



Provision of Quality Library Services to Primary and Secondary Schools pupils for Sustainable Educational Development

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Abstract

The school children at the primary and secondary school levels required library and information services as an essential tool for effective education development. Libraries attached to both primary and secondary schools provide early drives to scholar learners. In this situation the functions of school libraries are made clear. The paper therefore, discussed about the provision of quality library services in primary and secondary school for sustainable educational development of children. The paper overviewed the functions of school libraries from the scholarly perspectives. The nature of school libraries were also reviewed. The paper also identified and discussed school library services provision in line with the minimum standards requirements for school libraries in Nigeria. Various components that constitute a library were also highlighted and recommendations were made among which were: The minimum standards as suggested by the Federal Ministry of Education and Youth Development and that of UBEC/SUBEB should be accepted and enforced in both primary and secondary schools libraries. The paper conclude that, provision of everlasting buildings, furniture/equipment, collections, staffing and funding should be adequately provided in primary and secondary school libraries.

Keywords: Library, School Library, Primary School, Secondary School, Sustainable Educational Development.

Introduction

Oxford Advice learner's dictionary defines quality as the standard of something. Quality in librarianship refer to standards of the resources and services provided to the information seekers by the information providers in respective of their educational background. Primarily the study focus on the quality of information resources and services being provided in primary and secondary school libraries. National Policy on education referred to primary education as the education given in institutions for children aged 6 to 11 plus, while, secondary school education is the type of education children received after primary education and before the tertiary age (National Policy on Education revised edition 2004). There are different levels of educational development of children at grass root which prepare them for higher education. These include pre-primary, primary and secondary education. And for each to operate and give maximum result there is need for the provision of adequate resources, these include human and materials resources. In deed these resources are seen as the basic machinery and determinant

for the achievement of the educational goals. One of the things that facilitate the growth and development of primary and secondary education was the school library. It enriched the students and teachers with information resources that support educational activities, from the school library that the students learn and form the culture of reading habit for lifelong learning. Aliyu (2013) states that school libraries facilitate in improving student performance across the board. In specific term they were saddled with the responsibility of selection, acquisition, organization and dissemination of information to students and teachers. It is of worth to note that, they are agent of educational development of children. Aliyu (2013) further buttress that they provide pupils with relevant books and non-books for use in pre-primary, primary and secondary schools. Unagha (2008) opined that they develop in the mind of children a habit of life-long reading. Susetyo-Salim (2017) cited in Kathryn (2018) describes the school library as a learning center whose role was to support teaching and learning activities.

Functions of School Library

The mission of school libraries according IFLA/UNESCO (2000) are:

- ✓ The school library offers learning services, book and resources that enable all members to become critical thinkers and effective use of information in all formats and media.
- ✓ School libraries link to wider library and information network in accord with the principles in the UNESCO public library manifesto
- ✓ The library staff support the use of books and other information sources, ranging from the fictional to the documentary, from print to electronic both on site and remote
- ✓ The materials complement and enrich textbooks, teaching materials and methodologies.

The above statement by IFLA/UNESCO shows that school libraries has accorded the needed recognition as instrument for attainment of educational development of children. They provide individual child with skills necessary for future learning. Centrally school library link students to the world of information cut across print and non-print resources. The International Federation of Library Association (2015) states that “quality of school library services can make to educational success of its youth”. In line with this the International Association of School Librarianship (IASL) provides the followings as functions of school libraries:

- ✓ Informational- to provide for reliable information, rapid access, retrieval and transfer of information, in the school library should be part of regional and national information network.
- ✓ Educational-to provide continuous lifelong education through provision of the facilities and atmosphere for learning guidance in location, selection and use of material and training in information skills, through integration with classroom teaching, promotion of intellectual freedom.
- ✓ Cultural-to improve the quality of life through the presentation and support of the aesthetic experience, guidance in appreciation of arts, encouragement of creativity and development of positive human relations.
- ✓ Recreational-to support and enhance balanced and enriched life and encourage meaningful use of leisure time through provision of recreational information, materials and programs of recreational value, and guidance in the use of leisure time.

In this regard, one can deduce that school libraries are those that located in either primary or secondary schools with the purpose to provide pupils with reading facilities and resources that eventually helps in updating individual student and also to improve methods of teaching and learning activities. Perhaps they provide print and non-print materials that satisfy the information need of children and teachers.

Nature of School Library

Going by the 9 year basic education comprising 6 years of primary education, 3 years of junior secondary schools and 3 years senior secondary schools. In this regard slight differences exist between provision, management and maintenance of school libraries. In the first category of basic education the provision, maintenance and supervision of the libraries were solely under the control of UBEC/SUBEB. While in the second category of senior secondary school the provision and maintenance were attached to Ministry of education. By this we mean that libraries operate within the jurisdiction of UBEC/SUBEB are located in pre-primary, primary and junior secondary schools. Whereas school libraries covering senior secondary schools were domiciled under Ministry of education. The two approaches therefore earned the school libraries credibility of being an integral part of education in both primary, junior and senior secondary schools. To this end, today school libraries are called by different names such as school libraries, media center, institutional media center etc. The task of the school library was to ensure all the goals of the school are achieved. Alakun (2008) cited in Jegede (2010) pointed out that school library must consist of five major components.

- i. Staff: These are people that work in the library they include library officer, library assistants, library attendants, cleaners, clerks, typist etc.
- ii. Building of rooms: This houses library collections, staff, users and furniture,
- iii. Collections: These are books serials and audio-visual materials kept in the library for use,
- iv. Furniture: Tables, carrels, and shelves meant for the use in the library,
- v. Users: Who are also referred to or called readers, patron or library clientele

By virtue of this, the Federal government through the National Policy on Education stressed the need for establishing functional libraries in all educational institutions with trained librarians (4th edition 2004 p.45). According to Owate and Iroha (2013). School library is a place where students explore more fully classroom subjects that interest them. Aboyode, (1984) cited in Owate and Iroha (2013) states that school libraries are known as learning packages required by the students and their teachers.

However, the history of school libraries in Nigeria has gone through many stages of development, so much has been done by individuals, governments and non-governmental organizations to improve their standards. A standard school library is the one that contained information resources that are in line with the provision of minimum standards requirements for school libraries in Nigeria. In this direction it could be remembered that the federal government through its Federal Ministry of Education and Youth Development on December 21st, 1992 launched a document specifying minimum standards requirements for school libraries in Nigeria. The document served as impetus or stimulant to school library development in terms of buildings, furniture and equipment, collection, staffing, funding and services. In many ways, the document served as a guide to federal, states and local governments that wished to establish school libraries. Since then school libraries started gaining recognition in the area of educational development. The standards stipulate that:

1. Accommodation: A library building purposely designed and constructed in strict adherence to the prevailing standards should be a goal of every school. The initial site must have sufficient space for future expansion;
2. Library furniture and equipment: Library furniture should be specifically for library use, but availability of space, the size of the library operations as well as the educational levels of the users will determine to a large extent, the type and amount of school library

- furniture and equipment necessary. Book shelves, reading chairs, reading tables, catalogue cabinets are quite important.
3. The library collections: Today's should serve as media and institutional center within the school system. Resource materials but must include non-print for teaching and learning;
 4. Staff requirement: Every school library must have its own staff for effective performance. It thus recommends:
 - i. The school librarian who should be a professional and the administrative head of the library;
 - ii. The library assistant to be responsible for general duties;
 - iii. The typist to be responsible for typing function;
 - iv. The technician to be responsible for repairing audio-visual materials;
 - v. Cleaners to be primarily responsible for keeping the library tidy;
 5. Adequate funding is consider as the bedrock of any meaningful library development.

Similarly, UBEC (2010) provides the following as minimum guidelines for establishing of school libraries in terms of facilities and resources.

A. Location and physical library space

- i. Population of users,
- ii. Shelf space,
- iii. Readers' seat,
- iv. Work place,
- v. Meetings room seminar room,
- vi. Display area,
- vii. newspapers racks
- viii. Photocopiers, computers, internet service, air conditioners, generating sets etc.
- ix. Toilet facilities

B. Materials collection development

- i. Toys
- ii. Books: Fiction, non-fiction.
- iii. Fiction; story books/novels.
- iv. Non-fiction: non-story books

C. Equipment

- i. Audio tapes, video tapes, CDs computers, photocopiers etc.

D. ECCDE

- i. Toys
- ii. Picture books/early readers
- iii. Puzzles and games.

E. Primary schools/junior secondary schools

- i. Fiction
- ii. Non-fiction
- iii. Newspapers/magazines
- iv. Reference

- v. Journals
- vi. Tape recorder
- vii. Television
- viii. Projector
- ix. Head phones
- x. View screen
- xi. Video player/recorder

School library Services Provision

Umunnake and Onyebinama (2007) defined services as the act of performing duties in an organization for the interest or benefit of others. Service in library context generally involves selection, acquisition, organization and dissemination of information to teachers and students. The International Federation of Library Association (IFLA) manifesto detailed core school library service goals “as developing and sustaining in children the habit and enjoyment of reading and learning, and the use of libraries throughout their lives; and offering opportunities for experiences in creating and using information for knowledge, understanding, imagination and enjoyment” (IFLA, 2000, p.12) while, emphasis on the important of school libraries in Africa and elsewhere in the world. Dent (2006) states that school libraries in wherever they are, they provides access to reading materials within a familiar context. School libraries enhanced educational development of children at all levels. Edwards (1973) cited in Marama (2009) list the qualities of functional library as one which must:

- Store a wide range of books,
- Record such materials and organized them,
- Have a multipurpose room for individual and group works,
- Be located in central area of the school,
- Have professional staff.

An ideal school library is the one that housed print and non-print information resources that suit the interest of children and teachers in primary and secondary schools. Fayose (2003) states that the print comprises of reference, non-reference and serials, while the non-print comprises of projected, non-projected and new electronic resources. The Federal Ministry of Education and Youth Development document provide that the following types of books should feature in the collection of every school library.

- a. Primary school
 - i. Reference books 5%
 - ii. Non-fiction 20%
 - iii. Fiction/supplementary 60%
 - iv. Audio-visual materials 10%
 - v. Periodicals 5%
 - Total 100
- b. Secondary school
 - i. Reference books 10%
 - ii. Non-fiction 45%
 - iii. Fiction/supplementary 25%
 - iv. Audio-visual materials 10%
 - v. Periodicals 10%
 - Total 100%

The ratio of the collection against student enrolments should be:

a. Enrolments (Primary schools)	No of different titles
500 or less	1,000
500- 1000	2,000
1,000- 2,000	3,000
2,000- 3000	4,000
b. Enrolments (secondary school)	No of different titles
500 or less	1,500
500- 1,000	3,000
1,000- 1,500	4,000
1,500- 2,000	5,000
2,000- 3,000	6,000

While on the services the document states that the following levels of services should be provided in every school library

- a. Selection and acquisition of library materials
- b. Organization of stock
- c. Current awareness services (CAS)
- d. Reference services
- e. Circulation or (loan) services
- f. Production of instructional materials
- g. Promotional activities
- h. Library user education

In order to have a good and balance selection and acquisition of school library materials, the selection responsibility should share among the following people.

- (i) Vice principal/assistant head teacher
- (ii) School librarian
- (iii) Subject teachers (one for each subject)
- (iv) Parents representatives (if possible)
- (v) Student representative. (Byass, 2005)

Provision of effective school library services always requires a good selection team advisable headed by trained professional librarian. Yusuf (2013) while discussing on school librarians states that their major role was to coordinate the affairs of the library. Okite (2013) opined they were information services providers to users. Perhaps they disseminate information, through linking teachers and students with variety of library resources. They serve them with their information needs cut across the school curriculum and beyond. School librarians are equally important in supporting teaching and learning activities of children outside the classroom setting. Libraries all over the World acquire books through many ways. Basically there 5 methods by which libraries can acquire information resources. Which Jegede (2010) describes as, purchase, gift/donation, exchange/inter-Institutional corporation, bequeath and legal deposit. He further explained that all the methods are applicable to school libraries with the exception of legal deposit.

Conclusion

Effective provision of school library services for sustainable primary and secondary school education should starts with the provision of everlasting library building where primary library

functions and services can be provided for use by the pupils. Such a building should accommodate or house information resources in both print and non-print formats, also the library staff, clientele and furniture. Hence, the provision of library collections is a necessary requirement for sustainable education. Such resources should include, reference and non-reference books, serials, audio, visual and audio-visual materials, for the use of students and staff. Therefore, it is the duty upon the federal, state and local government to established functional libraries within their primary and secondary schools. The library will help to inculcate the idea of reading and reading habit to the children. School libraries play a very important role in both primary and secondary education. That why the National Policy on Education stress the need for establishment of functional libraries in all institutions of learning with trained librarians.

Recommendations

The minimum standards for school libraries as suggested by the Federal Ministry of Education and Youth Development and that of UBEC/SUBEB should be accepted and enforced in both primary and secondary schools libraries. However, where modification are required it should done based on the interest of users. As a matter of important the various stakeholders including, UBEC/UBEC, Federal and state ministries of education as well as individuals, non-governmental and local government education authorities (LGEAs) to key in process of developing school libraries. Hence, the provision, management and maintenance of school libraries are under their auspices. Their participation will enhance in the provision of effective and efficient school library services delivery for sustainable educational development of pupils.

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