

## **Assessment of School Library Resources for Development of Basic Education in Zamfara State, Nigeria**

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**Abstract:** *The study assessed assessment of school library resources for development of basic education in Zamfara State, Nigeria. Survey research design was used for the study. Twenty four (24) public secondary schools and purposive sample procedure was used to select the librarian and modified likert scale was used to collect the data. Test retest was used to test the reliability of the instrument and the reliability coefficient was 0.89. Frequency count and simple percentage was used to describe the data. The result indicated that not all Local Government Area in the state have library and some that have are not functioning. Therefore, it recommended that the state Government in collaboration with Local Education Authority should establish more school library in each school.*

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### **I. Introduction**

The universal acceptance of Basic Education as a fundamental right of every child has been a laudable ideology that no country can afford to ignore it. Hence, the universality of this idea of providing basic education to every child had resulted into new epoch making in Nigeria's education system when in September, 1999 the then president Chief Olusegun Obasanjo launched the Universal Basic Education programme at Sokoto. Unagha (2008) noted that since 1948, there was the Universal Declaration of Human Rights which includes the right of everyone to education, but for over six decades now many people are still being denied this basic right. This denial is manifested in different forms, such as lack of access to schools, non-provision of adequate quality teaching and learning resources and facilities, poor staffing and schools infrastructures, inadequate funding, none implementations of policies and programmes, and so on.

Although, successive Nigerian Constitutions have featured the rights of all Nigerians to basic education, the successive governments have also made various efforts towards providing opportunities for basic education to its citizenry. Some of the efforts include the development and subsequent reviews of the national educational curricular, the publication of national Policy on Education in 1977 (revised 1981, 1999 and 2004), the Universal Primary Education (UPE) programme that was launched in 1976. However, the UPE was mainly targeted at primary education level and so could not achieve much due to implementation problems (Unagha, 2008). But, the present UBE programme provides more take-up opportunities for equitable education to Nigerian citizenry.

UBE could be a Nigerian coinage that reflects of its previous experience. However, some researchers simply refers to UBE as the first stage of education that is also known as primary, elementary or fundamental education in some countries (Bukar, Mwajim&Kadiri, 2012). In Nigeria, from its operational realities, UPE is the minimum or fundamental formal education system that every child is expected to attain. Therefore Nigeria's conceptualization and launching of UBE was a global initiative which should be seen as part of the country's commitment to comply with various worlds' declarations such as:

1. The Jomtein Declaration and framework of Action (1990);
2. The New Delhi Declaration (1992) requiring the E-9 countries (i.e nine of the world countries with the largest concentration of illiterate adults) to reduce the incidence of illiteracy drastically within the shortest possible time span;
3. The Amman reaffirmation of Commitment (1998) by which African state reaffirmed their commitment to making the generalization of basic education reality; and
4. The OAU Decade of Education in Africa (1997-2006) also reaffirm Africa's commitment to the generalization of basic education.

The school library plays a strategic role in Basic Education by facilitating access to teaching resources and providing the children the opportunities to acquire the 21<sup>st</sup> century learning skills. These skills focus on development of critical thinking, communication, creativity and innovation as well as collaboration. In other words, in the current digital teaching and learning environment, the emphasis is on learner centred approach. The professional librarians have for over two decades recognized the need to focus attention on learner centred approach when dealing with children. For instance, McGregor (1999) looked at what goes on in children's libraries and he noted that the areas of application of leaning theories in the libraries are endless. MaGregor

asserted that the behaviourist idea of motivation can be used to reinforce reading activity, and the constructivist idea emphasizes active learning that usually take place in a library. Piaget idea would also support providing resources in a concrete manner for teaching information literacy skills. All these ideas can be used in different learning models that are realistically supposed to be promoted by the teacher/librarian. Some of the learning models that can be promoted through provision and utilisation of appropriate school library resources include inquiry learning, students-centred learning, co-operative learning, Brain-Based learning and Authentic, meaningful learning.

The National Library of Nigeria, which is the apex library, has been listed as one of the collaborating agencies in the implementation of the UBE. Other agencies includes: National Teachers Institute (NTI), National Commission for Colleges of Education (NCCE), National Educational Technology Centre (NETC), Nigerian Educational Research and Development Council (NERDC), etc.

Therefore, because of the indispensable role that school library can play towards the success of UBE, it become necessary for the Federal, State and Local Governments as well as library professionals to ensure that the needed resources are made available in these types of library.

The freedom to use the available school-library under the guidance and supervision resources of a teacher-librarian is a basic task to be accomplished. Developing and managing school library resources for optimum utilization hinged upon six (6) key operational areas, viz: resources, organization of the resources, preservation of the resources, accommodation and equipment/facilities, staffing and services (Apeji, 2011).

Zamfara state is located in the Northern Western geo-political zone of Nigeria, carved out of the formal Sokoto State in October, 1996. It shares borders with Kaduna and Niger state in the south, Katsina state in the east, Niger Republic in the north and Sokoto and Kebbi in the west. It covers 38,418 square Kilometers with 14 local government areas, and Gusau as the state capital (Dan Gusau, 1998:10). The Zamfara State Universal Basic Education Board (ZSUBEB) is the organ that is charged with the responsibility of providing and expanding access to basic education for all school age children (primary and junior secondary schools) within the state.

Iorzua (2008) in a survey on school library development under UBE programme in Zamfara state, identified 16 existing school libraries across the state that are equipped with some stocks of childrens' books and other facilities. However, Iorzua further reported that there are 24 uncompleted primary schools libraries under the World Bank and Education Trust Fund (now TETFund) Intervention Projects. The service level in the existing UBE primary school libraries was poor or very low. The reasons for this are many; poor staffing, lack of organization of the collection, inadequate space and facilities for readers, etc. In fact, there is limited access to library resources for the children as no formal arrangement made for the use such libraries. The school teachers do visits the libraries to prepare their lessons, and or take some textbooks to the class to be used during the lessons. The funds for maintenance of the UBE primary school libraries in Zamfara State are control centrally at the State Universal Basic Education Board. Thus, each primary school has no budget for its library. This situation jeopardized the future development of the few existing school libraries. This is because addition of new library materials, processing of the materials, maintenance, etc is dependent on the central budget that is expected to cover the whole state schools. Through some primary schools made effort to generate fund through community involvement but nothing was achieved. The overview of the situation of primary school library services in Zamfara state is pathetic and calls for serious concern from all stakeholders. But, the situation of secondary school libraries has not been investigated, and this is what motivated the researchers to carry out this study.

### **Purpose Of The Study**

The main purpose of this study was to assess the level of availability, adequacy and utilization of library resources in basic education libraries in secondary schools in Zamfara State. The study identified the problems that hinder provision of library resources and the likely implications of lack of or inadequate resources on the efficiency of basic education in Zamfara State.

### **Research Questions**

The following research questions guided the study:

1. what is the current situation regarding staffing, and availability and adequacy of library resources in UBE secondary schools in Zamfara State?
2. what is the current situation regarding facilities and mode of resources utilization in UBE secondary schools in Zamfara State?
3. what are the problems that hinders adequate provision of library resources at the secondary school level of education in Zamfara State?
4. what are the likely implications of lack of or inadequate library resources on the efficiency of basic education in Zamfara State?

5. what measures could be suggested to ensure adequate provision of library resources for more efficient basic education in Zamfara State?

### **Scope Of The Study**

This study is concerned with determining the availability, adequacy and utilization of school library resources. The scope of the study covered resources such as staffing, library buildings, facilities, textbooks, fiction books, reference materials, newspapers and magazines and so on. The study is limited to secondary schools under the Zamfara State Ministry of Education.

## **II. Methodology**

This study employed descriptive survey design. This design is suitable because the study involved a large population with wide geographical spread.

### **Population of the study**

The target population for the study is all public secondary schools under in Zamfara State. Annual School Census Report (2003) conducted by the Zamfara State Government with the assistance of UNICEF indicated the available number of public secondary schools as 188 which comprised of 154 junior and secondary, and 34 junior secondary only. In this study, the target population was limited to only those schools where the libraries are in existence. Hence, a pilot survey was conducted, and out of 188 secondary schools only 24 that have existing libraries were used for the study. According to Aina (2002) a pilot survey is a kind of pre-test that helps to clarify many problems of the main survey.

Availability sampling technique was also adopted in selecting 24 existing school libraries that were used as the sample. The used of purposive sampling technique was based on the researchers knowledge of the population and conviction of getting the required data the sample so selected (Aina, 2002; and Uhegbu, 2009). The primary method adopted for data collection in this study was a questionnaire and direct observation of current situations on the ground. The questionnaire consist of 22 items of Likert-type scale which was administered to 24 respondents that in charge of the school libraries. Knowledge and experience gathered by the researchers in the supervision of trainee students on teaching practice in these schools had been brought to bear in this study. These had also been complimented with information gathering techniques from documentary and bibliographic sources. Several authors (Bukar, Mwajim&Kadiri, 2012; Ladi, 2010; and Mustapha, 2010) used observation and document in gathering the data for studies on implementation of UBE programme in Borno, Bauchi, and Taraba States in North East Nigeria respectively.

## **III. Data Analysis**

The data collected were analysed using descriptive statistics of simple percentage and frequency counts were used to analyses demographic variables, while mean, Standard Deviation, frequency counts and percentages were used to test the Research questions at a constant mean of 2.50.

### **Result of findings**

**Table 1: Demographic Information**

<b>Variables</b>	<b>Frequency</b>	<b>Percentage</b>
<b>Sex</b>		
Male	21	87.5
Female	3	12.5
<b>Educational qualification</b>		
SSCE	11	45.8
NCE/Diploma	9	37.5
BSC/BED	4	16.7
<b>Total</b>	24	100

As shown in Table 1 above a total of 24 respondents were used for the study. The distribution by gender indicated that 21 respondents representing 87.5% were male while 3 respondents representing 12.5% were females. Also table 4.1 shows that 11 respondents representing 45.8% possessed SSCE and 9 respondents representing 37.5% possessed NCE/Diploma while 4 respondents representing 16.7 % possessed B.Sc/Bed respectively.

**Table 2:** Existing school libraries by Local Government Area (LGA)

S/N	LGA	NO. OF SCHOOLS	NO OF SCHOOLS WITH LIBRARY
1	Anka	8	-
2	Bakura	14	-
3	BirninMagaji	8	-
4	Bukkyuyum	10	-
5	Bungudu	17	4 (16%)
6	Gummi	11	2(8.3%)
7	Gusau	25	4(16%)
8	KauraNamoda	15	4(16%)
9	Maradun	13	2(8.3%)
10	Maru	14	-
11	Shinkafi	10	2(8.3%)
12	TalataMafara	15	2(8.6%)
13	Tsafe	15	2(8.6%)
14	Zurmi	13	2(8.3%)
	<b>TOTAL</b>	<b>188</b>	

Table 2 indicated existing of school libraries by Local Government Area (LGA) in Zamafara State, that is, Gummi, Maradun, Shinkafi, Talata Mafara, Tsafe, and Zurmi have 2 school libraries represent (8.3%), while Bungudu, Gusau and Kaura Namoda have 4 school libraries which represent (16%), have the highest number of school libraries in Zamfara State.

**TABLE 3:** Staffing situation of the school libraries

S/N	TYPE OF STAFF	NO. OF SCHOOL WITH STAFF AVAILABLE
1	Professional librarian	2(8.3%)
2	Para-professional	6(25%)
3	Teacher-librarian	3(12.5%)
4	Others with tertiary qualifications	2(8.3%)
5	Others with SSCE qualifications	11(45.8%)
	<b>TOTAL</b>	<b>24(100%)</b>

Table 3 revealed that 2 respondents representing 8.3% were professional librarians, 6 respondents representing 25% were para-professional librarian, while 3 respondents representing 12.5 % were teacher-librarian, 2 respondents representing 8.3% were others with tertiary qualifications and 11 respondents representing 45.8%, which is the highest number were having Senior Secondary Certificate Examination (SSCE) qualification.

**TABLE 4:** Provision and adequacy of the library resources/facilities

Key: Very Adequate = VA; ADEQUATE=A; LESS ADEQUATE=LA; NOT ADEQUATE=NA

S/N	TYPES OF RESOURCES AVAILABLE	LEVEL OF ADEQUACY OF THE RESOURCES				Mean	SD
		VA	A	LA	NA		
1	Textbooks	12(50%)	8(33%)	4(16.7%)	-	3.97	0.739
2	Fiction books	8(33%)	12(50%)	4(16.7%)	-	3.84	0.652
3	Dictionaries	16(67%)	4(16.7%)	4(16.7%)	-	4.01	0.411
4	Children's encyclopedia	12(50%)	8(33%)	4(16.7%)	-	3.99	0.501
5	Pictures and photographs	16(67%)	4(16.7%)	4(16.7%)	-	4.19	0.401
6	Paintings	-	-	-	-		
7	Audio-visuals	-	-	-	-		
8	Computers	4(16.7%)	4(16.7%)	4(16.7%)	12(50%)	2.21	0.871
9	Newspapers and magazines	-	-	-	-		
10	Models	-	-	-	-		
11	Historical and biographical resources	4(16.7%)	4(16.7%)	12(50%)	4(16.7%)	2.35	0.726
12	Maps, Charts and Globes	4(16.7%)	4(16.7%)	4(33%)	12(50%)	2.19	0.892
13	Reading chairs	8(33%)	4(16.7%)	4(16.7%)	8(33%)	2.59	0.671
14	Reading tables	16(67%)	4(16.7%)	4(16.7%)	-	3.75	0.500
15	Shelves	8(33%)	4(16.7%)	4(16.7%)	8(33%)	2.58	0.510
16	Cupboard/Boxes for storage	-	-	-	-		
17	Display racks	-	-	-	-		
18	Pamphlet boxes	-	-	-	-		
19	Realia and diagrams	-	-	-	-		
20	Toys and study kits	-	-	-	-		

21	Clipping files	-	-	-	-		
22	Catalogue cabinet	-	-	-	-		
<b>TOTAL</b>						<b>3.24</b>	<b>0.62</b>

Table 3, indicated that items 8, 11 and 12 are below 2.50, while items 1, 2, 3, 4, 5, 13, 14, and 15 are above 2.50. Also, the aggregate mean (3.24) is greater than the constant mean (2.50) and 0.62 of SD proved the statement positive. Therefore, there are problems in the availability and adequacy

**TABLE 4:** Mode of library resources utilization

S/N	TIME OF UTILIZING THE LIBRARY RESOURCES	
1	During free period	2(8.3%)
2	Time mounted on school time-table	2(8.3%)
3	At someone's convenience	9(37.5%)
4	On subject teacher instruction	2(8.3%)
5	As arranged by the library staff	2(8.3%)
6	No time/arrangement for utilization	7(29.1%)

Table 4 observed that mode of library resources utilization during free period is 2 representing 8.3%, time mounted on school time-table is 2 representing 8.3%, at someone's convenience is 9 representing 37.5%, on subject teacher instruction is 2 representing 8.3%, as arranged by the library staff 2 representing 8.3%, and no time/arrangement for utilization is 7 representing 29.1%, while at someone's convenience is 9 representing 37.5% were having the highest number.

#### IV. Recommendations

Based on the findings the followings recommendations were made

1. The state Government in collaboration with Local Education Authority should establish more school library in each school.
2. The state Government should employ more librarian for school library in each school.
3. There should be train and retraining for librarian for school library in each school.

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