

Full Length Research Paper

Assessment of school library resources: A case study of school of health technology library, Ningi, Bauchi State

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Every library is supposed to have adequate information resources in order to enable it effectively serve the information needs of its users. In view of this, the paper aimed at assessing the resources in the school of health technology library Ningi, Bauchi state. Questionnaire was the instrument used to collect data. 200 copies of self designed questionnaire were distributed, out of which 150 were successfully returned. Data collected from one hundred and fifty(150) respondents, who participated in this study, through completion of questionnaire and were analyzed alongside with information obtained from documentary source. The study shows that available information resources in the school library, does not meet the approved school library standards. There researcher recommends amongst others, the integration of school library in the overall plan of the school; employment of professional librarians; provision of quality and quantity information resources, as some of measures that would improve the relevance of the library resources, in the school.

Key words: Assessment, school library, resources, technology library.

INTRODUCTION

Libraries are social institutions created to conserve knowledge, preserve the cultural heritage and provide information for education and research purposes. There are different types of libraries such as: public libraries, academic libraries, special libraries and so on established to cater to the information needs of different groups of people in the society. The focus of this study is on school library. According to Elaturoti (2000), school library can be defined as a place designed for provision of all kinds of learning resources. Fayose (1995) opined that school libraries are part of the school where collection of books, periodicals, magazines, newspapers, films, filmstrips,

video tapes, recordings of all kinds are housed for use by students. Considering the definition given above, it can be deduced that the cardinal function of a library is to support the school curriculum by providing up - to - date information, to facilitate teaching and learning and to keep staff and students abreast of new development. The library also promotes the development of reading skill and encourages habits through reading, listening to and viewing variety of learning materials. Thus, being an integral part of the school, it has become imperative to lift the resources of a school library to required standard. Such standards include adequate staffing (professional

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and non professional staff), up-to-date and relevant information resources, like books, journals, magazines, newspapers, audio-visual materials such as slides, films, cassettes, transparencies, television, tape recorders, as well as internet facilities suitable for school curriculum. According to Shaibu (2005), the nature of school library operation in most states of Nigeria is functioned out of their own meager budget. Thus, leaving the libraries with no option than to it seek for assistance from source, such as the central government, the state government, parent's Teachers Association, and philanthropically organization, to enable them discharge their primary functions.

School libraries are essential source of lots of information pertinent to the curriculum and good books to read. School libraries need to become dynamic centers with school librarian as primary agents for designing new ways of learning. School libraries are vital agents in creating schools that enable students to learn through vast resources and multiple communication channels. They provide programme based on long range goals developed through strategic planning and reflecting the mission of the school. The school librarian participates fully in all aspects of school instructional programmes including vital courses that reflect school curriculum. The school library provides flexible and equitable access to all, physically as well as virtually. The collection includes materials to meet the needs of all learners, representing all points of views on current and historical issues, as well as a wide variety of interest areas.

Resources in school library include print materials such as books, journals, magazine, encyclopedias, hand-books etc. Also available are non print materials which include audio visual materials such video, television, slides, filmstrips, microforms, transparencies etc. Like all other libraries, School of Health Technology Ningi library is based on its ability to provide for its clientele, certain prerequisite materials which comprise print and non-print information resources to support teaching and learning as well as for research activities in the institution. In addition to these, resources pertaining working materials such as selection tools, cataloguing tools and bibliographic tools required by the library staff for them to carry out their daily routines were also provided. Besides information resources, other resources found in the library include building infrastructure and qualified personnel that work towards improving information resources services in the library through selecting, acquiring and disseminating relevant information. Library building must meet the standard of a school in order to create conducive environment that invites all staff and students to use its resources. The building must provide adequate instructional space and furnishing for teaching space, reading space, work space, and storage space.

Bauchi State School of Health Technology, Ningi, was established in the year 1998. The library was then operating in a temporary building with only one professional librarian and one library assistant. The

library was not functioning effectively that time because of lack of accommodation and inadequate information resources. It was after the school moved to its permanent site that the Bauchi State library Board posted one additional professional librarian to man the new library. However, the school library has no permanent building but was located in one of the classroom of the school. Presently, the school library has two professional librarians in charge of the operation of the school library. The two professional librarians are degree holders in library science. They are assisted by three supporting staff whose qualification ranges from Diploma, Certificate to Primary School Certificate. They are responsible for the routine operation of the school library.

Statement of the problem

In spite of the acceptance of the importance of the library in ensuring the success of the overall objectives of the school, there is need to investigate the types of available resources in school of health technology library Ningi and their standard and whether significant percentage of the school budget is allocated to the library. It is also, imperative to identify whether the school library has a good selection policy where teachers and students are fully participating in the selection process.

Objectives of the study

The objectives of the study are to:

- 1) Examine the selection policy of school library resources.
- 2) Examine the acquisition policy of school library
- 3) Identify the types of resources available in the library
- 4) Assess the quality and quantity of school library resource and the purpose which they were provided for.
- 5) Know the source of funding of the school library resources
- 6) Proffer solutions to the problem

LITERATURE REVIEW

The researcher attempts to review some of related literature, under the followings:

- i) Selection policy in school libraries
- ii) Acquisition policy in school libraries
- iii) The quality and quantity of library resources.
- iv) The funding of school libraries

Selection policy in school libraries

Selection policy evolved out of long standing practices

and in some cases; there are defined written policy for selection in libraries. Each library therefore, should have standing guidelines or policy which helps in collection development so that in a situation where a staff is replaced, the policy of the library will not be distorted. This is so, because there is a consistent acquisition policy so that when staff came and go, the policy stands as it is written.

According to Eguavoen (2002), who posited that selection has to be tailored towards the teaching, learning and research needs of the library clientele Bringelson (2005), considered selection policy in school libraries as necessary to maintain a balanced and broad collection of materials and resources for information, reference, research and recreation; also, to ensure continued growth of collection in conjunction with the defined goals and objectives of the circulation. Bracy (2006) stated the importance of selection policy as it helps book selectors or guides them in what to do, the types of books to select, and others. This means that book selection equipments in the library ensure that there is no bias in collection development so that all areas are catered for. Selection policy in school libraries is designed to serve and support the curriculum and the needs and specific interest of the students as well as the informational and recreational needs of the school community.

Acquisition policy of school libraries

Acquisition simply denotes to "acquire something" or to "purchase". According to the Dictionary of Library and Information Science (2004), acquisition is a process of selecting, ordering and receiving new materials and maintaining accurate records of such transactions, usually managed by an acquisition librarian. The term acquisition is commonly used to designate several facets of library work on the techniques of acquiring library materials. According to Madu (2000), who posited that the acquisition policy as a process whereby the librarian and other selectors choose from numerous alternatives of materials to boost the information resources that support the activities of parent organization which the library belongs. In effects acquisition policy of school library means maintaining a live balance, up - to -date collection both in subject content and in kinds of materials.

Aguolu (1997) states that collection development policy drawn by the librarian such that reflects the interest and educational objectives of the library. This policy provides the administrative base for decision-making and implementation and translation of the library programmes, into accomplishment. The acquisition policy can be used to further good public relations. Therefore, school libraries should have an acquisition policy under the acquisition section, for acquiring information resources needed for educational development of teachers and students.

Quality and quantity of library resources

A school library is expected to provide for its clientele, quality and quantity materials (prints and non-print) for teaching, learning and research. Apeji (1990) gave an incisive account of the evolution and development of school library resources. Shaibu (2005) further provided insight into library use pattern in terms of quality and quantity of material of school libraries. The school library collection is a repository of knowledge with specific emphasis on school curriculum. Thus, a standard library offers a wide range of materials that can answer the question and developing the mind of the students. Elaturoti (1998) posited that learning resources for school libraries consist mainly of prints and non-print media. Omoloye (2001) emphasized that it is incontrovertible, that libraries formed a vital part of the world's system of education, as they provide books, internet, films, computer and other media. So, there should be adequate provision of print and non-print materials in school libraries to supplement the teaching and learning process of the school.

Funding of school libraries

Libraries are spending institutions and normally, they do not make profit. However, once a library has been established funds are required on recurring basis to maintain it. It must be remembered that library is a growing institution, the larger the library grows, the more it might require funds to maintain it. This assertion is made by Kumar (2008). Libraries funding are essential for running a library. The amount of funds made available towards library resources and personnel determines to a large extent the quality of library resources and services provided. Therefore, school library should be adequately funded so as to provide effective services.

METHODOLOGY

Survey method was employed for this study. The population for the study comprised 1,250 users' of the School of health Technology, Ningi. Simple random sampling technique was used to arrive at the sample of 200 respondents. The instruments used for data collection were questionnaire and documentary sources. Out of the 200 questionnaire issued to the respondents, 150 copies was collected. The researcher used frequency and percentage to analyze the data obtained. The questionnaire was designed to elicit information on the followings:

1. The selection policy;
2. Participants in the selection process;
3. The acquisition policy
4. Type of resources available, quantity and standard of the available resources
5. The purposes for which the resources are meant for, and
6. The level of satisfaction on funds allocated to the library.

Table 1. Selection policy of the school library.

Responses	Frequency	Percentage (%)
Yes	50	33.33%
No	100	66.67%
Total	150	100%

Table 2. Participants in the selection process.

Responses	Frequency	Percentage (%)
Teaching staff	100	66.70 %
Library staff	30	20.00 %
Students	20	13.30 %
External users	-	-
Total	150	100%

DATA ANALYSIS

The study was conducted to assess the school library resources in the School of Health Technology Library Ningi. The responses from 150 respondents sampled from library users are presented in Table 1.

Table 1 sought the opinion of the respondents on whether there is a selection policy in the school library. Findings revealed that 66.67% of the respondents indicated that the library has no selection policy while 50 respondents indicated that the library has a selection policy. Also, study revealed that the library did not acquire materials directly from vendors but rather, materials were mostly acquired through gifts and donations and so the chance for selecting suitable library materials for their users is minimal.

Table 2 revealed that teaching staff participated highly in the selection process, with 66.70% respondents. This is to enable them have the opportunity to select materials relevant to their course study. The study revealed that 30 respondents stated that Library staffs participated in the selection process. Library staff are involved because they are supposed to be involved directly in acquiring the library resources, particularly, the information resources by processing, organizing and making them available to its users for consultation. Research also revealed that students were accorded the chance to participate in the selection process 20(13.30%). However, external users are not invited to participate in the selection process because; the library materials were mostly acquired through gifts and donations and are very limited in number.

Table 3 revealed that 33.3% of the respondents are of the view that there are minimum acquisition policies for acquiring materials in the library, while majority of the respondents 100(66.7%) disagreed to this assertion. With this opinions of majority of the respondents shows that

Table 3. Acquisition policy of the library.

Responses	Frequency	Percentage (%)
Yes	50	33.3%
No	100	66.7%
Total	150	100%

Table 4. Type of resources available.

Types of information resources	Quantity
Books	362 vols.
Reference materials	52 vols.
Serials publications	90 vols.
Document publications	225 vols.
Audio visual materials	7 sets
Internet facility	30 computers.

the school library does not have effective and efficient acquisition policy. The researcher noted that the school library does not have effective acquisition policy due to inadequate provision of library materials. A school library must have sound selection policy for acquiring its library information resources both print and non print materials in order to satisfy the educational need of its users.

The resources available in the library include print and non print materials. Print materials include books, reference materials such as dictionaries, encyclopedias, handbooks, manuals etc while non print materials include television set, transparencies, slides, video etc. Table 4 revealed the types of information resources available in the school library and the quantity. Findings revealed that the collection has a total of 362 volumes of books on immunology, laboratory techniques, maternal healthcare, first aid, sewage waste water treatment, computer science etc. Result indicates that *computer science* has the highest percentage volumes of books available 33(9.12%), while books on *first aid* has the lowest number of volumes i.e. only 8(2.20%). The books available in the library is grossly inadequate considering the total volumes and the percentage.

This inadequacy of information materials also affects other library resources such as reference materials which consist of only 52 volumes on encyclopedias, dictionaries, manuals handbooks. The result of the findings also, revealed that serials and audio visual units have 90 volumes of journal publications and 7 sets of audio visual materials respectively. There are also document materials which comprise 25 volumes of government publications and 200 copies of students' projects. The school library is also connected with internet and presently, the library has 30 computer sets and functional. Considering the above findings, the researcher posited that the school library has inadequate and insufficient resources which are not

Table 5. Level of satisfaction in funding of the library.

Responses	Frequency	Percentage (%)
Yes	30	20%
No	120	80%
Total	150	100%

upto standard of an ideal school library especially, information resources available. The materials must be acquired to enable the school community benefit from the available resources in their various field of study. Also, the resources acquired, should reflect the standard of school curriculum which will improve the educational standard of teachers and students as well as the society in general.

Table 5 shows that 20% of respondents indicated their satisfaction with the level of funding in the library while 80% of other respondents revealed their dissatisfaction. The result of the findings indicated that the school library is not sufficiently funded which affects the provision of available resources as in Table 4 above and the responses in Table 5. Insufficient funding of the school library leads to poor library operation. The Federal Government Educational Trust Fund (ETF) and the state government as well as other nongovernmental bodies are not contributing enough to the development of school libraries in the area of funding.

SUMMARY, CONCLUSION AND RECOMMENDATIONS

The study was conducted to assess library resources in the school of health technology library, Ningi Bauchi state. The tables used in the analysis of data and presentation of findings of this study have shown the inadequate state of library resources in the school library, Ningi. The available services are also few, inadequate and unsatisfactory. The library is not living up to expectation indeed; the library is characterized by poor selection and acquisition policies. The materials are inadequately available since most of the materials are acquired into the school library through gift and donations. Table 4 has shown that books, reference materials, serials publication, audio visual materials as well as internet facilities are inadequately provided. Findings through the documentary sources available in the library indicated that the school library has inadequate seating capacity, with insufficient and unqualified library staff that are not capable of serving the users purpose and need at all. For effective and efficient library services, the following recommendations are made:

1) Provision must be made for reading space to users so as to minimize the situation where by, users will come into the library without a place to sit and read. This can

be achieved by constructing a well library complex.

2) The management of school libraries should be under the care of state library board. This is because, the state library board has some trained personnel that can develop and provide important resources to school libraries.

3) There is no organization that can function effectively, without finance. The state government should try to give emphasis to school libraries in the area of funding. Instead of depending on government grant, the principals, librarians and other stakeholders of the schools should solicit for gifts and donations from individuals and organizations, so as to develop library collection.

4) A sound collection development policy is needed by school libraries so as to regulate their acquisition and selection exercise. Available minimum standard should be reviewed to reflect new challenges in the educational provision and utilization.

5) Current publication, relevant to the school curriculum should be acquired and provide in the school library.

6) Effort should be intensified to include relevant audio - visual materials, computer/internet technologies, and reprographic facilities in the information resources, in the library.

7) Lastly, the federal and state government, through the ministry of education and other regulatory or supervisory agencies (like Universal Basic Education Commission (UBE), Secondary education management Board etc), should ensure strict implementation of the provision of the minimum standards for school libraries which was enacted in 1978 and revised in 1992.

Conflict of Interests

The author has not declared any conflict of interests.

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