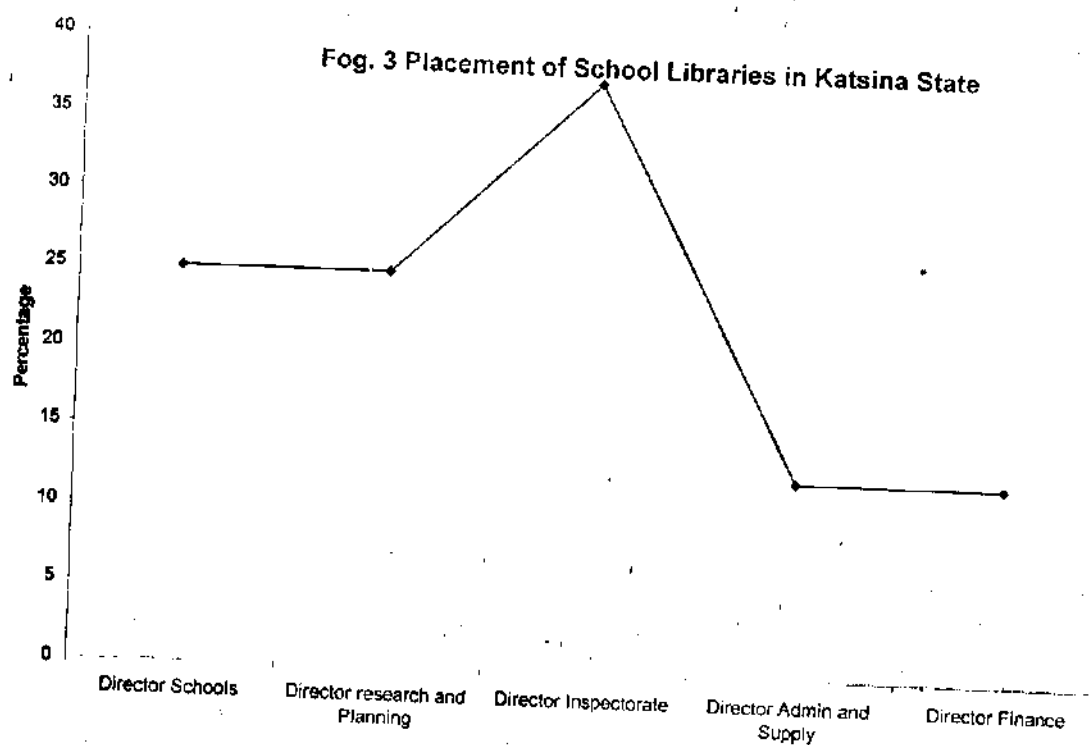


From table 4.4 and Figure 2 above, it was discovered that supervision of school libraries in Katsina State secondary schools falls under the office of Director Inspectorate with response rate of 21(70%) scores. This result is expected because the office of the director inspectorate is to ensure effective teaching and learning through the establishment of school libraries. This justifies the fact that Assistant director school library who is under the office of director inspectorate is responsible for the establishment and supervision of school libraries in secondary schools in Katsina State

A further question was asked to the school librarians to express their views on the appropriateness of the placement of school libraries under director inspectorate. Below is table 4.5 showing the school librarians responses:

Table 4.5: Placement of School Libraries in Katsina State

Variable	Very Appropriate		Appropriate		Not Appropriate	
Director Schools	-	-	-	-	5	30%
Director Research and Planning	-	-	-	-	5	30%
Director Inspectorate	-	-	2	12.5%	8	40%
Total			2	12.5%	18	100%



From the table 4.5 and Figure 3 above, it can be observed that a majority of the school librarians indicated that school libraries in secondary schools should not be under the supervision of any of the above directorates. In order to give meaning to the above observation the

researcher further interviewed the school librarians to suggest the appropriate body or unit to be entrusted with the supervision of school libraries in Katsina State. It was opined by the majority of school librarians that directorate of school library should be established in the Ministry of Education, Science and Technical education Board and Teacher' Service Board respectively. This according to them will ensure smooth management of school libraries in Katsina State.

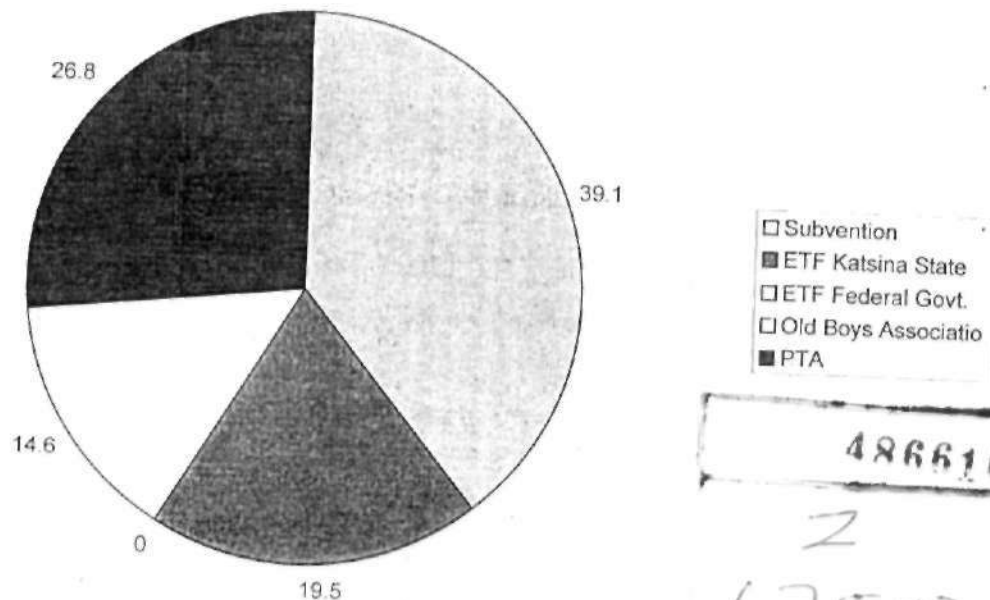
4.2.2 Financing of School Libraries in Secondary Schools in Katsina State

The researcher tried to find out from the respondents how school libraries are financed by providing them with series of options to tick appropriate option. Below is table 4.6 showing how school libraries are financed.

Table 4.6: Financing School Libraries in Secondary Schools

Variables	Frequency	Percentage
Subvention	16	39.1
ETF Katsina State	08	19.5
ETF Federal Govt.	-	00.0
Old Boys Association	06	14.6
PTA	11	26.8
Total	41	100

Fig. 4: Financing School Libraries in Secondary Schools



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Table 4.6 and Figure 4, above reveal that Government subvention is the highest means of financing school libraries in Katsina. This constitutes

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16(39.1) of the total responses. This is followed by PTA contribution which constitute 11(26.8) of respondents. This result is expected because library services are social services and by implication Government needs to take charge of its financing.

Even though the funds allocated to the schools are not enough, this is supported by Sanusi (2000) which stated that the financial allocations to the University Library could not cope with the demand of the University community. He further stated that on many occasions funds allocated to the libraries are not released on time then by causing unnecessary delay in the procurement of materials to the library and sometime making the library to purchase at a higher price changes from time to time more often upon reviewed.

It can therefore be concluded that government subvention is the major means of financing school libraries in Katsina State. However, Universal Basic Education Board or ETF is expected to shoulder some part of the responsibilities of financing school libraries, but this finding depicted that Universal Basic Education Board (UBEB) at federal level does not contribute its quota in financing school libraries. Therefore, there is the need for MOE, STEB and TSB to liaise with the UBEB on the need to rejuvenate school library services across the nation.

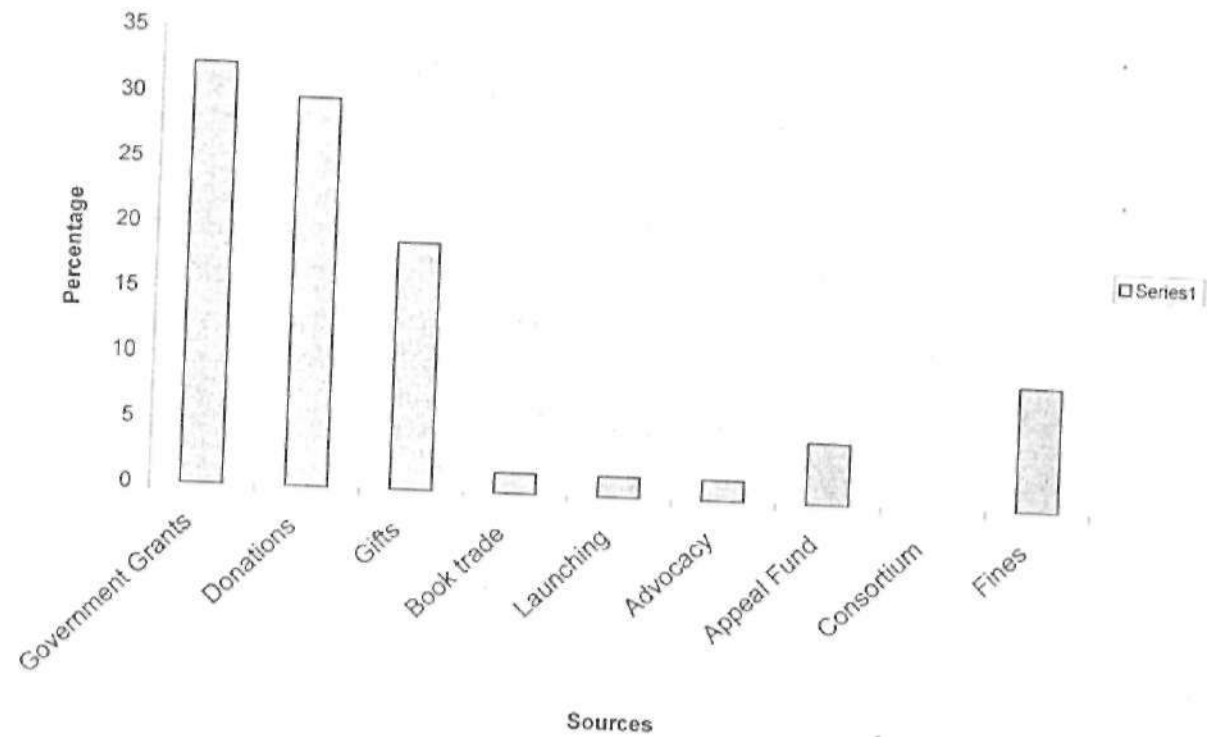
4.2.3 Sources of Funding of School Libraries in Katsina State

In order to identify the various sources of funding available for the development of school libraries, a list of sources were provided to the directors, principals and librarians to tick as many as possible. Table 4.7 below shows the summary of the responses:

Table 4.7: Sources of Funding of School Libraries

Sources	Frequency	%
Government grants	41	32.3
Donations	38	29.8
Gifts	24	18.9
Book trade	2	1.6
Launching	2	1.6
Advocacy	2	1.6
Appeal fund	6	4.7
Consortium	-	00.0
Fines	12	9.5
Total	127	100

Fig. 5: Sources of Funding



From the table 4.7, figure 5 above grants from government were found to be the major sources of funds for school libraries in Katsina State. This is followed by donation with 38 (29.8) of the total responses. This shows that PTA, philanthropies, well wishers and library friends are important sources of funding of school library in Katsina State. It was discovered that they use to donate both in cash and kind. This is a healthy situation for the development of school libraries since government alone cannot shoulder all the responsibilities of funding school libraries. In additions Usman (2006) said most funds allocated to school libraries are being diverted to other sources.

A follow up question was raised to determine the period which government grants/subventions and the sources of funding were received for utilization in the school library in Katsina State. Below is table 4.8 showing the respondents responses on the issue raised:

Table 4.8: Fund received by school libraries in Katsina State

Sources	yearly	Quarterly	Monthly	Occasionally
Gov. Grant	√			
Donations				√
Gifts				√
Book trade				
Launching				√
Appeal fund				√
Advocacy	√			
Consortium				

Table 4.8 above indicated government grants and advocacy were carried out and received yearly while donations, gifts, launching and appeal fund were received when the need arises. It was also discovered that unsolicited donations and gifts were received simultaneously when available.

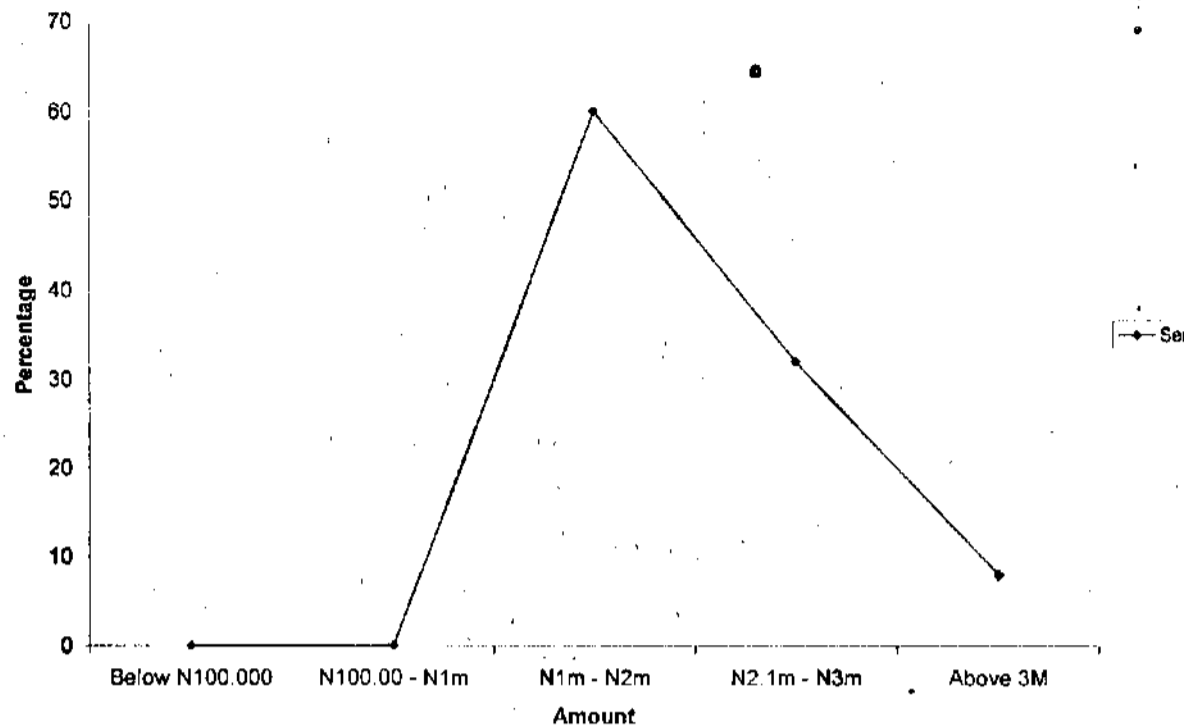
This finding is not a welcome development because the frequency at which funds are being released and received by the school libraries is completely inadequate considering the fact that funds were not received on monthly and quarterly basis. This scenario calls for a draft policy on how and when to release funds for the development of school libraries in Katsina State.

Another question was asked to find out the exact amount usually received from the government grant and subventions. To do this, a range of amount of money was provided and directors and principals were asked to tick the appropriate column of table 4.9 shows below;

Table 4.9: Amount of Money received by School Libraries

Amount	Frequency	%
Below N100,000	-	-
N101,000 – N1m	-	-
N1.1m – N2m	15	60
N2.1m – N3m	8	32
Above N3m	2	8
Total	25	100

Fig. 6: Amount of Money Received by School Libraries



The above table 4.9 and Fig 6 revealed that majority 15(60%) of school libraries in Katsina State received N1.1 million – N2 million naira annually for library development. On the other hand, 2(8%) of the respondents indicated that the amount received is above 3 million naira annually. This staggering responses from the respondents showed that perhaps there is no fix amount for the school library development in Katsina State.

It was also evident from the analysis that the amount received from the government for school library in Katsina state is grossly inadequate. This perhaps explains the inadequacies observed in the school library.

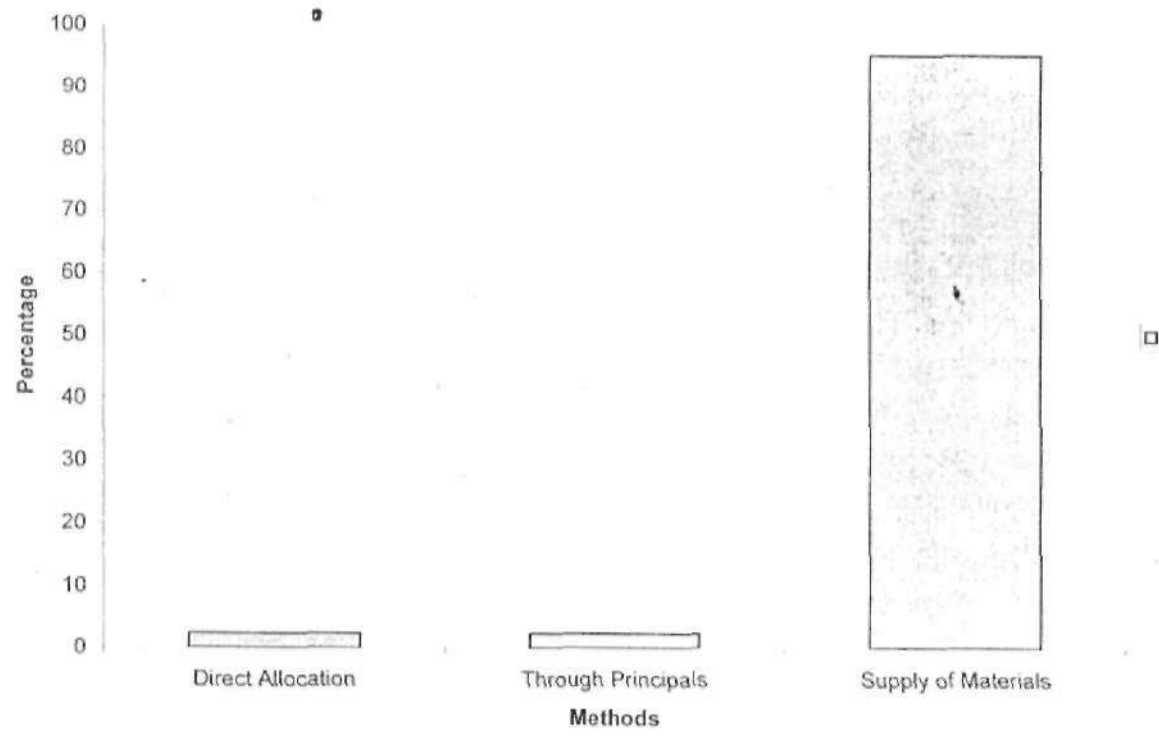
4.2.4 Disbursement of Funds

The respondents were asked to indicate how the monies allocated for school library development were disbursed. A list of options was outlined for the respondents to tick appropriate option. Below is table 4.10 showing the various ways monies allocated for the development of school libraries were disbursed:

Table 4.10: Methods of Disbursement of Funds

Methods	Frequency	%
Direct allocation (Funds)	1	2.4
Through principals	1	2.4
Supply of materials	39	95.2
Total	41	100

Fig. 7: Disbursement Methods



The table 4.10, figure 7 above shows the various methods adopted in the disbursement of funds allocated for the development of school libraries in Katsina State. It was discovered that 39 (95.2%) of the responses indicated that funds were not received by the library directly but that the materials required by the library were supplied by the Ministry of Education and Science and Technical Education Board respectively. This implies that school librarian has no hand in the disbursement of fund allocated to their respective libraries. This situation need to be changed as school librarians need to be fully entrusted with the disbursement of funds

allocated to their library. This will go a long way in boosting their morale, confidence and sense of hardworking.

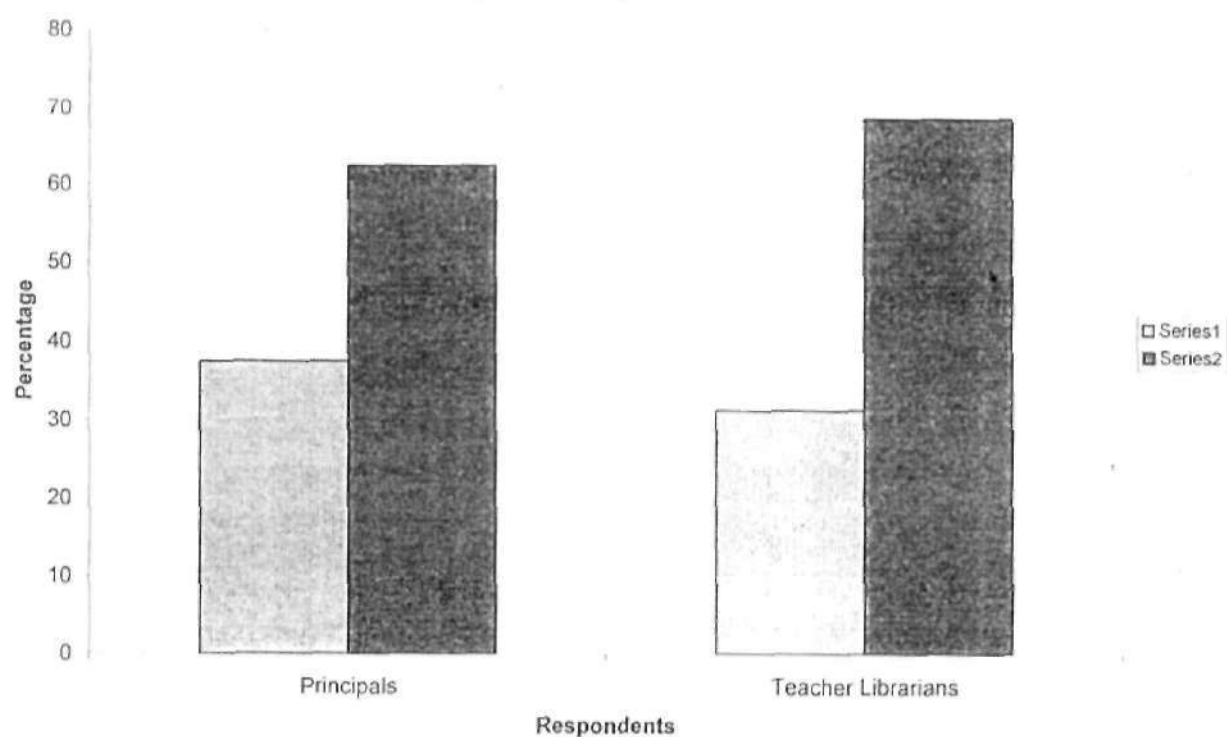
4.2.5 Utilization of Funds

Principals and Librarians were asked to justify the utilization of funds allocated for library development. A Likert Scale was used to determine this. The relevant data was summarized in table 4.

Table 4.11: Utilization of Funds

Respondents	Well justified	Justified	Moderately justified	Not justified	Undecided
Principals	-	-	6(37.5%)	10(65.5%)	-
Teacher librarians	-	-	5(31.25%)	11(68.75%)	-
				%	

Fig. 8: Utilization of Funds



From the table above, figure 8, it was revealed that funds allocated to school library development were not adequately utilized. This represent 10 (63.5) and 11 (68.75) responses of the principals and teacher librarians respectively. This is not a healthy situation where libraries are starved in terms of funds, this will consequently affect the development of reading culture, reading for pleasure, and life long learning of secondary schools students. This can be attributed to the causes of mass failure of students in SSCE, NECO, and JAMB in Katsina State.

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CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.0 Introduction

This chapter provides a summary of the study, and findings, conclusion was made and Recommendations put forward.

5.1 Summary of The Study

The study investigated funding and financing of school library services in Katsina State. The study attempted to determine the administrative structure of school library, sources of finance and funds, supervision of school libraries, method of disbursing funds among others. Chapter two of the study reviewed relevant literatures on the conceptual and theoretical frame work of the problems under study. This becomes necessary so as to lay the foundation for the research.

A survey research method was used for the study. The study used Directors and Assistance Directors in the Ministry of Education and State Science and Technical Education Board, Principals and Library Staff as Population of the study which consist of 16 Secondary School selected from the Ministry of Education, Teachers Service Board and Science and Technical Education Board. Questionnaires and interviews were used as instruments for data collection. Frequency distribution tables, percentages

and charts were used to interpret and analyze the data collected for the study.

5.2 SUMMARY OF FINDINGS

Arising from the analyses of data, the following findings were made:

- that the financing of school library services depends solely on the grant from the Ministry of Education and Science and Technical Education Board and solicitation which were received untimely and on occasional basis.
- government subvention is the major means of financing school libraries in Katsina State
- PTA, philanthropies, well wishers and library friends are important sources of funding of school library in Katsina State
- school library development fund in Katsina state fall within the range of N1.1 million – N2 million naira annually
- funds were not received by the library directly but that the materials required by the library were supplied by the Ministry of Education and Science and Technical Education Board respectively
- Majority of the school libraries in Katsina State fall under teachers service board

- supervision of school libraries in Katsina State secondary schools falls under the office of Director Inspectorate
- That school libraries under Science and technical Education Board were better funded more than those under the ministry of education.
- that most of the materials in the libraries under Ministry of Education are out dated Materials and do not conform with the syllabus and School Curriculum, but most materials in the school libraries under the Science and Technical Education Board are relevant and some are current editions.
- That most of the school librarians are secondary school certificates holders, only few of them are certificate and Diploma holders.
- that school librarians has no hand in funding and its disbursement for school libraries

5.3 CONCLUSION

From the finding obtained in this study, it was therefore concluded, that the financing of school library services in Katsina state can be described as inadequate as it does not meet the needs of the secondary school students, while the services of the library leave much to be desired as the students are not satisfied with the materials provided.

However it can equally be deduced from the finding that school libraries under the Science and Technical Education Board are being provided with funds and thereby influenced the quality of school leavers they are producing across the state. It is therefore hope that Ministry of Education (MOE) and Teachers Services Board (TSB) should take a leaf from Science and Technical Board (STEB) in order to improve the quality of their Secondary School leavers.

5.4 Recommendations

Libraries are very essential for the teaching and learning process in any secondary school. It is the task of policy makers and officials from the Ministry of Education and Science and Technical Education Board to see that the school libraries change with time. This research recommends that:

- Directorate of school library should be established in the Ministry of Education, Teachers Service Board and Science and Technical Education Board
- There is the need for the collaboration between the State Education policy markers, the State Education Trust Fund and the Parent Teachers Association (PTA), for financing and funding of school libraries in Katsina.

- School libraries in Katsina state need to explore other sources of generating funds like appeal fund, launching and consortium.
- School librarians should be involved directly in the disbursement of funds allocated for school library development.
- Government grants and subvention towards library management should be increased considering the fact that information resources and services are expensive.
- Professional school librarians should be recruited in order to ensure effective and efficient management of both the resources and finances.

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Faculty of Education
Department of Library & Inf. Sci.
A.B.U Zaria.

Date:.....

The
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Sir,

INTRODUCTORY LETTER

I am a Master's Degree student working on my thesis Titled "Financing of School libraries in Katsina State." As a partial requirement for the award of Masters Degree in Library Science (MLS) at A.B.U Zaria.

I would be glad if you please go through and fill in the attached questionnaire related to this study. Be assured that all information provided here in (response) will be treated in absolute confidence.

Sincerely Yours

Sule Wada R/Dadi.

APPENDIX I

**QUESTIONNAIRE FOR OFFICIAL IN THE MINISTRY OF
EDUCATION STATE TECHNICAL EDUCATION BOARD &
PRINCIPALS**

BACKGROUND INFORMATION

1. Please indicate your Place of work
 - a. M. O. E ()
 - b. T.S.B. ()
 - c. S.T.E.B ()
 - d. School ()

2. What is your highest Qualification?
 - a. PhD ()
 - b. MSC, M.Ed, MLS ()
 - c. BSc, BA, BA(LS), BLS ()
 - d. NCE, HND, ND ()
 - e. Others please specify ()

3. Please indicate your Rank/Position
 - a. Director Inspectorate ()
 - b. Asst Director School Library Services ()
 - c. Zonal Director ()
 - d. Principal ()

4. Who is responsible for the school libraries in the ministry of education & State science and Technology education Board?
- a. Director ()
 - b. Deputy Director ()
 - c. Ass. Director ()
 - d. Zonal Education Director ()
5. If it is Located in Ministry of Education (MOE), Teachers Service Board (TSB), and Science and Technology Education Board (STEB), under which department is the School Library placed?
- a. Inspectorate Department ()
 - b. Research and Planning Department ()
 - c. School Directorate ()
 - d. Zonal Education Directorate ()
 - e. Others Specify ()
6. How are School Libraries financed?
- a. Annual Budget by Ministry of Education/State ()
 - b. Periodic Grants ()
 - c. PTA ()
 - d. Children School Fees ()
 - e. Others Specify ()

7. Please approximately indicate the range of annual budgeting allocation to your school Libraries.

- a. N101,000-1M ()
- b. 1.1M-2M ()
- c. 2.1M-3M ()
- d. Above 3M ()
- e. Others please specify ()

8. How are funds disbursed to the School Library in Katsina state.

- a. Annually through the Zonal Directorate ()
- b. Annually Directly to the Principals ()
- c. Annually Directly to the School Libraries ()
- d. Quarterly ()
- e. Others please Specify ()

9. How do you source funding for your school libraries?

- a. Annual Budget from Ministry of Education (MOE), Teachers Service Board (T.S.B.) Science Technical Education Board (STEB) ()
- b. School Fees ()
- c. PTA ()
- d. Donations ()

10. If you Received Annual Budget from MOE, TSB, STEB, please indicate how often.
- a. Annually ()
 - b. Quarterly ()
 - c. Occasionally ()
 - d. Not at All ()
11. Please indicate the range of amount you receive.
- a. 101,000-1M ()
 - b. 1.1-2M ()
 - c. 2.1-3M ()
 - d. Above 3M ()
12. How do you disburse the funds to the School Library?
- a. Daily ()
 - b. Regularly ()
 - c. Monthly ()
 - d. Weekly ()
 - e. Occasionally ()
13. How are funds disbursed to the school library?
- a. Very encouraging ()
 - b. Encouraging ()
 - c. Discouraging ()
 - d. Very discouraging ()
14. How often does your school library utilized the funds allocated to it.
- a. Justified ()
 - b. Not Justified ()

APPENDIX II

QUESTIONNAIRE FOR SCHOOL LIBRARIANS

BACKGROUND INFORMATION

1. Name of your School
2. Year the School Library was Established.....
3. Number of Library Staff in the School?.....
4. What are your Qualifications?
 - a. BLS, BA(LS) ()
 - b. HND in Library science ()
 - c. ND Library Science ()
 - d. Assistance Library Officer Certificate (ALO) ()
 - e. Library assistant (L.A) ()
5. Where is your school Library placed in the School?
 - a. Under the principal office ()
 - b. Under VP Administration ()
 - c. Under VP Academic ()
 - d. Others please indicate ()
6. Who do you report to?
 - a. Principal ()
 - b. Vice principal Admin ()

- c. Vice Principal academic ()
- d. Senior Master Admin ()
- e. Senior Master Academic ()

7. What are the problems affecting the financing of library services in your library?

- a. Lack of proper implementation of the budget ()
- b. Government doest know or forget the importance of libraries in educational development ()
- c. Funds which are meant for libraries are being diverted to other used ()

8. What measure would you suggest toward solving these problems?

- a. Proper implementation of the library budget ()
- b. Leap services accorded to the library should stop ()

9. How often are the funds allocated to your library?

- a. Daily () b. Regularly ()
- c. Monthly () d. Weekly ()
- e. Occasionally ()

10. How would you describe the allocation of funds to your school library?

- a. Very encouraging () b. Encouraging ()
- c. Discouraging () d. Very discouraging ()

11. Does your library source funds?
- a. Yes () b. No ()
12. If yes, please indicate where the sources from which your library get funds.
- a. By direct subvention from the Ministry of Education,()
- b. Through Katsina State education trust Fund ()
- c. Donation through ()
- i. Parents Teachers Association (PTA) ()
- ii. Old Boys Associations ()
13. How often does your library Utilized the funds allocated to your library.
- a. Justified () b. Not Justified ()
14. Funds allocated to your library are always utilized in research and training.
- a. Strongly agreed () b. Agreed ()
- c. No Opinion ()
- d. Strongly Disagreed ()
- e. Disagree ()