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IBADAN UNIVERSITY LIBRARY

Dedication

*This volume is dedicated to success
of Universal Basic Education in Nigeria.*

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EVALUATION OF SCHOOL LIBRARY RESOURCES, SERVICES AND USAGE: A CASE STUDY OF INTERNATIONAL SCHOOL, UNIVERSITY OF IBADAN

By

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Abstract

The paper evaluates the library resources, services and usage in the International School, University of Ibadan. Data for the study was collected by means of questionnaires administered to students, staff, and the librarian of the school. Interviews were conducted and records were observed to support the data gathered. The study revealed that the International school, University of Ibadan, did not have enough resources to meet the standards recommended in manual for school libraries. The usage of the library was not high enough because of lack of facilities and equipment. The study recommends adequate funding, provision of prints and non-print materials, equipment, integration of library hour on the school timetable and use of computer to process and access information to improve the services and usage for the library.

Introduction

According to Freeman (1975), the school library is a place for quiet learning and enjoyment where pupils, students and teachers can become expert in using materials. The school library assists teaching by storing instructional materials such as textbooks, audio-visual materials, magazines, newspapers, journals, and reference materials. It is the function of the library to support the school curriculum by providing up-to-date information to keep staff and students abreast of new developments. The library also promotes the development of reading skills and encourages long-term learning habits through reading, listening to and viewing a variety of learning materials. The library is the powerhouse of the school and it is an integral part of the school system.

The International school, university of Ibadan, was founded on 14th October 1963. The idea of establishing the school was conceived by the late Dr. A Taylor of the Institute of Education, University of Ibadan. The International school is a member of the International school Association and recruits its staff from different nations of the world. Enrolment of students into the school is also international and has a student's population of over one thousand.

The International school library was established in 1976 on the proposal of the wife of the late Headmaster, Mrs. Gilesie. The Library is housed in the same building with the administrative offices of the principals and vice-principal.

There have been many studies on school librarianship like Fayose (1982), Elaturoti (1982) and Opeke (1980). The studies were carried out to look into the state of school libraries more than two decades ago. Daniel (1998) is a recent study carried out in Abuja. The focus of these studies was on public schools alone and none extend its coverage to non-governmental and private schools. It is therefore necessary to carry out a study that will focus on the state of the library in the private schools. The International school, University of Ibadan is chosen as the study sample. This school is a secondary school owned by the university of Ibadan. It is the first of its kind in the nation and it is internationally recognised. The findings from the study will likely be a reflection of what quality of library service are provided in the internationally recognised private school and recommendations arrived at will likely have positive influence on development of library service in private schools. This study is therefore carried out to find out:

- The learning resources in the collection of International school library
- The facilities provided for the use of the resources
- The services provided by the school library to support the school curriculum.
- Students usage of the library services
- Teachers usage of the library services
- Identify areas for improvement in the library
- To what extent has the standard of library service meet the standards published for schools.

Literature review

Several studies have been conducted on the state of secondary school libraries in Nigeria. Fayose (1982) studied use of secondary school library resources in eight secondary schools. She reported in her findings that even though all the schools in the study have book collections and refer to a certain area of the school as the school library, these school libraries did not follow any set standard. Majority of the students, however, used the library as quiet placed to study their own textbooks and notebooks. Elaturoti (1982) in his survey of secondary schools libraries in Oyo, Ondo and Ogun states of Nigeria also found that the books collections of very many school libraries did not cover all subjects according to the Dewey Decimal Classification Scheme. According to him, this indicates a lack of the necessary guidelines for developing library collections in the schools Another study on secondary school library services in Oyo state was conducted by Opeke (1980) She collected data from one hundred and seventy five schools. The report of the study revealed that the

resources of the libraries were inadequate as virtually all the schools libraries lacked audio-visual materials. She affirmed that teachers and students make minimum use of the school library and this may be attributed to the present poor library stock. In addition to these, it was discovered that services rendered by the libraries to staff and students were mostly reading or for borrowing books. Daniel (1998) surveyed the state of school library in the Federal Capital Territory and found that most school surveyed have no buildings that could pass for libraries, some have no enough chairs and tables for readers use and only two audio-visual materials, television and radio were found in just few libraries. She also reported that there were inadequate learning resources in the schools. It is glaring from the previous studies that the libraries in our secondary schools are in a deplorable state; as there are no enough learning resources, no standard accommodation, the services rendered are mainly traditional which involve charging and discharging of books.

Methodology

Data for this study was collected by means of questionnaires, interview, and observation of records. The questionnaires were well structured to elicit information from the librarian, the teachers and the students. The questionnaire sought information on their biodata, the learning resources in the library, services provided, purpose for which the library is used, problems encountered by users and suggestions for improved library services. Before the questionnaires were personally administered, information was gathered through interviews personally conducted with the present and past school librarians of the school. The information gathered from these interviews guided design of the questionnaires.

The questionnaire completed by forty teachers. These are the teachers available when the researcher went to the school to administer the questionnaire. This number represents more than 50 percent of the teachers in the school. Twenty-seven questionnaires of the forty returned were found usable.

Students in SS1-SS111 constitute the students sample population. Students in the senior secondary class have stayed for a relatively longer time in the school and have used the school library for a considerable length of time to be able to evaluate its service. They also have better knowledge of English language to be able to respond to the questionnaire appropriately. 100 students were randomly selected from these students (SS1 – SS3) to constitute the students' sample. This represents about 10% of the students' population. All the students' questionnaire returned were usable.

Research findings and discussion

The data collected from the study have been collated, and analysed and the findings are reported in this chapter.

Library collection

Table 1: Library resources collection

Types of collection	Volumes
Fiction	400
Non-Fiction	3,742
Encyclopaedias	120
Dictionaries	12
Atlases	20
Globe	1
Journal Titles	12
Magazine Titles	2
Newspapers Titles	2

The learning resources consist of about 5,000 volumes made up of reference materials, Fiction and non-fiction books, and periodicals the only non-print media is the world globe.

The volume of fiction books in the library collection was very small compared to the student's population of over 1000. The titles acquired are those used in literature classes and for recreational reading purpose. Some titles were not recent enough to justify their place on the shelves. Such titles need to be wedded and replaced by current ones which students can read outside the recommended titles as some students suggested in their completed questionnaire.

The ISI library was well stocked with relevant textbooks, which cover the whole spectrum of subject taught in the school. The books were recent and carefully selected to meet the changes in the school curriculum. The number of non-fiction in the library calculated per student population is three books per student.

Dictionaries form part of the reference materials in the library. This includes titles like: *Chamber dictionary*; *Oxford dictionary* and *Subject dictionaries*. The dictionaries, which are current and recently published, totalled 12. Most of these dictionaries have hard cover, which make them to withstand wear and tear as they are heavily used by large population of the school.

The Encyclopaedias in the collection were both general and subject oriented. The titles of encyclopaedias in the collection include: *Encyclopaedia Americana*, *Encyclopaedia Britannica*, *Funk and Wagnals Encyclopaedia*; *Young Scientist Encyclopaedias* and *Colliers Encyclopaedias*. Other reference materials in the library were the *World Book Atlas* and *Thesaurus*. It seems that the reference collection were adequate and current except the 1954 edition of *Colliers Encyclopaedias* which need to be placed with recent editions.