

AN ASSESSMENT OF THE AVAILABILITY OF RESOURCES IN SENIOR POST-PRIMARY SCHOOL LIBRARIES IN MINNA METROPOLIS

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Abstract

The study was to assess the extent of the availability of resources in Post primary school libraries (Senior Section) in Minna metropolis. The focus of this study is on the availability of accommodation: book stock and staffing situation in senior Post Primary school Libraries in Minna metropolis. Survey method was used for the study. The entire population of 25 schools were not sample, it is manageable and so it was adopted. While Heads of school libraries were the target respondents. Data collection instruments I techniques include questionnaire, observation and interview. Questionnaire was used to solicit for the number of book stock, highest educational qualification I field of specialization of library staff. Non-participant observation technique was used to examine the book shelve, while interview was conducted to ascertain the Number/qualification of staff as well as the total book stock. This was done to support the response to questionnaire. Findings shows that 2 school libraries have converted libraries to classroom I staffroom, 1 school library was blownoff by windstorm while 4 had no libraries. On the other hand, one (1) private school was not accessible to researcher for security reasons. The 18 school libraries had a total book stock of 69,392 volumes with an average 3,855 of volumes, while one (1) school library had structure blown-off. On staffing situation, 18 school libraries were being manned by 57 staff (3 professional, 18 paraprofessional and 36 nonprofessional staff). On library staff field of specialization, only 21 of them have various

qualifications in librarianship, while 36 had qualification in field other than librarianship. Recommendations are proffered amongst include: Adoption of "Minimum standards for school libraries in Nigeria (1999)" by the state government, school principals proprietors and stakeholders in education.

Introduction

School libraries are libraries that are established at primary and post primary schools to cater for the information needs of both students and teachers. That is to say that school libraries support the curriculum of the schools through the provision of reading materials. Thus, it has been clearly stated in the National Policy of Education (2004:53) that:

Since libraries constitute one of the most important educational services, proprietors of schools shall also provide functional libraries in all their educational institutions in accordance with the established standards. They shall also provide for training of librarians and library assistant for this purpose.

To fully achieve the above policy statement, school libraries should not only be established but also they should be equipped with learning resources and manned by adequate staff. The importance of library in any educational institution cannot be overstressed hence they support classroom teaching and learning. Library staff on the other hand play vital role in the selection, acquisition, processing, storage and dissemination of information resources to users of school libraries. This can therefore stress that libraries generally perform the functions of selection and acquisition, processing, organization, storage as well as dissemination and management of information.

The status of school library can only be assessed in terms of collection, staffing, and services provided etc (Minimum standard, 1992).

Statement of the Problem

School libraries are supposed to be the centre of learning for both students and teachers in the areas of resources availability and use. Despite the importance attached to school libraries as reflected in the Minimum standards (1992) and the National Policy on Education (2004); school

libraries are still at the stage of underdevelopment in the areas of collection and human resources. Studies carried out by Aguolu (2002), Hamzat (2002) and Saka (2004) revealed that school libraries in Borno, Bauchi and Niger State were grossly inadequate in terms of collection and staffing among others. This study therefore determines whether or not post-primary school libraries (with senior section) in Minna Metropolis are equipped with adequate collection and human resources. Whatever be the research outcome, it should be a true representation of what operates in other senior post-primary school libraries in the other 23 LGA's in the State. The observed problem of non-functional school libraries in various towns prompted the study of availability of resources in Senior Secondary School Libraries in Minna Metropolis.

Objectives of the Study

The main objective of this study is to determine the extent of the availability of accommodation, information and Human resources in (Senior) post-primary school libraries in Minna metropolis. Thus, the specific objectives are to determine the:

- (a) availability of accommodation for school libraries in Minna metropolis.
- (b) book stock in senior post-primary school libraries in Minna metropolis.
- (c) staffing situation .in school libraries in Minna metropolis.
- (d) compare the availability of information and human resources in school libraries understudy with the minimum standards on school libraries in Nigeria (1992).

Scope of the Study

This scope is confined to assess the extent of the availability of information and human resources in (senior) post-primary school libraries in Minna metropolis which comprised of two (2) LGAs (Chanchaga and Bosso).

Review of Related Literature

Literature survey reviews some relevant ones in the field of school librarianship in Nigeria. The minimum standards for school libraries in Nigeria (1992) stressed that educational resource materials of any school library should consist of books, pamphlets, paper cuttings, gazettes and

government publication; atlas, maps and charts; phonograph records, record player, cassette tapes/players, films; film projector, slides; pictures, photographs; realia and periodical. In the area of book stock, the document outlines the types of books that should feature in the collection of every school library as: Reference books, Non-fiction, supplementary, fictions. As for secondary schools, the book stock should be in the following proportion/percentage(s):-

Reference books	10 percent
Non-fiction	45 percent
Fiction/supplementary readers	25 percent
Audio-visual materials	10 percent
Periodicals	10 percent

In the area of staffing, the document stressed that every school library should be equipped with the below staff:-

The school librarian (BLS minimum of degree), the library assistant, the typist, the technician (repairing of audio-visual materials), Cleaner, Security

Each secondary school library should have a minimum of qualified librarian and a library assistant and where librarian is not available to head school library, a senior library assistant should be provided.

In a survey of secondary school libraries in the (3) geopolitical zones of

Niger State, conducted by Saka (2004) a total library stock/collection in the ten (10) post-primary schools was 30,209 volumes, with 25 serials titles, 2 television sets, 1 tape recorder/player and 1 film projector. There was no single computer in the surveyed school libraries. The staffing situation in the surveyed school libraries shows that out of 28 staff discovered, only 1 (4%) holds BLS degree, 5(18%) hold DLS, while 11 (39%) hold WASC or equivalent qualifications. This shows that there were inadequate collections and staffing in post primary school libraries in Niger State. Unibur (2006) studied resources in post primary school libraries in Benue and Nassarawa states. On the issue of collection in school libraries, he reported that 94(34.5%) and 114(41.9%) respondents indicated that collections from school libraries in the two states are fair and poor respectively.

Assessing the school library situation in Bomo State, Aguolu and Aguolu (2002) observed that school libraries were managed by "Unmotivated, ill-qualified library assistants" with TCII, WASC or equivalent qualifications that are erroneously called "Librarians". According to the researchers, the situation is similar in many other states of Nigerian states.

An assessment of school library resources and services in selected secondary schools in Oweni municipality by Nnadozie (2006) revealed that available resources does not meet up the approved standards for school libraries as 196(65.3%) indicated inadequate reading accommodation. Interview conducted revealed that with exception of FGGC Owerri which has two staff with library science qualifications, none of the other schools has trained librarians. There is deplorable staffing situation in secondary school libraries. On the information materials, the study reveals that book materials constituted a dominant resource.

Methodology

Survey method was adopted for the study. The population of the study comprised 25 (senior) post-primary schools spread within Minna metropolis. The target populations were the Heads of school libraries. The population of 25 schools is manageable and so it was not sampled and hence adopted. The areas of focus for this study include accommodation, book stock and staff strength by qualifications and fields of specialization.

Permission was sought from the school principals before administering the questionnaire. Questionnaire, observation and interview were the data collection Instruments I techniques used in the study. A total of 25 copies of the questionnaire were administered to the Heads of school libraries. Observation and interview were equally used to support the data from the questionnaire. Data were analyzed by way of simple tabulation, frequency counts and percentages.

Data Analysis and Discussion

The data obtained from the responding school libraries are presented and discussed into table below:-

Table 1: Availability of accommodation and book stock in school libraries understudy.

	School libraries	Comment on accommodation	Ownership of school	Bookstock volume
1	Atnadu Bahago Sec. Sch. Minna	Available & used	State Govt	1,520
2	Army Day Sec. Sch. Minna	Available & used	State Govt	1,720
3	Bosso Sec. Sch. Minna	Available & used	State Govt	1,325
4	Coll. Of arts & Islamic Studies Minna	Available & used	State Govt	10,795
5	Day Sec. Sch. Maitumbi	Available & used	State Govt	105
6	Day Sec. Sch. Minna	Available & used	State Govt	320
7	Govt Girls Sec. Sch. Old Airport	Available & used	State Govt	2,089
8	GOVT Tech Col. Minna	Available & used	State Govt	2,625
9	Govt Sec. Sch. Minna	Available & used	State Govt	2,256
10	Zarumai model Sch, Minna	Available & used	State Govt	6,584
11	Women Day Col. Minna	Available & used	State Govt	650
12	Hilltop Model Sch Minna	Available but blown off by rain / windstorm	State Govt	N.A
13	Chachaga Sec Sch Minna	N.A	State Govt	N.A
14	Day Sec Sch 2 Chachaga Minna	N.A	State Govt	N.A
15	Niger State Sch For Special Edu Minna	N.A	State Govt	N.A
16	Abu Turab Arabic Col Minna	Available & used	Private	450
17	Brighter Sec Sch Minna	Available & used	Private	2,500
18	DECS New Col Minna	Available & used	Private	1,165
19	Mawo Sec Sch Minna	Available & used	Private	2,066
20	New Horizon Col Minna	Available & used	Private	6,402
21	FEMA Sch, T/ Fulani Minna	Library converted to staff room	Private	N.A
22	Niger Baptist Sec Sch Minna	Library converted to staff room	Private	N.A
23	St Clement Sec Sch Gbaiko Minna	N.A	Private	N.A
24	Fed Govt Col Minna	Available & used	Fed Govt	8,050
25	Police Sec Sch Minna	Library available & used	NPF	4,140
	Total			69,392

N.A. = Not available

NPF = Nigerian Police Force

Out of the 25 post-primary schools visited, 18 schools had libraries with collection the other hand, 3 schools shows the sign of having libraries although one (1) school library was blown- by rainstorm in the year 2008; two (2) school libraries were converted to staffroom and classroom respectively. The researcher could not have access to one of the private school libraries for security reason. The other four Senior Secondary Schools (Gbaiko, Chanchaga, DSS and NSSE) have no libraries.

The highest bookstock collection was discovered in CAIS Minna Library with 10,795, followed by Federal Government College Minna with 8050 volumes of books. This was followed by Zarumi Model School with 6,584 and NHC with 6,402 volumes. Data show that "State government owned schools had book stock of 29,989 and that three of the school libraries book stock is very negligible with 105, 320 and 650 book stock respectively.

Among the private-owned schools, New Horizons College Minna had the highest book collection of 6,402 volumes. Very far from this figure was Brighter Secondary School with 2,500 volumes. The total bookstock for private school libraries was 12,583. A school library owned by Nigeria Police Force had a book collection of 4,140 volumes, while FGC Minna library stock 8,050 volumes of books.

The total book collection in 18 senior school libraries under study within Minna town is 69,392 volumes with average collection size of 3,855 volumes. This shows that school libraries within the metropolis had inadequate collection.

Non-participant observation in most school libraries visited shows that school libraries are not large enough to accommodate up to 50 students at a time. Human Resources in school libraries under study was inadequate judgement by the minimum standards for school libraries in Nigeria (1992).

Table 2: Highest Educational qualification of Heads and other Staff in school libraries.

Highest educational qualifications	Number of the Heads of school libraries per qualification (A)	Number of other library staff per qualification (B)	Total No. in A & B above	Percentage %A&B
First degree in library science	03	-	03	5.25
(HND) library science	01	01	02	3.51
(NCE) library science	01	-	01	1.51
Diploma in Sc. (DLS)	06	07	13	23
M.Ed Degree	01	-	01	1.51
B.SC Degree	01	-	01	1.51
B.Ed Degree	01	-	01	1.51
Diploma in other fields (outside Lib. Sc.)	03	06	09	1.51
0 ^o level Certificate	-	23	23	16
None of the above in A	01	-	01	39
Total	19	38	57	100

From the table 2 above, 3(5.25%) of the staff of the 18 school libraries sampled obtained first degree in librarianship and all the 3 head their libraries. One (1.8%) staff obtained HND library science and he is also head of the library. Also 13(23%) staff have Diploma in Library Science out of which 6 head their school libraries and the remaining 7 assistant positions. Data further reveals that 1(1.51%) staff has NCE certificate in library science and he also heads his school library .

The other qualification of staff in charge of school libraries are: M.Ed, B.Sc and B.Ed degrees as well as Diploma certificates respectively in other fields outside library science . Six of them serve as heads of school libraries. One school library is not being headed by any staff. Interview with that staff shows that the school is yet to appoint staff to head the school library. A good number of the school library staff 23 (39%) hold WASC or GCE O'level qualifications.

Going by the Minimum standards for libraries in Nigeria (1992), each school library is expected to be manned by 6 staff. It is expected that the 19 school libraries should be manned by 114 as against 57 available.

Table 3: Fields of specialization/status of staff in school libraries under study

Subjects fields of specialization	No of Staff	Status	Percentage (%)
Librarianship/ libraryscience	21	03 - Professional	5.3
	18	- paraprofessional	3.2
Public administration	02	Non-professional	3.5
Accounting & auditing	05	Non-professional	6.7
Business studies	02	Non-professional	3.5
Education	02	Non-professional	3.5
Biochemistry	01	Non-professional	1.5
Law	01	Non-professional	1.5
None of the above	23	Non-professional	40
Total	57		100

The table above shows the field of specialization/status of staff in school libraries under study. Out of 57 school library staff in senior secondary schools within Minna town, only 21(37.8%) were discovered to have library science background. The breakdown further shows that only 3 had first degree in librarianship and other 18 had HND, Diploma, NCE and certificate in library science. This further shows that only 3 staff had professional

qualification, while 18 are paraprofessionals. This indicates that school libraries do not conform to the minimum standards for school libraries in Nigeria. Each secondary school library is expected to be headed by at least senior library assistant with training in library science.

The data also reveal that out of 57 staff in school libraries under study 36(63.2%) specializes in various field outside librarianship; thus 2(3.5 %) public administration, 5(6.8%) accounting and auditing, 2(3.51%) Business Studies and 2(3.5%) Education. Others include 1(1.5%) Biochemistry and 1(1.5%) law respectively. The Bulk of the staff are those with "0 level qualifications and are 23 in number which represents 40 percent of the total sample. They are non-professionals. The minimum standards specify that staff of the school libraries should include technicians, security men etc but researcher's interview with the heads of schools libraries shows that these categories of staff don't exist in the school libraries.

Other findings of the Study include:

School Library Accomodation

Out of 25 school libraries studied, 3 shows the sign of having libraries but without accommodation for various reasons. While 4 show no sign of having libraries, such reasons were that school libraries were converted to classroom and staff room respectively. Another reason was that a school library was blown-off by rain/wind storm in 2008. The other 4 schools had no libraries.

School Library Collection

Out of 25 school libraries visited, 18 had a total book stock of 69,392 volumes with an average of 3,885 volumes. This is inadequate,

Conclusion

1. Few school libraries were converted to classroom and staffroom while those with libraries lack adequate accommodation.
2. The book stock in school libraries with accommodation is inadequate.
3. The staffing situation in school libraries within the metropolis is deplorable as 62 percent of staff manning school libraries do not have library science qualification or background

Recommendations:

For good quality of education to be ensured in Minna metropolis in particular and Niger state in general, there is the need for both government and stakeholders in education to take note of the following recommendations:-

- i The minimum standards for school libraries in Nigeria be made available to school proprietor/principals and stakeholders to serve as guide in the planning for school library services;
- ii Adequate but current books should be supplied to school libraries
- iii The existing staff in school libraries be made to undergo at least "Certificate course in library science" and a minimum qualification of Certificate in Library Science be made as a requirement for employing more staff into the school libraries.

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