

**ASSESSMENT OF LIBRARY RESOURCES AND SERVICES FOR UNIVERSAL
BASIC EDUCATION PROGRAMME IN DAURA EDUCATION ZONE
KATSINA STATE**

BY

Usman Muazu

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

JULY, 2015

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BY

**Usman MUAZU (NCE, BLIS, PGDIM, 2010)
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**A THESIS SUBMITTED TO THE SCHOOL OF POSTGRADUATE STUDIES,
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**DEPARTMENT OF LIBRARY AND INFORMATION SCIENCE
FACULTY OF EDUCATION
AHMADU BELLO UNIVERSITY,
ZARIA, NIGERIA**

JULY, 2015

DECLARATION

I declare that the work in this thesis entitle “**Assessment of Library Resources and Services for universal basic education programme in Daura Educational Zone Katsina State**” has been carried out by me in the department of library and information science. All citations are duly been duly acknowledge in the text and a list of references provided.

.....
USMAN MUAZU

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Date

CERTIFICATION

This thesis entitled: “ASSESSMENT OF LIBRARY RESOURCES AND SERVICES FOR UNIVERSAL BASIC EDUCATION IN DAURA EDUCATIONAL ZONE OF KATSINA STATE” by USMAN MUAZU meets the regulations governing the award degree of Master in Library and information science of Ahmadu Bello University. It is hereby approved for its contribution to knowledge and literary presentation.

.....
Dr. Baba S. Aduku
(Chairman, Supervisory Committee)

.....
Date

.....
Dr. Abu Yusuf
(Member, Supervisory Committee)

.....
Date

.....
Dr. Abdullahi I. Musa
Head, Department of library and
Information Science

.....
Date

.....
Prof. Kabir Bala
(Dean, Postgraduate School)

.....
Date

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DATA PRESENTATION, ANALYSIS AND DISCUSSION

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LIST OF ABBREVIATIONS

- UBE – Universal basic education
- UBEC – Universal basic education commission
- SUBEB – State universal basic Education Board
- GMBPS-General Muhammadu Buhari Primary School
- BMPS - Bayajidda Model Primary School
- MPS - Madawaki Primary School
- BNPS - Bawo Nurary and Primary School
- MUPS – Magaji Umaru Primary School
- MBPS - Muhammad Bashar Primary School
- MAPS – Matawalle Ahmed Primary School
- NPPSK- Nomedic pilot Primary school Karkarku
- SMPS - Sandamu Model Primary School
- SZNPS - Sani Zango Nursary and Primary School
- ZPPS - Zango Pilot Primary School
- PPSB - Pilot Primary School Baure
- GMPS - Garki 1 model primary school
- SUBEB - State Universal basic education board
- LRC - Learning resources centre
- DZE - Daura zonal education

ABSTRACT

The study was on the assessment of library resources and services for universal basic education in Daura zonal education of Katsina state. To achieve this four (4) research questions were raised; library resources made available for universal basic education programme in Daura zonal education of Katsina state; are library services are provided for universal basic education programme in Daura zonal education of Katsina. The survey research method was adopted for the study and the instruments used for gathering data were questionnaire, interview, and observation. The population of study was the users of the library in Daura Zonal education in Katsina state. The samples are the 15 teachers-librarian in primary school in Daura zonal education of Katsina state. A response from the questionnaire was analyzed using statistical analysis. To do these two statistical tools, frequency and percentage were used in the provision of library resources and services for universal basic education in Daura zonal education of Katsina state. The finding showed that prints books, serial, media but other library resources such as graphic globes, internet are some of the major challenges still facing primary schools in Daura zonal education of Katsina state. In view of the importance of current and relevant library resources in primary school libraries in Daura zonal education of Katsina state. It was recommend that Primary school libraries should upgrade available electronic books internet, computer to be able to cater, for the need of their pupils and give them equal opportunity of have access to the available internet.

1.1 Background of the Study

Education involves the development of individuals, intellect in order to acquire a vocation and promote his moral being. Education can be formal or informal. Formal education is a system of acquiring education through a formal school. Formal education is a system of institutionalized bureaucracy where certificates, diplomas and degree are obtained; it is described as being a highly institutionalized, chronologically graded and hierarchically structured education system spanning from the lower primary school and to the upper reach of the university. (Coles, 1977).

The Nigerian school system is based upon the 6-3-3-4. The basic Primary education level is an essential element or level of educating the person; it is refers to as the primary level of education for a period of six years. The Nigerian National Policy on Education recommends the 6-3-3-4 school system. It is a six-year free and compulsory education for all children of school age. Unagha (2007) posits that the declaration of the Universal Basic Education (UBE) that every child is entitled to a compulsory primary education is an extension and admission of the constitutional rights individuals as upheld in the 'Universal Declaration of Human Rights' by member-states of United Nations.

The 'World Conference on Education for All' held in Jomtien, Thailand in 1990 (Unesco, WEF 1990) provided the leverage for the declaration of the Universal Basic Education (UBE) as a policy thrust for upholding the global consensus and commitment to providing basic education for all by every sovereign member of the United Nations. Thus, the government of Nigeria during the period of President Olusegun Obasanjo formally launched the Universal basic education in 1999. Like its predecessor, the universal Primary education

(UPE), UBE was focused on providing educational opportunities to primary school age children; it also emphasizes gender sensitive issues in its coverage.

As clearly stated in the National Policy on Education (FME, 1981), libraries at the primary and secondary levels of education are a necessity for all round development of the child. According to Okiy (n.d.) a school library is a unit of the school system providing full range of intellectual materials and accompanying services which can be accessed by pupils, students, and teachers. Thus, the importance of school libraries has been underlined in the National Policy of Education since 1981 and its subsequent revised edition. For example, the revised edition of 1998 stated clearly that school libraries represent one of the most important educational services, it was therefore clearly stated that 'proprietors' of schools shall provide functional libraries in all educational institutions; and, in accordance with the established standards. In addition, emphases were placed for training librarians and library assistants that are to provide adequate services.

Federo (2001) reiterated that though experts view school libraries as a positive unit of the school system, yet it is generally denied the attention it deserves in major educational plans. Assessment of provision of libraries in schools is therefore a relevant topic for research in order to continue to highlight the existing gaps between Policy statements and policy implementation. School libraries help children to learn to enjoy reading, and learning and using the library resources as a lifelong habit.

For the development of primary education system, Unagha (2007) identified five sponsoring bodies that should be facilitating school library systems and services to include the World Bank, the Department for International Development (DFID), the Federal Government, State governments and the Local Government Authorities (LGAs). These

bodies are variously responsible for providing infrastructural facilities, training and capacity building, programme implementation and local support services and funding. Aina (n.d) further stressed the importance of school libraries as important units in any educational programme that intends to achieve its objectives and the lack of them can vitiate an educational plan.

In view of the various submission reiterating the importance of school libraries, representing the library as an important unit of educational services, this research is basically focused on the assessment of school libraries in Daura Education Zone with the main objective of creating awareness and promoting effectiveness of school libraries an importance element of educational action, teaching and upbringing of the child.

Library Resource

Apotiade (2002) defines library resources as multi-dimensional and can be discussed from three angles. Using this functional approach, the author explained that the dimension of a school library resources have three facets which include: Personnel those who have the essential knowledge and professional competency to provide services; material which constitutes the various sources of information capable of meeting individual needs, interest and activities; and; facilities such as structures and equipments that can support a functional and conducive environment for promoting effective library services., etc.

Areje (1971) stated that the basic purpose of a school library is to make books and other reading materials available to teachers and pupils in support of the teaching programme and to further the intellectual development of a student. Therefore, school libraries play active part in the educational process, persuading staff and students to read and use the

resources provided by these libraries. Thus, library resources and the services being provided should support effective teaching and learning in schools. Education can only come about if the school library attempt to acquire books and other relevance materials. The collection should be in line with the demands of the school curriculum and the need to organize them for effective use.

1.2 Statement of the Problem

If library resources are not made available and put to proper use, then the problem of meeting the main objective of the UBE is made more difficult. In an effort to solve the problems thus enumerated, this study therefore will attempt assess the true position of library resources in the sustaining the Universal Basic Education Programme in Duara educational zone. Education is the foundation of sustainable development for any nation. Awosusi (2012) opined that it is the pivot upon which every other forms of development rest. The United Nation promotes education through its various agencies aimed at sustaining Universal Basic Education (UBE) across the world.

The important of school library as enunciated by Ralph (2002) include among others encouraging the reading habit of the learner, developing in pupils the ability to learn from book without the presence of the teacher and promoting self-reliance. Hall (1998) echoed that a good school library must have the mark of a resource centre providing media services; and library service is that activity that responds to the information needs of the teacher and foster professionalism in library schools. Thus, Gates (1999) remarked that the realization of the objective of the Universal Basic Education, in part, is related to school libraries with respect to resources, facilities and services. It is a consensus of among advocates of school libraries

that a school library must be large enough to seat a class; and, the services must be managed by a well-trained and qualified teacher-librarian.

Even as this is on-going, primary education intended to last six years has suffered serious setback with unchecked proliferation of private schools and poorly managed public school systems. According to Idowu (n.d.), for any education programme to succeed, especially at the UBE level, adequate attention must be paid to the development of its library services. Similarly, Muhammed, (2001) further remarked that for library to be effective, it has to have adequate and updated library resources with qualified staff and good accommodation. Gates (1999) remarked that the realization of the objective of the Universal Basic Education, in part, is related to providing basic functional school libraries with respect to resources, facilities and services.

1.3 Research Questions

The following research questions were raised to guide the study.

1. What types of library resources are available for Universal Basic Education programme in Daura Educational Zone of Katsina State?
2. What kinds of library services are provided for Universal Basic Education programme Daura Educational Zone in Katsina State?
3. What is the level of use of school library resources and services used for Universal Basic Education in Daura Educational Zone in Katsina State?

4. what are the problems encountered in the use of the resources for Universal Basic Education in Daura Educational Zone of Katsina State

1.4 Objectives of the Study

The following are the objectives of the study:

- 1 To find out the type of library resources available for Universal Basic Education in Daura Zonal Education in Katsina State.
- 2 To determine the kind of libraries services which are provided for Universal Basic Education in Daura Zonal Education in Katsina State.
- 3 To determine the level of Use of the School library resources and Services for Universal Basic Education in Daura Zonal Education in Katsina State.
- 4 To determine the problems encountered in the use of Library Resources and Services for UBE in Daura Zonal Education of Katsina State.

1.5 Significance of the study

Primary education is a fundamental level whose proper handling will boost further the positive educational realization. The need of providing adequate resources for the training of pupils under Universal Basic Education (UBE) schools is therefore significant. The study will attempt to bring out clearly the prevailing situation in most of our basic Primary school libraries and the difficulties in rendering efficient services. Library resources and services combined with effective teaching will indeed promote proper learning in our schools. Furthermore, the findings and recommendations would serve as a guide to Universal Basic Education, the school authorities and the administration of Katsina State Basic Education, in recognising the significance of providing efficient and current library resources and services.

1.6 Scope of the Study

The study basically focused on Assessment of library resources and services for universal basic education in Daura Zonal Education namely Daura, Mai'aduaSandamu, Zango and Baure.

1.7 Operational Definitions of Terms

The following terms are defined operationally thus:

School library: library basic facilities, qualified staff, balanced current collections and the ability to render effective services to the school community.

Library resources: library information materials, equipment, space and personnel used for providing services and finding solution to users problems.

Library services: programs that can be administered to primary school in order to boost library services..

Availability: - materials ready to be used or easily accessible.

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CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1 Introduction

This chapter reviews the literatures that are related to the study. The reviews are arranged under the following subheadings:

2.2 Conceptual Framework of the Study

2.3 Concept of Library Resources

2.4 Library Resources Availability in Basic Education.

2.5 The Use of Library Resources in Basic Education

2.6 Type of Library Resources in Primary Schools

2.7 Kinds of Library Services in Primary Schools

2.8 Performances Measurement in Universal Basic Education programme

2.9 Summary of the review

2.2 Conceptual Framework of the Study

Library resources and services are continually evolving with social, technological, economic, and political developments in the information environment. Library assessment has evolved from an operational and service provider perspective on resource inputs, process throughputs, and product or service outputs as performance metrics, to more strategic approaches aimed at identifying specific and general outcomes, and the higher-order effects or impacts of libraries, from the perspective of service users, in relation to the missions and goals of their parent organizations. Town, (2011); Matthews, (2013). Thus, libraries and

library studies have adopted and adapted frameworks from the business arena, pedagogy and behavioral perspectives to better explain these paradigms.

A pedagogic theory deals with the nature and structure of educational action, teaching, and upbringing. Pedagogic theories are connected with belief and value systems, concepts of man and society, and philosophies of knowledge and political interests. In general, the concept of pedagogy refers to a systematic view of organizing education. A pedagogic theory is a theory of educational action, or a systematic view and reflection of pedagogic practice; it deals with processes of upbringing, teaching, learning, and social and cultural development. Aims and means, values and norms, and objectives and methods of education are systematically reflected therein. Central to pedagogic theory is the examinations of educational aims and means that aimed at educating the person(. Hamalainen (2011.).

Jean Piaget's four states of development suggests that the child within the primary school age of between 7-12 years can perform concrete operations with symbols using numbers to add or subtract and organizing objects by their qualities such as size and colour. This stage is referred to as the active learning or cooperative learning stage. Active learning according to Lorenzen (2001) encompass a variety of techniques that include small group discussion, role playing, hands-on projects, and teacher driven questions; the goal of which is to bring pupils into the process of their own education. This brings to the fore the importance of school libraries which can support the processes of active learning through the provision of resources and services to the school-child; this should imbibe in the child the cognitive development of analyzing, synthesizing and evaluating circumstances.

According to Saracevic and Kantor (1997) libraries and information systems, and the services they provide, have been valued for a long time. But what is 'value' in the perspective of information resources and services? Value was explained in two categories (i) intrinsic value; and, (2) extrinsic or instrumental value. Intrinsic value is good or worthy in and of itself it is basic to all the others. For example education has an intrinsic value. Extrinsic value is a means to, or contributes to something that is intrinsically valuable often extrinsic value is related to an activity. Library resources and services have an extrinsic role to play in the success of the Universal Basic Education programme. In other words, the value of being informed is intrinsic; and, the value of information is extrinsic or instrumental. Thus the value of library service has a contributory role in promoting the achievement of the goals and objective of the 6-3-3-4 educational system. This study therefore accepts this conceptual evaluation of library resources and services as a necessary premise in undertaking this study.

2.3 Concept of Library Resources

Apotiade (2002) define library resources as materials equipment space and personal used for providing service and finding solution to users problems. When the librarian and material work together, students achieve more. It is also a learning laboratory where individuals directly link with resources and develops research skills for life-long learning. The Library provides active and participatory lifelong learning. Ekere (2000) pointed out the non-book media in school library resources as audio player/cassettes, video cassettes/player, film projector, slides, overhead projectors computers, transparencies, disk, ink, and video compact disk player. While UNESCO, (2002) stated that Library resources consists of a collection of books and other materials maintained and managed for reading and

consultation, study and research and Organized to provide access to users, with a well-trained staff to provide services to meet the needs of its users. Turner, (1987) commented that library resources in modern times have transformed from the traditional structure dominated by printed materials to multi-media centre's dominated by modern information technology facilities and other multi-media resources which facilitate the acquisition, storage, processing, retrieval and dissemination of information in schools and through other remote databases worldwide. Fayose (1995), maintained that the library is a resource centre where there are collections of books, periodicals, magazines, and newspapers, films and filmstrips, video-tapes, recording of all types, slides, computers, study kits, media and other information resources for use by the teachers and Pupils or students for learning, recreational activities, personal interest and interpersonal relationship of children in school.

Library resources are institutional information systems which must be capable and sufficient in supporting research activities by both the students and faculty members. It has been reported that the usage or patronage that these resources received from the users depend on its accessibility to the patron community. The time spent locating resources invariably translates into the usability of the resources in question.

Lumdi (2004) stated that library resources refer to the collection of books and non-book materials of all kinds, which are relevant sources of information and instruction in schools. He also observed that these resources are required in the library to serve as a tool for consistent and information decision regarding acquisition, selection and managing of library collection. Collection developed living document which can be reviewed and revised regularly to help in organizing and guiding the processes of acquiring and providing access to information sources and integrating them into a collection of the library, managing their

growth and maintenance and making decision about preservation, withdrawal and cancellation.

Okiy, (1998), stated that Library resources based on this background such as access, interface and technical support and licensing help to ensure that the library resources and services will satisfy the user's need. Tsafe, (2004) posited that libraries consists of information resources in printed form, and are very convenient ways through which users of the library can have quick access to information. Mutula (2003) pointed out that digital library resources are increasingly being used by several agencies, government, private sector, and tertiary institutions, etc because they make research easier for scholars and ease budgetary constraints associated with the acquisition of prints resources, they also help to reduce preservation problems, help libraries extend collections into new media. Above all, they help to make information readily available to readers or users

Ugah (2004) observed that library users are no longer obliged to visit the library at regular opening hours to meet all their information needs. They may search the libraries online catalogues, use a subject guide or database to access a citation from the internet or access a full text article from web-based journals They may browse electronic journals or electronic books. Agbedo (1998) stated that print resources consist of wide variety of format including periodicals, maps, encyclopedias, hand books, yearbooks, dictionaries, atlases etc. As these resources change at a very rapid pace and as librarian continue to build larger collection of resources, finding ways to manage them effectively from a selection to licensing is becoming a major challenge.

Aina (2002) stated that printed books are made up of sheets of paper on which page numbers are printed on both sides of the sheets which are assembled together to be used and

then arranged in a correct order and sewn together to be used to acquire knowledge. Welch, (2002) opined that electronic resources consist of wide variety of materials including journals, books, indexes, abstracts, encyclopedia, reference books, aggregator database full text database etc. As these resources change at a very rapid pace and as librarians continue to build larger collections of electronic resources finding ways to manage them effectively from selection to licensing is becoming a major challenge. The challenge that librarians' face often, is not whether to select the print version or the electronic version of resources, but rather, to select of the most appropriate resources.

The growing popularity of the internet as a source for information resources leads to the need to establish and apply rational collection development criteria to the acquisition of electronic resources. Electronic resources are collections of information such as articles from magazines, encyclopedia's, pamphlets or other published resources that are accessed on electronic devices such as computers. These resources that require computer access which may be locally mounted or accessed remotely through the internet. Library resources are very convenient ways through which users of the library can have access to quickly delivered resources. In support of teaching, learning and research, electronic resources however, pose challenges not encountered with the acquisition of traditional library resources such as: access interface and technical support and licensing. It is based on this background that this paper would look into the workflow for electronic resources from selection to acquisition processes, procedures and issues in selecting and acquiring electronic resources including the tools challenges and criteria for evaluating the resources.

2.4 Library Resource Availability in Universal Basic Education.

School library collection is a repository of knowledge with specific emphasis on the school curriculum. Thus, a standard school library offers a wide range of material than can answer the question of developing the mind of the students. According to Elaturoti (1998) learning resources for school libraries consist mainly of print and non print media. The print media include: books, periodicals newspapers, pamphlets, brochures, handbills and ephemerals. However, books constitute the bulk of print materials in the school libraries. The non-print material comprise of photographs, slide audio tapes, film strips, motion films video tapes and computer.

The Universal Basic Education Commission (UBEC) library develops a blueprint which emphasized the establishment of a model library at the headquarters in each state. The model should have Learning Resource Centre (LRC) in a selected school to cater for the information, learning and teaching needs of the teachers, pupils community people and other users within the local government areas (LGAs) in each of the state. Obanya (2001), added that the development of state and LGEAs LRC is part of the nationwide school library development programme in each local government in teaching and learning and research needs of the pupils, teachers and researchers. Omolayole (2001) emphasized that, it is incontrovertible that libraries form vital part of the world's system of education as they provide through books, films, computer/ internet, recording microforms, CD-ROOM and other media knowledge that have been accumulated through the ages. According to Hayneman (1989), once submitted that in spite of all the changes in Educational philosophies, aims and pedagogy that have permitted school system in developing countries, the central importance of text books and other learning resources have not been diminished.

According to Tahir (2005) the school library, aside from enhancing literacy and numeracy through access to a variety of relevant learning resources, encourage sharing and caring for communal resources, just as it strengthens civic and moral values. This therefore makes the school library an integral component of the school curriculum.

Obanya (2001), emphasized that library development is one sure way of enhancing “beyond access “issues in the implementation of the UBE programme. The implementation guidelines for the Universal Basic Education (UBE) Programme call infrastructures and facilities (including classrooms, libraries etc).” the spatial enablers of teaching and learning. Surveys around the world on the reading ability of the children show that one of the factors that influence children’s reading achievements is the accessibility to books in their immediate environment, accessibility to books at an early stage as they grow to be more confident readers when they grow up (moore, 2001).

Ekpo (2004) sees the school library as an extension of classroom activities with the purpose of making education more effective. The school library viewed in this way is both a place of learning and a place that houses the tools of learning. Kolade (2008) asserts that the role of school library is very crucial to learn, as it provides the rudiments to learning, gives information that can change people’s lives to a better one, encourages students to study learn and achieve better results as well as provides confidence to look for information on their own at different levels. The provision of library services is very crucial and indispensable to any form of education; elementary, tertiary and eventually lifelong learning.

According to Odunsnya and Amusa (2004), school library resources provide an atmosphere for self-education and self development of students and the public in general. It is expected to bring its services within the reach of every adult member of the public and

every child in the school irrespective of their social and mental status; and also to provide resources of all types on all subjects for students at various level and classes. However, Odebiyi (1992) emphasized that public schools are being established in the country today without adequate plans for functional school library to serve as the complement of teaching and learning. Even students do not see the school library to be beneficial to education.

Etim (2002) also affirmed that none of the inputs towards curricular evaluation since 1967 has considered the library media factor and inculcation of information handling skills in secondary school children as a strategy to enhance children's ability to learn and acquire knowledge, assimilate, analyze, critically appraise, and come up with an appreciate understanding of the knowledge acquired.

The standard of school libraries resources today in the developed world has gone beyond a book oriented collection. Less than fifty years ago the school library resources was simply a small class room filled with books that were underutilized by students and faculty alike, except for occasional recreational reading (Moris, 2004). School libraries have evolved over the years in how they are used and the functions they perform in the educational setting. At one time, school libraries resources include all types of media instructions; that meet the needs of pupils and teachers as well as support school curricular. State Universal Basic Education Board (SUBEB) libraries are designed to serve as model school libraries and bench mark for school libraries development.

According to Obanya (2001), the development of state and Local Government Education Authority (LGEA) Learning Resource Centre (LRC) is part of the nationwide school library development programme. There are SUBEB in each Local Government in each of the state selected for the study. The LRCs is to cater for the teaching, learning and

research needs of pupils, teachers and researchers. The establishment of these LRCs in each local government area is in line with Universal Basic Education programmed blue print and the non-formal programmed.

According to Adediran (2003), UBEC libraries are established to promote reading culture in Nigerian schools as well as enhancing and energizing the curricular and delivery. The replica of UBEC in the state is known as the state universal basic education board (SUBEB). The SUBEB also have responsibilities for establishing libraries in the state. SUBEB libraries are supposed to be able to adequately provide library and information resources and services. The school library is committed to the development of basic education sector, which is the foundation of any educational set-up. The need for adequate provision of library materials staff, infrastructure facilities and accommodation are essential for school library to perform its role effectively. School libraries are established to support the educational curriculum of schools which could only be achieved through various means such as the provision of relevant library resources, which are relevant to the school curricula, and Provision of various information services ranging from technical services to readers services. (Mark less and Stratified, 2004).

However, a school library should have a balanced collection which must include printed and non-printed materials (electronic materials and audio-visuals). The balanced collection should also include materials for leisure purposes such as novels, music, computer games, video cassettes, video laser, disc and magazines, among others. This kind of material should be selected in cooperation with students ensure other patrons that it reflects their interest and culture without crossing reasonable limits of ethical standards. According to Elaturoti (1998) learning resources for school libraries consist mainly of print and non-print

media. The print media include books, periodicals, newspapers, pamphlets, brochures, handbills and ephemerals. However, books constitute the bulk of print materials in the school libraries. The non-print materials comprise of photographs, slide, audio tapes, film strips, motion films, video tapes, computer and realia.

Dike (2001) emphasized that accommodation for school library should have qualities such as good humidity controls a reasonably quiet location. In addition to the above, collection needs include shelving for books and journals, display racks for magazines, filing cabinets for pamphlets and clipping files, storage for large graphic media, audiovisual resources and equipment etc. there is also the need for space for viewing and listening to certain media, large tables for maps, computer stations, carrels, chairs etc. Elaturoti (1990) writing on accommodation standards emphasized that a model school library media centre should provide space for the following activities; display are, reading area, work-room, audio-visual unit multi-purpose room and toilet facilities among others. Dike (2001) corroborated the views of Elaturoti (1990) by highlighting reading room, workroom, and multi-purpose room audiovisual room and classroom libraries as minimum accommodation standard for school library. But Kolade (1998) in highlighting the personnel requirement for a school library or media centre recommended that such libraries should have succession of efficient staff because the effectiveness and success of the school library media centre programmed depends not only on the physical facilities but on the competency of the staff. A described a competent staff as one who possess among others good temperament and good sense of human relationship. It was stressed further that a school library media centre requires staff to select acquire, organize and make teaching and learning resources available to both the student and the teachers.

On school library information resource, Elaturoti (1990) highlighted tht school library media centre resources include books, periodical, newspaper, pamphlets, brochures handbills, and ephemeral notices, audio materials (disc, phonographic, records, audio-tapes on reels and cassettes). Film materials (slide film-strips, motion picture film as well as other forms of photographic film), graphics, video materials (video-tapes on real cassettes and cartridges as well as video disc), realia (toys, games, model and actual specimens) and micro forms (micro film, micro fiche and micro card). Morris (2004) highlighted other school library resources to include information communication technology facilities such as computers, computer diskettes, computer programme, multimedia collection, teleconferencing, video conferencing, audio graphic communications, broadcast, TV/Radio + audio-teleconferencing and interactive multimedia. He emphasized the need for annual financial provisions for the replenishment of school library stock.(Utah, 1998).

The exponential growth of information in many discipline coupled with rapidly developing technologies makes a continuing programme of teacher assistance mandatory. Turner, (1987) observes that today's school library is a source of educational excellence and direct support for school libraries is therefore, fundamental to any educational programme. The school libraries of modern times should be transformed from the traditional structure dominated by printed materials to multi-media centre dominated by modern information technology facilities and other multi-media resources which facilitate the acquisition storage, processing, retrieval and dissemination of information in schools and through other remote data bases worldwide. This concept of the modern school tallies to a large extent with the expectation of the government for the UBE programme, as noted in the implementation guidelines (Nigerian Federal Ministry of Education 2000).

2.5 Use of Library Resources in Basic Education

Udoh (1998) argues that library resources media centre is expected to empower the school to achieve various goals in the pursuit of academic excellences under Universal Basic Education UBE Programme. This signifies a cognitive motive or pedagogy. Kolade, (1998), then elaborated on this concept by recommending that exposing students to a variety of materials extend their knowledge and meet their needs for recreation, inspiring reading, viewing and listening skills as teachers do not have enough time in their lessons to teach everything they would like pupils to know about a subject. School

Libraries should then provide the resources for further reading to promote effective collaboration with class teaching. Ajelabi, (1998) recognised that developing in the students the positive attitude toward learning, habit of enquiring and skills of self-direct study, will afford them the opportunity to study independently.

Oyebanji (1997) revealed that encouraging the use of learning resources materials by every student; and, borrowing them to use coupled with teaching of the appropriate skills of using the print and non-print materials available in the centre can enrich the curriculum content. Thus, cooperation with teachers in resource selection and provision and adequacy of materials for preparing lessons is essential. Fayose (1995), opines that the library is a resource centre where there are collections of books periodicals, magazines, and newspapers, film and filmstrips, video-tapes, recording of all types, slides, computers, study kits media and other information resources for use by teachers and pupils students for learning, recreational activities, personal interests and interpersonal relationship of the children in the school.

Chris et al (2001) reported that resources used most by student are the Online Public Access Catalogue (OPAC) to find books and other holding of library. This is so because it is the one most of students are introduced to or expose to during inductions to create awareness of information resources. Similarly Ehikhamenor (2003) posited that facilities that attracted the greatest amount of patronage were e-mails, catalogues and databases, e-journal, Libraries he further stated prefer digital collections for many reasons access can be from the user's home, office, or dormitory whether or not the physical library is open; the library can get usage statistics that are not available for print collection; and digit' collections save space and are relatively easy to maintain. When total processing space costs are taken into account, electronic collections may also result in some overall reductions in library costs Montgomery and King (2002). Such a dramatic switch from print collections has an impact on library users perceptions of the library. Many researchers have attempted to predict or measure that impact through surveys, transaction log analysis and other research techniques. Librarians would like to be able to use the information and conclusion generated by the many research studies, especially because it is time consuming to conduct good research on their own because the best measures of impact come after decision are already made and collections are converted.

If we want children, and all citizens to acquire literacy, we must provide reading materials. The abundant and pleasurable reading materials found in the libraries if went learners to develop skill for lifelong learning. We must therefore give opportunities to enquire, to search to explore, practices to solve the problems – such as are found in libraries. If we want to introduce them the pupils to the world of knowledge and teaching them to handle the information in many forms, we need the resources of the well-equipped library.

Dike (2003) argues that school libraries resources are basic to the successful implementation of UBE in Nigeria this article explore the implication of UBE for effective library service in terms of resources, facilities, personnel and users.(Nigeria,2000).

Library buildings must house the collection as well as staff and users. Library is more than a building, but appropriate building are necessary, because it is difficult to develop a library with a location. A school library is a part of a school it should have space for the collection, and should share space with other things. The environment is very important: light, ventilation, and humidity-control, relative quietness are essential. Obviously, there must be shelves for books and journals, display racks for magazines, filing cabinets for pamphlets and clipping files, storage for graphic media, audiovisual and equipment, as well as space for viewing and listening to media and large tables for maps, computer workstations Correa (1997).

Library workroom is a laboratory for the development of skills for lifelong learning. It is also a workroom for carrying out projects and for individual or small group assignments. This lends itself to active and participatory methods, enquiry teamwork and problem solving, as advocated in UBE as learning laboratory, the library should be busy with activity, not silent as a graveyard. Resources for the assignments may be taken to the classroom, instead of bringing the class to the library. Paterson (Elaturoti, 2000). Ukeje (2000) calls the school library resources a refuge, a port of call for readers in search of adventure, a tree for children who climb high on the process of discovering life.’’ As such, the school library should be a comfortable, pleasant environment with informal seating (mats, cushion, soft chair), a quite atmosphere for pleasure reading and socializing. Dike (2000:5) describes the school library as oasis of informality.’’ Social activities include story hour’s play lets, drama, music, and

debates. The classroom library is an alternative to the central school library. Especially as an addition to the resources of a central school library, classroom libraries should encourage voluntary reading and transform teaching and learning. They consist a books and reading very close to the children, especially young children in nursery and primary schools, and so encourage reading. Users can enjoy the convenience and other benefits of electronic access and are adjusting their behaviour as encouraged by library collection development policies totally.

2.6. Types of Library Resources in Primary Schools

School library resources include Books, Serials, Maps, Plans, Globes, Photographs, Drawing, Video, Television, Recorder and Computer (kit).

Aina (2004) Printed book can be defined as any document that has a collection of 49 pages or more that are bound together with distinctive title. It is a set of printed sheets of paper bound together anon one edge it is separately published and has an independent physical existence, although, sometime, it may appear as part of a set of volumes. In his contribution to the above, Afolabi (1985) opined that books are made up of sheets of paper on which numbers are printed on both sides. The sheet of paper on which are assembled together, are arranged in a correct order and sewn together along the edge, which is protected with a binding. Bloomberg (1997).In regard to minimum standards on library resources the conference proposed the following for school library collections:

Books for primary school with student's population of less 400. To have 45, 000 volumes of books, out of which 500 volume must be basic reference materials with an average of 30 books per pupils. To have a minimum of 200 books per pupils for primary

school with pupils of more than 1, 000 pupils a minimum of 10 books per pupils was recommended. Wilson (1998).

Adediran (2003) indicated that magazines generally contain written articles, photographs and advertisements. They are popular magazines that deal with sports travel, fashion e.t.c they are usually popular publications that are good for reading and entertainment. They also provide information on topical issues.

Ogunshaye (1998) opined that primary schools library acquire 80 titles of periodicals at least 5 national newspaper also stated that the minimum standard proposed for stating school libraries at the conference of the librarian in 1994 was as follow: A teacher-librarian with full time assistant for schools with 200 pupils with a centralized library, with periodical stocks 6, 00 volume but less than 10,000 volumes. Maps: maps come out in the form of pictorial materials. They are graphical representations of geological physical and natural features, normally to a scale and on a flat medium. It can be appear in various forms. It can be folded like the road maps of a city.

Ibrahim (2008) generally, maps are made up of texts and pictures.

An Atlas: is a collection of maps and related information it may be issued to supplement or accompany a text. It may be published independently. Elaturoti (1998).

A plan is a building or an area as -might be seen from above showing the related position on a horizontal plan can thus the shape, Measurements, position of the walls and other locations can be graphically presented. Ibrahim (2003)

A Globe: - is an object on which a map of the earth surface or shy is painted, and which may be turned round on a base. It is a model of the earth or any celestial body depicted on the surface of sphere.

A chart is information written or drawn on a plain sheet of paper shades: sheds are single frames of film on a small piece of thin glass, each frame being held in a card or plastic mount. They are generally implanted with a photographic or handmade object they are two by two inches in size, and 35mm thick. The object placed on the glass can be magnified through the use of a microscope Aind (2002).

Tape: tape recorder they can be in a single track in which will correspond to the number of recordings. It can be record stereo sound dills and disc recording are plastic disc ranging in diameter from 7 inches to 16 inches. The play back speed is expressed in revolutions per minute (rpm) which can be 16, 45, 78, e.t.c

Video recording: - these are materials on which images and sound are recorded on films, discs and tapes with a view showing motion pictures with sound vibration. (1999).

Television still development stage it is already being used experimentally by few primary school systems the advent of for has been boon. To television technically. And the recent cooperation and interest of motion picture procedures have rapidly enlarge the scope of the medium. As more and more cities are served by the coaxial cable on which network programs can be moved to point more distances than the horizon, or beyond the range of relay station, television reception will become available to education. Widman (1978)

Recorder equipment

Recording equipment is being used by schools for making permanent record of primary school events such as orchestra, glee club, or other musical performance, dramatics or important speeches; for rehearsals of all types; for diagnosing and correcting speech and

reading difficulties of individual students; and for recording programs directly from the radio.

2.7. Library Service for Primary School

Library service is the bedrock of all type of libraries, particularly school and public libraries that are concerned with primary schools. the IFLA Guidelines for library services for primary school (2004) has recommended the following list of library services that can be provided to primary schools: library tours, library finding aids, reader advisory services, information literary and library services for pupils with disabilities.

Dike (2011) recommended programs that can be administered to Primary school: in order to boost library services. These includes; Book talks storytelling, and book promotion; Discuss group and clubs; Information programs on topics of interest such as health, careers, and current issues; Celebrity visit of authors, and persons of local interest; Performance of a culture nature such as in music, art and drama; Co-operative programming with community, institutions and groups; Workshop designed to teach a skill or creative reading, debates and book promotions.

Library tours

A library tour refers to a series of events inside the library or held elsewhere under library sponsorships to inform and acquaint users with the activities of the library as an information agent. Library tours can be mounted by outsiders such as book publishers, vendor and traditional institutions, etc. Library tours can also supplement lesson going on outside or inside the primary school by gathering, displaying and highlighting related

materials. (Cilip, 2001) This exhibitions and displays should always have central theme and several supporting ideas, with the main theme boldly indicated illustrated. Only materials relevant to the theme should include for the exhibition or display. It should not be forgotten that one of the goals for this exercise is to attract pupils to whatever is being displayed are not very well in all aspect of quality, such as colour, beauty etc. The desired objective may not be achieved. (Ibrahim, 1999).

Library tours are very important in the sense that they are a way of advertising and sharing information. They can also supplement lessons going on in classrooms by gathering, displaying and highlighting related materials. Thus tours should always have central theme and several supporting ideas, with the main themes to be selected and move impotently only best of these be forgotten that one of the goals for this is to attract pupils to what have being tours. The tour can be mounted in the primary school library, archival other very important place. Fayose (1995).

Library Findings Aids

Library finding aids can be defined as tools can be guide quick and easy retrievals of information materials in libraries such as books written by a particular author or its title, series of journals titles or magazines, paragraphs of books and other documents including media resources. (Rogers, 1979). Library finding aids are tools that both staff and users should use as guide to access and retrieval of library resources.

Library Services for the disadvantaged (disabilities) users

Disability can be defined as an inability to perform some or all the task of daily life, or medically diagnosed condition that makes it difficult for someone to engage in the activities of daily life. (Ibrahim, 2004).Some people are born with disabilities while others develop them later in life. Every library including school libraries should be committed to providing equal access to their services and facilities for all users as well as people with disabilities. Physically challenged young people should be made to take full advantage of all facilities and services in the library and should not be discouraged in any way. Therefore, library service should be designed not only to educate, inform and entertain people with disabilities but that those services should be equally contributed in ensuring that the conditions of the everyday life of pupils with disabilities are the same as, or as close as possible to norms and patterns which are valued in the general community.

The benefit of library services for pupils with disabilities include providing support efforts, to ensure the best level of access and utility of existing and emerging resources by pupils with disabilities. Library service providers should ensure equal accesses by pupils with disability. Book Encyclopedia, (2004).

2.8 Summary of the review

The ideal school premises are an integrated space of classrooms, laboratories, farms, play fields and a library. To accomplish this, school remodeling and construction must include space for libraries. To ensure that library use becomes a lifelong habit, it is necessary that the national curricula for primary and secondary schools must also have a qualified school librarian.

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CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter it is organized under the following sub-headings:

3.2 Research method adopted

3.3 Population of the study

3.4 Sample and sampling procedure

3.5 Instruments for data collection

3.6 Procedures for data analysis

3.2 Research method adopted

Survey method was adopted to conduct this study. According to Ibrahim, (2013) survey method is interested in the accurate assessment of characteristics of the whole population. Afolabi (1998) submitted that survey research investigates phenomena in their natural setting because it affords flexibility and versatility. Osuala, (2005) stated that, “the survey research method allows investigators to gather data about a target population without undertaking enumeration. According to Ujjo, (2004) survey research technique can save time, and money, without sacrificing efficiency, accuracy and information adequacy in research process.

3.3 Population of the study

According to Katsina state universal basic education Board Daura Zonal education Board newsletters has a total number of 296 of primary schools. This includes teacher's population of 3,137. Table 3.1 provides a break of this population.

Table 3.1: Distribution of Population of the study

S/no	Local Government Area	No schools	No of pupils	No of Teachers	No of Teachers librarian
	Daura	46	63,376	746	7
	Maiadua	66	46,492	881	2
	Sandamu	52	23069	357	2
	Zango	45	29,170	476	2
	Baure	87	47,465	677	2
Total		296	209,572	3,137	15

Source: SUBEB Katsina State (2014)

3.4 Sampling and Sampling Procedure

Purposive sampling procedure was used in selecting the 15 (fifteen) teacher-librarians in all the schools in the LGEA's for the study.

Sample is the process of selecting a group of subjects for a study in such a way that the individual represent the large group from which they were selected from (2006). Only primary schools teacher-librarian is selected for this research sample population was adopted using a purposive sampling method.

3.5 Instruments for Data Collections

The instruments used for this study were questionnaire, interview, and observation.

3.5.1 Questionnaire

Close ended questionnaires was designed by the researcher. The questionnaire provided multiple options, which respondents provided relevant answers. Section A of the questionnaire contained questions relating to personal data such as school, gender, age, status and qualification. Section B dwelt on the types library resources in universal basic education in Daura educational zone. such types of books, volumes of books, maps, types of maps, numbers of maps, video types of video, numbers of video, television, types television, numbers of television. Recorders, drawing, types of drawing number of drawing globes, photographs, types of photographs, numbers of photographs, computer, types of computer and numbers of computers.

Section C covers on the types of library services available in universal basic education. in Daura educational zone the knowledge contained the question related to primary school library service: such as library tours, types of library tours, numbers of library tours, library finding aid types of library finding aid reader advisory services types of reader advisory services, information literacy programme, library services for pupils with disabilities types and numbers.

3.5.2 Interview

An oral interview was conducted with the headmasters of the primary schools library by the researcher to get information in areas where respondents could not respond clearly to

questions and obtain reliable and valid information in the verbal responses from respondents in the areas not covered by the questionnaire. Oyebanji (2004) noted that the interview technique with the aid of the questionnaire is a kind of conversation carried out between the interviewer and the respondents with the objective of gathering desired data.

3.5.3 Observations

The Researcher also used observation as a tool to gather information, and examined and assessed the presence or absence of the library resources and other prevailing conditions in the selected schools.

3.5.4 Procedure for Data Collection

The Researcher administered the instrument with aid the of two research assistants; two weeks was used to collect data from each local government.

3.6 Procedure for Data Analysis

The researcher used the descriptive statistical tools to analyze the data. Data collect were analyzed using tables, frequency and percentages,

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CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND INTERPRETATION

4.0 Introduction

This chapter presents data collected, analysis and interpretation. The data collected were analyzed and discussed using descriptive statistic method.

4.1 Response Rate

Fifteen (100%) copies of the questionnaire was administrated to primary school Librarians in all the LGEAs under Universal Basic Education, out of which fourteen 93.3% was returned completed which, seen in table 4.1.

Table 4.1 Response Rate

Local Govt Areas in DZE	Questionnaire Administered	Questionnaire Returned	Percentage %
Daura	7	6	42.8
Mai'adua	2	2	14.2
Sandamu	2	2	14.2
Zango	2	2	14.2
Baure	2	2	14.2
Total	15	14	93.3%

Table 4.1 clearly indicates that there is variation in the response rate. These variations are due to the fact that the number at questionnaire administered and returned are not of equal proportion. Daura local government area has the highest frequency rate of 6(42.8%) followed by Maiadua, Sandamu, Zango, Baure with 2(14.2%) the fact is that they have only two teacher librarians responsible for the management of the school libraries.

4.2 Types of library resource available

Research Question 1: sought to find out the library resources available in primary school in Daura zonal education area of Katsina State. Data collected from the study are presented in table 4.2.

Table 4.2: Types of library resources available in DZE

L.G.A	Daura		Mai'adua		Zango		Sandamu		Baure		Total	
	Frq	%	Frq	%	Frq	%	Frq	%	Frq	%	Frq	%
Print library resources	4	28.5	4	28.5	2	14.2	2	14.2	2	14.2	14	100
Print serial resources	6	42.8	2	14.2	0	0	2	14.2	0	0	10	71.4
Electronic media resources	3	42.8	1	21.4	1	14.2	1	14.2	1	14.2	7	50.0

Library resources available in Daura educational zone depicts an over whelming to print library resources such as text books and serial publication. Print text books and fiction were all available in all the 5 local government areas of the Daura educational zone. However, serial publication was not available in libraries of Zango and Baure educational areas.

Electronic/media resources posted a frequency of about 50%. This represents an average preference for speed library materials.

I Types of Printed library resources available

The data revealed that the printed library resources in Daura zonal education were textbooks with 12 (85.7%) while the least one is fiction with 7 (50.0%).

It should be recalled that the total number of primary schools in Daura zonal education is that the average number could be attributed to the fact that Baure had 87 followed by Maiadua 66, Daura with 46 Zango and 45 which had the least frequency.

This agreed with the earlier findings, of print text books, serials, media but other library resources such as graphic, globes, internet are some of the major challenges still facing primary school libraries. The findings shows that lack of internet policies in school libraries, the lack of skilled human resources to install and manage computer networks which cause slow internet connection, and shortage of technological literate man power to manage the ICT facilities. This will make internet application to primary school libraries in Daura zonal education of Katsina state difficult to teacher librarian that may not be able to compete with other librarians in secondary school, and tertiary institution around the world. T

he goals and objectives of their school libraries may not be achieved in meeting the current, timely and relevant resources need of the pupils.

In view of the importance of current and relevant library resources in primary school library and the trend of digital primary schools libraries, primary schools libraries should upgrade available electronic books, internet, and computers to be able to cater for the need of their pupils and give them equal opportunity to have access to the available technology.

ii Types of printed library resources

The data confirmed that the print library resources in Daura zonal education were mainly textbooks with 12 (85.7%) while the least print based library resources was fiction with 7 (50.0%).

Table 4.2.1: Types print library resources

L.G.A	Daura		Mai'adua		Zango		Sadamu		Baure		Total	
	Frq	%	Frq	%	Frq	%	Frq	%	Frq	%	Frq	%
Types Print Library Resources												
Textbook	6	42.8	2	14.2	2	14.2	2	14.2	2	14.2	14	100
Dictionary	6	42.8	2	14.2	2	14.2	2	14.2	2	14.2	14	100
Fiction	3	21.4	1	7.14	1	7.14	1	7.14	2	7.14	8	57.1
Encyclopedia	6	42.8	1	7.14	1	7.14	1	7.14	1	7.14	10	71.4

From table 4.2.1, it can be clearly seen that all the primary schools library in Daura zonal education have printed textbooks, dictionaries, fiction, encyclopedia with each having 6(42.8%) available for accesses by pupils having the highest number of textbooks, followed by Baure with 7(50.0%).

Therefore, on comparing the ration of pupils or users in primary school libraries studied with available print, it is clearly that the number is quite in adequate in these school libraries. This implies that the ration did not meet up with standard school libraries.

ii Total Number of books

Respondents were asked to indicate the contents of the recommended textbooks covered by the syllabus According to the finding, 12 (100%) of the respondents indicated that the books covered

the syllabus adequately and were current and updated while 1 (7.14) indicated that the books did not cover the syllabus and were not current up to date.

Those who indicated that the content of the recommended textbooks were not covering the syllabus adequately mentioned that some of the recommended text books did not cover certain topics adequately.

Therefore, this implies that on comparing the ratio of Pupils or users in primary school libraries studied with available print, it is clear that the number is quite in adequate in these school libraries this implies that the ratio did not meet up with standard school libraries.

Table 4.2.2: Total number of books in the libraries of DZE

L.G.A	Daura		Mai'adua		Zango		Sadamu		Baure		Total	
	Frq	%	Frq	%	Frq	%	Frq	%	Frq	%	Fr	%
Total number of books more than 4000	4	42.8	2	7.14	2	7.14	2	7.14	2	7.14	12	85.7
3000	0	0	0	0	0	0	0	0	0	0	0	0
2000	0	0	0	0	0	0	0	0	0	0	0	0

Based on the data collected for this study, the findings of descriptive analysis; There are inadequate number of books in Daura zonal education, especially in Maiadua, Zango,, Sandamu and Baure, with 80%. Mean while Daura local government area having the highest number of books with 100

iii. Types of print serial materials

Teacher librarians were asked to indicate the types of serial resources available.

Table 4.2.3: Types of Print Serial Resources

L.G.A	Daura		Mai'adua		Zango		Baure		Total	
	Frq	%	Frq	%	Frq	%	Frq	%	%	
Types of serial material										
Magazine	2	14.2	1	7.14				3	21.4	
Newspaper	4	28.5	1	7.14	2	14.2	2	14.2	7	5.0

From the findings of the study, it can be said that teachers mostly use serials resources in their teaching.

Teacher librarians should be involved in the processes of the acquisition of serial resources and should also improve their understanding of the serial resources in teaching and learning.

iv. Types of Electronic Media resources

Table 4.6 shows the types of electronic resources. The result confirmed that the computer had the highest frequency with 5 (35.7%), followed by V.C.D and video cassettes 4 (28.5%), CD 3 (21.4%) the best one is tape recorder with 1 (7.14%) respectively.

The study found that 14% of the respondents indicated that electronic resources were available but not adequate. The key observation is that the availability of electronic and media resources does not translate into effective teaching of a subject. Adequacy of the electronic resources is much more important in achieving the later.

Table 4.2.4: Types of Electronic Media resources

L.G.A	Daura		Mai'adua		Zango		Sandamu		Baure		Total	
	Frq	%	Frq	%	Frq	%	Frq	%	Frq	%	Frq	%
Types of electronic res												
CD Rom	3	21.4	0	0	0	0	0	0	0	0	3	21.4
VCD	2	14.2	1	7.14	1	7.14	1	7.14	1	7.14	4	28.5
video cassette Recorder tape			1	7.14							1	7.14
Computer	1	7.14	1	7.14	1	7.14	1	7.14	1	7.14	5	35.7

From table 4.2.4 it can be seen that computer 5 (35.7%) was the most available media resource, while cassette tape recorder had the least score of 1 (7.14%).

Although there are inadequate number of videos and televisions available in Daura zonal education of Katsina state because of lack of conducive learning atmosphere in primary school libraries.

v: Number of Video and Television

1 video had a highest frequency with 8 (57.1%), followed by 3 videos 6 (42.8%), and the least is 1 television with frequencies 2 (14.2%).however, for videos indicated an average of 57.1%. Teachers were asked to indicate the electronic media resources used. The finding shows most preferred electronic resources video tape with television as indicate by 8(57.1%), 2(14.2%) respectively.

The respondents were asked to give reasons for their level of use of electronic resources. Those who indicated that the they love the videos with televisions and therefore place more effort to ensure that they have it and use it. However, videos and televisions were not adequately available in Daura educational zonal of Katsina State.

The implication of this is that, both libraies cannot be regarded as current source for Computer and electronic resources, library resources are not available.

Table 4.3: Numbers of Video and Television

L.G.A	Daura		Mai'adua		Zango		Sandamu		Baure		Total	
	Frq	%	Frq	%	Frq	%	Frq	%	Frq	%	Frq	%
3 video	6	42.8									2.8	42.8
2 video												
1 video			2	14.2	2	14.2	2	14.2	2	14.2	8	57.1
3 television												
2 television												
1 television	1	7.14	1	7.14	0	0	0	0	0	0	2	14.2

The teacher librarian should apply some maintenance strategies, protection/integrity maintenance video television and electronic resources etc. in order to attain standard and quality service provision.

4.3 Types of library services available in Daura education zone

This research investigated the library services available in Daura zonal education area, Katsina state. Data indicated that the following library services are available, Reader Advisory services, information literacy programme 14:100%) teachers librarian respondents were asked to indicate the frequency of the respondents revealed that 14(100%), go to tours. Reader advisory is a list of reader advisory services provided for respondents in Daura zonal education of Katsina state. The result revealed that knowledge of reader advisory services provided it was observed that 7(50.0%) was the most known with highest frequencies 13(92.8%).

Table 4.4 Types of Library Services Available In Dze

L.G.A	Daura		Mai'adua		Zango		Sandamu		Baure		Total	
	Frq	%	Frq	%	Frq	%	Frq	%	Frq	%	Frq	%
Period of library tour	4	28.5	2	14.2	1	7.14	0		1	7.14	8	57.1
Reader advisory services	4	28.5	1	7.14	1	7.14	1	7.14	1	7.14	8	57.1
Information literacy program	6	42.8	1	7.14	1	7.14	1	7.14	1	7.14	10	71.4

The analysis of the finding according to the table 4.4 is that information literacy program has the highest frequency of 10(71.4%). Library tour and Reader's Advisory services have each provided 8(5.7%). These two services are hardly provided in library in Daura educational zone.

i: Period of Library Tours

Result indicated that 8(57.1%) of the teacher librarian go to tours on daily basis. Library tours are very important in sense that they are always advance if sharing information. They are also supplement to the classroom by gathering, displaying and highlighting related material. This implies that Human capacity building is crucial to the success of library services utilization and effective service delivery. To successful carry out this, teacher by librarians of primary school library there is need for additional period of library tours, Reader advisory services and competences on pupils' performance. Therefore, the school libraries should train and retrain their

that teacher librarian on managing school libraries so that the teacher librarian can carry out the management of resources in primary school libraries properly.

Table 4.5: Period of Library Tours

L.G.A	Daura		Mai'adua		Zango		Sandamu		Baure		Total	
	Frq	%	Frq	%	Frq	%	Frq	%	Frq	%	Frq	%
5 Period	6	42.8	2	14.2	2	14.2	2	14.2	2	14.2	14	100
4 Period	0	0	0	0	0	0	0	0	0	0	0	0
3 Period												
2 Period												

From the table 4.5, the finding show that Daura local government area had the highest frequencies with 6(42.8%) followed by Baure ,Zango, Sandamu, and Maiadua local government areas have least numbers library tours with 2(14.2%).

iii: Reader Advisory Services

A list of reader advisory services was provided for respondents in Daura zonal education of Katsina state. The result confirmed that knowledge of reader advisory services provided book in Libraries.

Table 4.6: Reader Advisory Services

L.G.A	Daura		Mai'adua		Zango		Sandamu		Baure		Total	
	Frq	%	Frq	%	Frq	%	Frq	%	Frq	%	Frq	%
Collection policy	31	21.4	1	7.14	1	7.14	1	7.14	1	7.14	7	50.0
Creating current awareness	1	7.14										
References	2	14.2	1	7.14	1	7.14	1	7.14	1	7.14	6	42.8

iv: Information Literacy Programme

It was observed that information literacy programs are already in existence in Daura zonal education of Katsina state

This implies that the Reader advisory services have been properly used in Daura educational zone of Katsina state. It was also noted that Sandamu, Zango, Baure and Maiadua which serve as advisory capacity as well as pressure group that will ensure all decisions on the library.

Table 4.7: Information Literacy Program

L.G.A	Daura		Mai'adua		Zango		Sandamu		Baure		Total	
	Frq	%	Frq	%	Frq	%	Frq	%	Frq	%	Frq	%
Information literacy skill												
Study skills	2	14.2	0	7.14	1	7.14	1	7.14	1	7.14	6	42.8
Library skills	3	21.4	1	7.14	1	7.14	1	7.14	1	7.14	7	50.0
Visual literary	1	7.14									1	7.14

From table 4.2.1 it can be clearly seen that all the Primary school libraries in Daura education zone had the highest frequencies 6(42.8%), followed by Zango, Sandamu, Baure with 2(14.2%),

2(14.2%) and 2(14,2%) respectively. Meanwhile Maiadua had the least frequencies with 1(7.14%)

This implies that the pupils and teachers need to use the information literacy programme frequently.

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CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATION

5.0 Introduction

This chapter presents the summary of the findings. It also contains conclusions that were drawn and recommendations

5.1 Summary of the study

The study investigated library resources and services for Universal Basic Education in Daura zonal education of Katsina State. The study will attempt to bring out clearly the prevailing situation in basic Primary school libraries and the difficulties in rendering efficient services. To do this, four research questions were formulated, among which are extent of coverage in the content of library resource and service for U.B.E in DZE of Katsina State.

Survey method was adopted for this study. Only the teacher librarians directly involved with resources and services for UBE in DZE were the population of the study.

A structured questionnaire was used in collecting data from respondents. Data generated was analyzed using descriptive method of analysis. The results of the findings were presented in tables of analysis. The results of the findings were presented in tables and showing frequencies of response and corresponding percentages.

5.2 Summary of the findings

1. Types of library resources: videos, tape recorders televisions, VCD CDrom and Computer were not much available in Daura education zone of katsina state.

2. Library services such as library tours, finding aids, reader advisory services, for Pupils with disabilities are not much provided in Daura educational zone of Katsina state.
3. Most teachers/Pupils used library resources and services, more on daily and weekly bases. It was discovered that very small percentage never use them at all.
4. The problem encountered in the use of this resources, is that teachers mostly used textbooks in their teaching.

5.4 Conclusion

State universal Basic Education Board studied have generally kept face with rest of the organization in providing library resources. The study discovered that: Sandamu, Maiadua, Zango Primary school libraries have relatively smaller collections of library resources. The study discovered that Daura Primary school libraries have library resources like textbooks, tapes recorder VCD flash drives. The most available library services users are the library tours, reader advisory services library finding aids. Finding reveal that all libraries are yet to acquire a services like information literacy programme which is a common tools used to access libraies resources. On the use of library resources, finding show that textbooks, graphics globes, were used most by teachers/Pupils. The main problems is that inhibit the provision and effective use of library resources are funding which is grossly inadequate, while problems that relate to services network and power supply.

It is conclusion that when library resources are made available in our state universal basic education board Primary school libraries, will boost teaching learning, Research and other activities through improve communication and access to information. Many users will resort to use them and therefore, the effects will be increased development in our educational institution at large.

5.4 Recommendations

In the light of the findings, the following recommendations were made:

1. since the ability to provide for library resources and services depend largely on amount of funds available, provision should not be left to tetfund alone but state universal basic education board in state should make concerted efforts to impress on government the value of library resources in enhancing teaching and training. Hence the need for adequate funding to be able to provide for these library resources
2. There should be a training for information skills, for the teachers to effectively achieve the users have easy access to the information resources.
3. Primary school libraries in general need to determine how the pattern of library resources use affect the makeup of the physical library's client to ensure that services offered are those most needed by such teachers/Pupils. In addition teacher librarians need to consider how the library resources, services and instruction programme are arrange to meet the needs of their Primary schools Population especially those who need assistance to use library resources and services effectively.

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APPENDIX
REQUEST TO FILL QUESTIONNAIRE

21st March, 2015

Assessment of Library Resources and Services for Universal Basic Education in Daura Zonal
Education of Katsina State.

Dear respondent,

I am a post graduate student at Ahmadu Bello University Zaria in the Department of Library and Information Science undertaking a research in partial fulfillment of the requirement for MLS Program. I will appreciate your response in the supply of information on the above subject matter by fill the attached questionnaire. All information provided would be strictly used for the purpose of the research with utmost confidentiality.

Yours Sincerely,

Muazu Usman

QUESTIONNAIRE FOR PUPILS AND TEACHERS WITH SCHOOL LIBRARIES

INSTRUCTION: Please tick (√) the most appropriate answer to the following question

SECTION A: BIODATA

1. What is your gender? Male () Female()
2. What is your age?
 - a. Less than 21 years ()
 - b. 21-25 years ()
 - c. 26-30 years ()
 - d. 30 years above ()
3. Status
 - a. Pupils ()
 - b. Teacher ()
 - c. Others (please specify) ()
4. Highest qualification
 - a. SSCE, GCE, TCII ()
 - b. OND, NCE ()
 - c. HND, BSC, BA, BLS ()
 - d. MSC, MLS, PhD ()

SECTION B

Types of library resources available for UBE

5. Does the library have book?
 - a. Yes ()
 - b. No ()
6. What types of book does the library have?
 - a. Text book ()
 - b. Dictionary ()
 - c. Fictions ()
 - d. Encyclopedia ()

7. How many volumes of books does the library have?
 - a. Less than 2000 volumes ()
 - b. 3000 volumes ()
 - c. 4000 volumes ()
8. Does the library have serial materials?
 - a. Yes ()
 - b. No ()
9. What types of serial does the library have?
 - a. Newspaper ()
 - b. Magazines ()
 - c. Journals ()
10. How many titles/volume of serials does the library have?
 - a. Less than 3000 ()
 - b. 5000 ()
 - c. 6000 ()
11. Does the library have maps?
 - a. Yes ()
 - b. No ()
12. What types of maps does the library have?
 - a. Atlas ()
 - b. Country maps ()
 - c. State maps ()
13. How many numbers maps does the library have?
 - a. Less than 6 numbers ()
 - b. 5 numbers ()
 - c. 3 numbers ()
14. Does the library have video?
 - a. Yes ()
 - b. No ()
15. What types of video does the library have?
 - a. VCD ()

- b. Video Cassettes ()
16. How many number of video does the library have?
- a. 2 numbers ()
- b. 1 number ()
17. Does the library have television?
- a. Yes ()
- b. No ()
18. What types of television does the library have?
- a. Plasma ()
- b. Sharp ()
- c. Portable TV ()
19. How many numbers of televisions does the library have?
- a. 3 number ()
- b. 2 number ()
- c. 1 number ()
20. Does the library have Recorder?
- a. Yes ()
- b. No ()
21. What types of Recorder does the library have?
- a. Sony Recorder ()
- b. Stereo Recorder ()
- c. C.D Recorder ()
22. How many Numbers of Recorder does the library have?
- a. 3 number ()
- b. 2 number ()
- c. 1 number ()
23. Does the library have globe?
- a. Yes ()
- b. No ()
24. How many numbers of globes does the library have?
- a. 10 ()

- b. 5 ()
 - c. 4 ()
25. Does the library have photographs?
- a. Yes ()
 - b. No ()
26. What types of photograph does the library have?
- a. Skeleton ()
 - b. Wild animal ()
 - c. Trees ()
27. How many photographs does the library have?
- a. Less than 10 numbers ()
 - b. 5 numbers ()
 - c. 6 numbers ()
28. Does the library have drawing
- a. Yes ()
 - b. No ()
29. What types of drawing does the library have
- a. Human being ()
 - b. Abacus ()
 - c. Trees ()
30. Does the library have computer?
- a. Yes ()
 - b. No ()
31. What types of computer does the library have
- a. Computer kit ()
 - b. Desktop ()
 - c. Laptop ()

Types of Library Services available for UBE

32. Does the library have library tours?
- a. Yes ()
 - b. No ()
33. What types of tours does the library have?
- a. visitation ()
 - b. inhibition visitation ()
34. How many number of tours does the library have?
- a. 5 times ()
 - b. 3 times ()
 - c. 2 times ()
35. Does the library have finding aid?
- a. Yes ()
 - b. No ()
36. What types of finding aids does the library have?
- a. Classification ()
 - b. Library catalogue ()
 - c. Purchase ()
37. How many finding aid does the library have?
- a. 5 Routines ()
 - b. 4 Routines ()
 - c. 3 Routines ()
38. Does the library have reader advisory services?
- a. Yes ()
 - b. No ()
39. What types of reader advisory services does the library have?
- a. Reading aloud ()
 - b. Reference services ()
 - c. Literary work ()
40. How many numbers of advisory services does the library have?

- a. 3 Number ()
 - b. 2 number ()
 - c. 1 number ()
41. Does the library have information literacy program
- a. Yes ()
 - b. No ()
42. What types of information literacy program does the library have?
- a. Study skills ()
 - b. Library skills instructions ()
 - c. Media literacy program ()
43. How many number of literacy program does the library have?
- a. Less than 10 number ()
 - b. 7 numbers ()
 - c. 5 numbers ()
44. Does the library have services for pupils with disabilities
- a. Yes ()
 - b. No ()
45. What types of services for pupils with disabilities does the library have?
- a. Equal access ()
 - b. Information guarantee ()