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DEVELOPMENT OF SCHOOL LIBRARY SERVICES FOR EFFECTIVE IMPLEMENTATION OF UNIVERSAL BASIC EDUCATION (UBE) IN BENUE STATE

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Abstract
This study examined the Development of School Library Services for effective implementation of Universal Basic Education in Benue State. The study was guided by six research questions on the extent of facilities, availability of resources, type of services provided, problems of school library development and strategies for enhancing school library development. A descriptive research design was used for the study. The population comprised of 2,992 UBE Schools in Benue State, 2503 UBE Teachers, 120 UBE Officials and Teacher Librarians. A purposive sample technique was used to select 6 schools with functional libraries, 21 UBE officials and 6 teacher librarians were us. One hundred and eighty five (185) class room teachers were randomly selected depending on the highest number of teachers in a school. Observation checklist, oral interview and questionnaire were used to collect data for the study. Observation was carried on the resources and facilities; interviews were administered to UBE officials, Teacher Librarians and class room teachers. Data was analyzed using frequency distribution and percentages for qualitative data and thematic analysis for interview data. Conclusion were drawn base on the findings of the study which were used to address the challenges of school library services for effective implementation of Universal Basic Education in Benue State.

Keywords: Development, School Library, Services, Universal Basic Education.

Introduction

Education is the backbone upon which the development and advancement of any nation rest. It has ever remained a social process in capacity-building and a foundation upon which a society is built for decades. Education is seen as a weapon for acquiring skills, relevant knowledge, and habits for survival as well as a vehicle for the development of attitude and values which are capable of building a nation. This informed why it is stressed that education today is an important legacy which any nation must strive to bequeath to its citizens. Elisha (2019) sees education as a process that helps to prepare a person for participation in economic, political, social and technological development which enables him to effectively function in any environment which he may find himself. The National Policy on Education (Federal Government of Nigeria, 2014) wrote that education in Nigeria is an instrument "per excellence" for affective national development. To affect this, education must be for everyone. It is in recognition of the importance of this that the World Conference on Education for All was held in Jomtien, Thailand in 1990 with the aim of

forging a global consensus and commitment to provide basic education for all.

Universal Basic Education is the type of education in quality and quantity given at the base level of education. Universal in this context means the whole people without exception. Base means the springboard, the bottom or the foundation from which other parts stand. It means the type of education given at the base level of education attainment in life, of which access is not restricted to anybody. Universal Basic Education Act, (Federal Government of Nigeria, 2000) defines basic education as "early childhood care and education, the nine years of formal schooling, adult literacy and non-formal education, skills acquisition programme and education of special groups such as nomads and migrants, girl child and disable groups." It is a programme that is at addressing problem of access, quality, quantity and equity in primary and junior secondary schools. This therefore calls for the establishment of school library as a propeller for the actualization of the goals of UBE.

A school library is one established in primary and secondary schools to support learning, reading and out-of-school activities. It is integral in the educational development of children. School libraries provide information and learning resources and give students/pupils life-long learning, skill acquisition and ability to think critically. According to Kolade (2017) as laboratory for learning and teaching. It has a very good role to play in the effective implementation of the objectives of Universal Basic Education. This is because school library's role is to foster reading habit and skills, as well as developing learning in an independent way. Dike (2014) citing the minimum standards for school libraries in Nigeria (Federal Government of Nigeria, 1992) listed the following as the specific contributions of the school library.

i. Support teaching and learning within the school system
ii. Enrich the school curriculum.
iii. Promote the development of reading skills and encourage long-term learning habits through reading, listening to and viewing a variety of learning materials.
iv. Stimulate research and independent study by providing a variety of materials.
v. Provide opportunities for further reading and use of materials other than prescribed classroom textbook among others.

The above contributions fit well into the attainment of the goals of UBE.

Statement of the Problem

School libraries have serious implication for successful implementation of Universal Basic Education. They are essential for attaining basic goals of learning experience, making learning permanent, developing learning skills, enabling of teaching and learning.

Based on the forgoing, the library is an essential educational agency for meeting the objectives of Universal Basic Education.

If functional library services are not provided, pupils will not acquire appropriate levels of literacy, numeracy, communication, manipulative skills for life-long learning. Non-provision of school libraries will hinder the ability of learners to acquire new knowledge and ideas and will negatively affects their creativity, narrow their horizons and lower their performance in life. Above all, students will not be productive in future and become useful to themselves and the society at

large. The over-all implication is that the Universal Basic Education programme will not be achieved in Benue State. A study by Eka, (2021) showed that most schools in Benue State have grossly inadequate resources and non functioning school library services in the state. It is this gap and present situation in knowledge that necessitated this study.

Objectives of the Study

The purpose of this study is to determine the development of school library services for effective implementation of Universal Basic Education in Benue State.

1. To determine the availability of suitable facilities for implementation of Universal Basic Education.
2. To investigate school library resources available for effective implementation of UBE.
3. To identify the types of services which are provided in the school libraries for effective implementation of UBE.
4. To identify the problems that could hinder the development of school libraries for effective implementation UBE.

Research Question

The following research questions were formulated to guide the study.

1. What are the available physical facilities made available for library services for the purpose of UBE implementation in the state?
2. What are the available resources in the school library for effective implementation of UBE in the state?
3. What are the services provided in the school library for UBE implementation in the state?
4. What are the problems hindering the development of school libraries for effective implementation UBE in State?

Research Methodology

The researcher adopted descriptive research design for this study. The study was carried out in Benue State. The three sensational districts of zone A, B and C were covered. The study was guided by five research questions. Two schools each with functional school libraries were purposively selected from each of the zones making a total of six schools. Two hundred and twelve (212) respondents including 21 UBE principal officials, 185 classroom teachers, and six teacher librarians formed the personal selection.

The instruments used for data collection were observation checklist, oral interview and questionnaire. Data collected were analyzed using quantitative analysis and thematic. Quantitative analysis applied to research questions using figures or numbers. In this case, the collected data were orderly organized into tabular form to indicate their raw score which were later converted to frequencies and percentages while interview method was analyzed by describing in details the responses given by the interviewees thematically.

Result

The result of the study is presented below.

Research question 1
What are the available physical libraries facilities made available for the purpose of UBE?

Table 1: Available library facilities made for UBE

Schools	Accommodation (size)		Reading tables		Reading chairs		Shelves		Catalogue cabinet		Newspaper rack	
	Length	Width	AV	Qty	AV	Qty	AV	Qty	AV	Qty	AV	Qty
Arabic school Makurdi	35ft	20.3ft		6	√	24	√	4	√	1	-	-
UBE Sch. Ojira 1 Otukpo	30ft	20ft	√	1	√	4	√	1	√	1	-	-
UBE Sch. Akaajime, Gboko	19.4ft	11.3ft	√	1	√	4	√	1	√	1	-	-
UBE Sch. St, John K/Ala	19.4ft	11.3ft	√	1	√	4	√	1	√	1	-	-
UBE Sch. Akaa, Ukum	19.4ft	11.3ft	√	1	√	4	√	1	√	1	-	-
UBE Sch. Tahav, Buruku	19.4ft	11.3ft	√	1	√	4	√	1	√	1	-	-
Total	-	-	√	11	√	44	√	9	√	6	-	-

Table 1 shows the available buildings in sizes. Apart from UBE School, Arabic Makurdi that has the size of 35ft by 20.3ft and UBE School Ojira 1 Otukpo with a size of 30ft by 20ft which may be considered as a size of the standard school library as put forward by the (Federal Ministry of Education and Youth Development, 1992) recommending that, the size of the standard school library should be the size of one class room, others fall below requirement.

Observation on facilities revealed that only UBE School Arabic Makurdi has 6 reading tables, 24 chairs, 1 catalogue cabinet and 4 shelves, all other school libraries have 1 reading tables, 4 chairs, 1 catalogue cabinet and 1 shelves respectively.

It could be inferred from the table above that collections are generally small, ranging from 6 reference material to 28 for the textbooks. Collections are primarily, textbooks (84.32%), with fair number of fiction (13.73%) and but very few audio-visual materials (0.4%).

Research Question 2
What are the available book resources in various subjects and levels for different schools?

Table 2: Available book resources in various subjects and levels for different schools

Subjects		Makurdi	Otukpo	Gboko	Katsina-Ala	Ukum	Buruku	Total
English Language	Primary 1-3	85	34	27	28	25	17	217
	4-6	75	22	20	42	50	6	215
	JSS 1-3	24	25	29	35	7	26	146
Mathematics	Primary 1-3	65	40	28	15	19	6	173
	4-6	60	30	20	42	38	7	197
	JSS 1-3	46	49	24	46	24	43	232
Primary Science	Primary 1-3	-	25	16	10	17	8	76
	4-6	-	37	24	8	31	10	110
Integrated Sci.	JSS 1-3	56	36	36	64	30	-	222
Civic Education	Primary 1-3	30	10	29	8	-	-	77
	4-6	25	20	20	25	-	-	90
Social Studies	Primary 1-3	60	30	10	13	16	8	137
	4-6	54	25	6	27	11	4	127
	JSS 1-3	52	14	36	17	30	12	161
C.R.K	Primary 1-3	15	21	12	-	7	-	55
	4-6	20	10	22	-	5	-	57
	JSS 1-3	39	38	34	17	35	37	200
Islamic Studies	JSS 1-3	21	25	24	11	10	16	107
Creative arts	Primary 1-3	-	-	-	-	-	-	-
	4-6	-	-	-	-	-	-	-
Home Economics	JSS 1-3	33	18	23	14	44	16	148
Business Education	JSS 1-3	31	24	42	22	16	11	146
Agric. Science	JSS 1-3	-	20	20	40	21	18	119
Introductory Technology	JSS 1-3	-	21	15	12	21	19	88
Literature	All levels	125	98	130	65	28	55	501
	Total	918	672	647	561	485	319	

Table 2 revealed that, mathematics for JSS 1-3 constituted the highest, while introductory technology has the least collection in JSS level.

Research Question 3

What services are provided in the school library for UBE?

Table 3: Available School Library Services for UBE

Statement	UBE school Arabic (19)		UBE sch. Ojira 1 (13)		UBE school Akaajime, (14)		UBE Sch. St. John K/Ala (13)		UBE School Tahav (12)		Total (71)	
	F	(%)	F	(%)	F	(%)	F	(%)	F	(%)	F	(%)
Organization of learning resources	5	5.7	2	2.3	5	5.7	7	7.5	5	5.4	24	27.4
Supply of the needed teaching resources	9	22	2	2.3	3	3.4	4	4.3	2	2.1	20	22.5`
Planning scheme of work	4	4.6	5	5.7	6	6.8	3	3.2	2	2.1	20	22.5
Assisting in doing project work	7	8.1	5	5.7	4	4.5	3	3.2	1	1.08	20	22.5
Provision of materials to broaden academic horizon	5	5.7	3	3.4	5	5.7	2	2.1	1	1.08	16	18.2
User education	5	5.7	3	3.4	0	0	0	0	0	0	8	9.01
Extension services	1	1.1	3	3.4	0	0	0	0	3	3.2	7	7.8
Consultation services	1	1.1	1	1.1	0	0	0	0	0	0	2.	2.2
Level of satisfaction with services	5	5.7	3	3.4	12	12.8	0	0	3	3.2	23	25.9

As shown in table 3, data revealed that these services were not provided to users. This is indicated by insignificant percentage return on the available services. Take for instance, organization of learning resources is 24 representing 27.4, assisting pupils in doing project work, 20 representing 22.5, while user education, 8 representing 9.01 are very intangible. The percentage returns of all the services ranged below 50% which shows negative value of availability of services.

Research Question 4

What problems hindered the development of school library services in Benue State?

Table 4: Problems of School Library Development

Problems of School Library Development	UBE School Arabic Makurdi (19)		UBE Sch. Ojira 1 Otukpo (13)		UBE Sch. Akaajime, Gboko (14)		UBE Sch. St. John K/Ala (13)		UBE School Tahav Buruku (12)		Total (71)	
	F	(%)	F	(%)	F	(%)	F	(%)	F	(%)	F	(%)
Lack of fund	7	8.1	5	5.7	7	8	6	6.4	6	6.5	31	34.9
Inadequate collection	8	9.1	9	10.3	4	4.5	4	4.3	5	5.4	30	33.8
Lack of trained personnel	4	4.6	4	4.6	9	10.2	5	5.3	6	6.5	28	31.5
Inadequate accommodation	4	4.6	7	8.07	3	3.4	4	4.3	5	5.4	23	25.9
There is no power supply	2	2.3	0	0	1	1.1	0	0	0	0	2	2.2

From the table above, it was gathered that, lack of fund is the major problem affecting the development of school library in Benue State. About 31 representing 34.9% agreed with that. Also from the revelation of the interview conducted Terfa Gbakith, the teacher librarian of LGEA School Gboko, Ude innocent of LGEA School Otukpo and the principal of UBE School Katsina-Ala, Becky Kumpa agreed also that non-availability of funds affect school library development in the State.

Summary of the Findings

The major findings are summarized below

1. There is no provision of adequate accommodation for the school library in Benue State.
2. In all the school libraries, primary school collections were not kept in the school libraries but in the head teacher's office.
3. School library resources are inadequate and in addition, some schools and some subject areas lacked textbooks completely.
4. Qualified library personnel's were not employed to take charge in any of the school libraries.
5. The needed school library services were not provided to the end users.
6. There is no adequate provision of fund for school library development.
7. There is completely no supervision of these school libraries from UBEC, SUBEB and LGEA to know the problems.
8. Other findings as suggested by the respondents include provision of adequate accommodation, supply of adequate resources, employment of trained personnel as well as adequate provision of fund will address the problems of school libraries in Benue State.

Discussion of the findings

The discussion of the finding is arranged according to the research questions of the study.

A. Types of facilities made available for the purpose of libraries in UBE Schools in the State.

The findings revealed that, apart from UBE Arabic School in Makurdi and UBE School Ojira Otukpo that meet the requirement of a classroom size as put forward by the (Federal Ministry of Education and sport Development, 1992), all other school buildings fall below the standard.

Other facilities such as reading tables chairs book Shelves and catalogue cabinet were not available.

B. Availability of resources in School libraries in Benue State.

The research note with dismay, that library resources are grossly inadequate in all the School libraries under investigation. The implication is that, the lack of these resources will lead to inefficiency in achieving the aim and objectives of UBE and modern educational philosophy in Nigeria which emphasized that learning should be resource based. This is in line with Dike (2014) that resources in school library are central and fundamental to modern education and for learning to be active and effective, it must be based on the varieties of learning resources in the school libraries.

C. Services provided in the school libraries for UBE.

On the provision of school libraries services, investigation revealed that, needed services are

not provided in these school libraries. Absence of school library services will deprive the students' ability to acquire appropriate levels of literacy, numeracy, communicative, manipulative and libe-long learning. The teacher on the other hand, will not have positive approach to organize knowledge with use of resources as he arrange his class lesson note.

D. Problem of School library Development

Non provision adequate funds ranked high as the major problem affecting the development of school library services in Benue State. Non provision of enough fund affect all the aspect of library development.

But when funds are available adequately, provision of all the necessary infrastructure, equipment and employment of appropriate man power will be in place. This is why Agbecha (2018) states that, in a situation where finance is made available, the needs of the end users will be reasonably satisfied and the achievement of institutional objectives made easier

Another major problem is lack of trained personnel. In a situation where qualified staff are not employed to reading materials with the age levels of students/pupils, it is detrimental to library use.

E. **Strategies to enhance school library development.**

It was gathered from the investigation of the study that, if adequate funds, are made available, suitable accommodation provided, adequate collection of materials are supplied and trained librarians employed, then the problems of school library development in the state will be solved. Daniel (2011) agreed that, if government provides enough funds, provides needed infrastructure, provide adequate resources and employment of trained staff, the problem of school library will be addressed in the country.

Conclusion

The study investigated the development of school library services for effective implementation of UBE in Benue State. Research questions were formulated to guide the study. The study used frequency and percentages to analyzed quantitative data while thematic analysis was used for interview date. The findings showed that even though they are school libraries in some schools, but the level of development is very low in terms adequate provision of facilities, provision of adequate resources lack of trained staff keeping of collections in the headteaher's office among others.

Recommendations

In order to facilitate the functionality and effective utilization of school library services in the state, the following recommendation are proffered.

1. Adequate fund should be made available Government at all levels. Federal Government through UBEC should as a matter of urgency create an intervention fund for school libraries.
2. Standard accommodation and other facilities should be made available for school library services.
3. Adequate provision of relevant and current print and non-print materials should ne made available.

4. There should be employment of qualified librarians to take charge of the school libraries.
5. Collections should be kept in the school libraries for consultation by the users but not in the head teacher's office.
6. There should be regular supervision of these libraries from UBEC, SUBEB and LGEA in order to know their problems.

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