April 2022

The role of school libraries in the implementation of Universal Basic Education (UBE) programme in UBE Junior secondary schools in Kwande Local Government Area of Benue State Nigeria

Tondo Richard Iorver CLN
Benue State School of Midwifery, Makurdi, tondorichard@gmail.com

Yankyar Ashulaga Thomas CLN
Benue State Universal Basic Education Board Makurdi, tomyanki2010@gmail.com

CHAPTER ONE

INTRODUCTION

1.1   Background of the Study

In 1948, the Universal Declaration of Human Rights asserted that everyone has the right to Education over 40 years later, it is clear that many people are still being deprived this basic human right. Indeed, the 1980s saw more backward than forward movement in most countries of the world. It was at that point that a world conference on Education for All was held in Jomtien, Thailand, for the purpose of forging a global consensus and commitment to provide basic education or all. Universal Basic Education (UBE) programme is the programme which grew out of the conference (Dike, 2000).

President Olusegun Obasanjo formally launched the UBE programme in Nigeria on 30ths September, 1999. The programme is intended to be universal, free, and compulsory, since the introduction of Western education i8n 1842 (Eya, 2000), Regions, States, and Federal government in Nigeria have shown a keen interest in education. This can be seen in the introduction of the Universal Primary Education (UPE) in the Western region on 17th January, 1955, its introduction in the Eastern region in February, 1957 and in Lagos (then Federal Territory), in January, 1957. Other developments includes the publication of a National Policy on Education in 1977, launching universal free primary education on 6th September, 1976, and the subsequent launch of UBE in 1999. The goal of all these programmes is providing functional, universal and quality education for all Nigerian irrespective of age, sex, race, religion, occupation, or location.

UBE is broader than UPE, which focused only on providing educational opportunities to primary school age children. UBE stresses the inclusion of girls and women and a

number of underserved groups: the poor, street and working children, rural and remote populations, nomads, migrant workers, indigenous peoples, minorities, refugees and the disabled. The formal educational system is only one of six components included in basic education (UBE) in the implementation guidelines of the Federal government. Others related to early childhood, literacy and life skills for adults, nomadic population and non formal education or apprenticeship training of youths outside the formal education system (Nigeria, 2000).

In 2000, Nigeria's literacy rate was 52% (Babalola, 2000). In 1998, only 40% of all heads of household in Nigeria had any education at all, 21% had only primary education, 14% had up to secondary education, while only 5% had post-secondary education (UNDP, 1998). Data from the Federal Ministry of Education, Education Statistics (1996) showed that only 14.1 million out of 21 million school age children were enrolled in primary school. Universal Basic Education (UBE) programme was born from these startling statistics to promote education among all citizens in Nigeria (Dike, 2000).

Efforts by government to promote education and literacy in Nigeria have failed because there was no provision for school libraries in the implementation of these programmes. The successful implementations of the UBE programme have serious implications for school libraries. It indicates an expanded vision for school libraries to include libraries in primary and secondary schools, but also libraries for early childhood education (in homes, communities, day-care centers and nursery schools), in skills centers for out of school youths, in adult education centers, in schools for nomadic peoples. Some of these may take very different forms from traditional school libraries. We must learn to think of school libraries in the new ways (Dike, 2003).

The UBE mission statement observed that at the end of the nine years of continuous education every child that passes through the system should acquire appropriate levels of literacy. Other skills include numeracy, communication, and manipulation of life skills and be employable, useful to himself and society at large by possessing relevant ethical, moral and civic values. The scope includes programmes and initiatives for early childhood education and development, the six year primary education and the three year junior secondary school.

If we want children, and all citizens to acquire literacy, we must provide reading materials that abundant and pleasurable reading materials are found in libraries. If we want learners to develop skills for life-long learning we must give them opportunities to enquire, to search, to explore, to practice, to solve problems-such are found in libraries. If we want to introduce them to the world of knowledge and teach them to handle information in many forms, we need the resources of a well-equipped school library. School libraries are basic to the successful implementation of UBE programme in Nigeria.

The school library is completely relevant to the attainment of the Federal Government aspiration in introducing (implementing) Universal Basic Education (UBE) programme in Nigeria. This research work explores the role of school libraries in the implementation of UBE programme: A case study of selected Junior Secondary Schools in Kwande Local Government Area of Benue State.

1.2   Statement of the Problem

The UBE programme is a nine year basic educational programme which its scope of operation involve the development of programmes and initiatives for early childhood

education and focus on a six year primary education and a three year junior secondary education. The nine years basic continuous education stipulates that every child that passes through the system should have acquired levels of literacy, numeracy, communication, manipulative and life skills and be employable, useful to himself and the society at large by possessing relevant ethical, moral and civic values (UBE Implementation Guidelines, 2000).

UBE is based on the assumption that education is life, and not a mere preparation or an unknown kind of living. Tahir (2002) made it clear that UBE is concerned with ensuring free access to education, reducing dropout rate to the minimum, enabling those who dropped out to drop in, making education relevant to the survival needs of learners and making education along life enterprise. It is also aimed at making sure that education for all is responsibility for all. Adepoju and Fabiyi (2007) noted that the fundamental concern of UBE in Nigeria is that everybody must have access to equivalent education comprehensively and co-educationally. Hence, Onuh (2008) opined that UBE is one of Nigeria's responses to the Millennium Development Goals of universal access to primary and junior secondary education.

There are ample policy statements from the Federal Government, its implementation agencies and international agencies for the establishment of functional school libraries to support UBE programme. The National Policy on Education, as far back as 1977, had recognized the importance of school libraries as invaluable information and education resources. The policy directed all schools to operate functional libraries. However, 44 years after this policy guideline, almost all schools in Nigeria do not have libraries. Olanlokum (1996) remarked that "school library service was still in the formative stage

in the educational development of the country. In primary and secondary schools there are a few schools with anything called library. These are mostly fee-paying nursery and primary schools where a room is usually set aside for library. The need for a well planned school library service to support UBE programme in the country cannot be overemphasized".

In the same vein, Aguolu (1975) had earlier remarked: "in Nigeria where the school library should certainly be one of the areas of dynamic development, it is often the most neglected. More often than not, the schools have little in the way of a library and what they do have is often a collection of books locked up in the principal's office". According to a special programme unit of the Federal Ministry of Education Monitoring Report (1991), libraries were not available in most primary and secondary schools.

A National Primary Education Commission Report (1999) also echoes the unavailability of libraries. The report observed that library service which was supposed to assist pupils and students in learning as well as teachers with adequate reference materials were lien to the school system. Non-availability of these facilities has serious implications for teaching and learning. The report therefore recommended the provisions of libraries for proper implementation of primary and secondary school curriculum. An article in the New Nigerian of 29/10/2001 confirms the death of school libraries in Nigeria. The article lamented that if school libraries were not established by UBE programme, the expected result of the UBE would not be fully realized.

This research work explores the role of school libraries in the implementation of UBE programme. A case study of selected junior secondary schools in Kwande LGA. The research therefore, investigate the following problems: Non-availability of school

libraries to support the UBE programme in Kwande LGA., non-availability of school library resources and services to support the UBE programme in Kwande LGA and lack of professional teacher-librarians to man the available school libraries to support the UBE programme in Kwande LGA.

1.3 **Purpose of the Study**

The main purpose of the study is to explore the role of school libraries in the implementation of UBE programme: A case study of selected junior secondary schools in Kwande Local Government Area. The specific purposes of the study are:

i. To determine the extent of availability of school library to support the UBE programme in Kwande Local Government Area.

ii. To identify the types of school library resources and services available to support UBE programme in Kwande Local Government Area.

iii. To identify the problems of availability and utilization of school library resources and services in support of the UBE programme in kwande Local Government Area.

iv. To identify strategies to overcome the problems of availability and utilization of school library resources and services to support the UBE programme in Kwande Local Government Area.

1.4 **Research Questions**

The following research questions guided the study:

i. Are there school libraries to support the UBE programme in Kwande Local Government Area?

ii.   What types of school library resources and services are available to support the UBE programme in Kwande Local Government Area?

iii.   What are the problems of availability and utilization of school library resources and services to support the UBE programme in Kwande Local government area?

iv.   What strategies can be employed to overcome the problems of availability and utilization of school library resources and services to support the UBE programme in Kwande Local Government Area?

1.5   Significance of the Study

School libraries are invaluable to qualitative learning. The Federal Government of Nigeria is aware of this as evident in its policy guidelines and statements. However, there has not been any enviable development of school libraries alongside other structures like classrooms and textbooks intervention in the education revamping programme of the Federal Government of Nigeria.

This study will therefore, serve as a tool to remind or make government at all levels, as well as management of privately owned institutions of learning aware of the fact that school libraries are the very foundation of the school curriculum because they provide information resources and teach the skills that stimulate learning-to-learn skills, which are basic to life-long literacy which is the main focus of UBE programme, thereby, serving the need for establishment of functional libraries in primary and junior secondary schools if the objectives of UBE programme are to be achieve.

The identified problems of availability and utilization of school library resources and services to support the UBE programme and strategies to overcome the problems as well as the recommendations of this research work will help the government at all levels and

management of privately owned institutions of learning in decision making on matters related to the importance and establishment of functional school library.

The findings of this research work will also add to the existing literature on the role of school libraries in the implementation of UBE programme.

1.6 Scope of the Study

The study intends to explore the role of school libraries in the implementation of UBE programme in junior secondary schools in Kwande Local Government Area of Benue State.

The research wants to measure the following variables: Availability of school libraries, types of school library resources and services available, problems of availability and utilization of school library resources and services to support the UBE programme and the strategies to overcome the problems.

1.7 Operational Definition of Research Concepts

The following research concepts are defined according to the way and manner the researcher used in this research work.

- **Junior Secondary School:** A school for young people between the ages of 12 and 14 years who must have finished primary school and this junior secondary schools takes three years.

- **Implementation:** To succeed in making something real or to make something happen or reaching a particular goals, status or standard.

- **UBE Programme:** Is an abbreviation of Universal Basic Education Programme which is a nine year free, compulsory and basic education programme brought by the Federal

Government of Nigeria for early childhood which focuses on a six year primary education and a three year junior secondary school.

- **School Libraries:** Libraries found at the primary and secondary school levels. They are established for the improvement of the teaching-learning process.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1   Introduction

This chapter reviews the available related literature on school libraries and the Universal

Basic Education (UBE) programme under the following headings:

2.2   Conceptual frame work

2.2.1   The School Library

2.2.2   The Universal Basic Education Programme

2.2.3   The Role of School Libraries in the Implementation of UBE Programme

2.2.4   The Availability of School Libraries to Support UBE Programme

2.2.5   The Availability of School Resources and Services to Support UBE

Programme

2.2.6   Problems of Availability of School Library Resources and Services

2.2.7   Strategies to Overcome the Problems

2.2.8   Establishing and Expanding a Functional School Library to Support UBE

Programme

2.3   Empirical Studies

2.4   Summary of the Review

2.2   Conceptual Framework

2.2.1   The School Library

Angiatine, Atagher and Adung (2005) see school libraries as libraries found at the

primary and secondary school levels. They are established for the improvement of the

teaching-learning process. In the same vein, Ogwu, (2010) affirms that school library is

often identified with primary and secondary schools levels of education. The school library according to him is unique amongst all other libraries because its objectives are anchored on enriching the foundation of learning (pre-school, primary and secondary schools). Ajegomogun and Salaam, (2010) are of the view that school libraries operate in primary, junior or senior secondary schools, it involves collections of books and other learning materials organized by trained professional and placed in one or two rooms in the school for the use of pupils and teachers.

The objectives of school libraries according to Ajegbomogun and Salaam, (2010) is to acquire, process and make available to pupils and students, a wide range of books and audio-visual (A/V) materials to supplement and enrich the teaching and learning situation in schools. Adefarati, (2002:6) identifies the objective of the school library as follows:

i.   To encourage the development of skill in reading

ii.   To prompt reading habits to some literacy appreciation

iii.   To sort for subject information centre and support the school curriculum

2.2.2 The Universal Basic Education (UBE) Programme

Universal Basic Education (UBE) programme grew out of the World Conference on Education for all which was held in Jomtien in Thailand, for the purpose of forging a global consensus and commitment to provide basic education for all (Dike, 2000). Basic education according to Jomtien Declaration and Framework of Action on Education for all is not defined in terms of years of schooling. It is limited for formal schooling and Jegede (2000) advocated for the non formal and informal media to work together complementarily to ensure that all categories of Nigerian have access to basic education. Obayan (2000) describes basic education as that level, type and form of learning needed

to build firm roots for literacy and numeracy, to inculcate basic life skills and more importantly, to consolidate the skills and learning how to learn.

UBE was formally launched in Nigeria on 30th September, 1999 by President Olusegun Obasanjo. The programme was intended to the Universal, free and compulsory. The goal of UBE is providing functional, universal, and quality education for all Nigerians irrespective of age, sex, race, religion, occupation, or location (Adepoju and Fabiyi, 2011). According to them, the concept of Basic Education is not a completely new term to the Nigerian society and that within the last decade; it has assumed a global significance and its meanings has been broadened. The expanded vision of UBE comprises the universalizing access and promotion of equity, focusing on learning and enhancing and strengthening partnerships.

The objectives of the UBE programme as specified in the implementation guideline by government in 1999 as follows:

- Developing in the entire citizenry, a strong consciousness for education and a strong commitment to its vigorous promotion.

- Provision of free Universal Basic Education for every Nigerian Child of school going age.

- Reducing drastically the incidence of drop out from the formal school system.

- Catering for young persons, their schooling as well as other out of school children or adolescent through appropriate form of complementary approaches to the provision of UBE.

- Ensuring the acquisition of appropriate levels of literacy, numeracy, manipulative communicative and life skills as well as the ethical, moral and civic values needed for laying a solid foundation for the lifelong living.

These concerns of UBE concur recognize education as a life-long process, a continuous reconstruction and reorganization of experience, which adds to the meaning of experience and increase the ability to direct the course of future area experience (Obundaike and Orizu, 2008).

The UBE mission statement observed that a t the end of the nine (9) years of continuous education every child that passes through the system should acquire appropriate levels of literacy. Other skills include numeracy, communication, and manipulation of life skills and be employable, useful to himself and society at large by possessing relevant ethical, moral and civic values. The mission statement states in part-working in concert with all stakeholders by mobilizing the nation's energies to ensure that education for all becomes the responsibilities for all. The scope includes programmes and initiatives for early childhood education and development, the six year primary education and the three year junior secondary school (Adepoju and Fabiyi, 2011).

2.2.3 The Role of School Libraries in the Implementation of UBE Programme

The importance of school libraries cannot be over-emphasized. The school library has major and significant role to play in supporting and enhancing educational goals as authored in the school's mission and curriculum (Sole, Aramide and Gboloso, 2011). It has come in the wake of making teaching and learning more meaningful and enriched for children. For long time, teachers depend on their notes of lessons, textbooks and rote learning dominated the school system. Education was teacher centered rather than child

centered. The inadequacy of teacher's notes of lessons and learning by rote was later dumped as people realized that learning can be enhanced and accelerated by the use of a wide variety of learning methodologies and resource. The modern school library has therefore become an integral part of the school system (Sole, Aramide and Gbotoso, 2011).

Effective school library services for the successful implementation of UBE in Nigeria hinges on the facilities that support library services: materials, personnel and space (Dike, 2001). UBE implementation guidelines (Nigeria, 2000) call facilities (including classrooms, libraries, etc.) "the physical and spatial enablers of teaching and learning". For school libraries to provide an environment for teaching and learning, we must first consider our educational objectives (Dike, 2001). According to World Declaration on Education for All (UNESCO, 1992), basic learning include both tools and content. Tools include literacy, numeracy, and problem-solving, while content includes knowledge and values. The tools and content are needed for life-long and development and quality of life. UBE objectives include the acquisition of the basic tools of learning and dvelo0pment of life skills and work aptitude. According to the guidelines, stronger emphasis should be placed on "communication skills, the spirit of enquiry, team work, information literacy, and computer literacy". These are familiar themes from the education literature and education policy documents. This philosophy that education should be learner-centred, self-directed, active resource-based, skills oriented, functional etc., that brought the school library from the periphery to the centre of education (Dike, 2001).

Sole, Aramide and Gbotoso, (2011) maintained that the school library is relevant to the attainment of Federal Government aspiration in introducing the UBE in Nigeria. It is therefore of utmost importance that all who are connected with the school library should have a clear understanding of its role it is expected to perform in the implementation of the UBE programme in the country.

Nickel summarizes the role of school library as a resources centre, a learning laboratory, a teaching agency, a service agency, a guidance agency and a centre for recreational reading viewing and listening.

Generally, the role of school libraries in implementing the objectives of UBE programme is highlighted below:

According to Omolayole (2001) school libraries enhance literacy and numeracy through access to a variety of relevant learning resources. Omolayole, emphasized that it is incontrovertible that libraries form a vital part of the world's system of education as they provide through books, films, computers/internet, recording microforms, CD-ROMs and other media affirmed that young children literacy develops and emerges and they explore and participate in a literacy rich environment. At the centre of such an environment are books and other resources with contents that are familiar and fascinating for children. Sole, Aramide and Gbotoso, (2011) once submitted that in spite of all the changes in educational philosophies, aims and pedagogy that have permitted school system in developing countries, the central importance of textbooks and other learning resources have not been diminished.

Also, according to Tahir, (2005), the school library aside from enhancing literacy and numeracy through access to variety of relevant learning resources, just as it strengthens

civic and moral values. This therefore makes the school library an integral component of the school curriculum. The Universal Basic Education Commission (UBE) intends to ensure that this role of school library becomes a reality by advocating for a place for the "library" in the school time table. It was established that students who studied in a literacy rich environment perform better than those who do not have this advantage (jole, Aramide and Gbotoso, 2011).

According to Dike, (2011), school libraries provide a viable way out of the evil effect of lack of reading culture; surveys around the world on the reading ability of children show that one of the factors that influence children's environment at home, in the classroom and in the school library. Children introduced to books at an early stage grow to be more confident readers when they grow up (Sole, Aramide, and Gb otoso, 2011)

2.2.4   The Availability of School Libraries to Support the UBE Programme in

Kwande Local Government Area

The school library at both primary and secondary levels has been aptly described as the heart of the school around which all school programmes revolve (Ogwu, 2010). Traditionally, school libraries serve as a veritable medium for the attainment of the broad objectives of education. Despite their inestimable importance, school libraries in Nigeria are still clearly in embryonic stage of development, displaying inadequacies in funding, staffing, collection, accommodation furniture/equipment and service provision (Sole, Aramide and Gbotoso, 2011). Junior Secondary Schools (UBE) in Kwande Local Government Area also are victim of this chaotic state, some of these schools are established without adequate plans for functional school libraries. Even students do not see library as beneficial to education because they are not available. The neglect able

nature of school libraries in UBE Junior Secondary Schools in Kwande Local Government Area is in such a way that libraries are grossly inadequate or unavailable in most cases. This is in line with the view of Aguolu (1972) who attest that most often or not, the schools have little in the way of a library and what they do have is often a collection of books locked up in the principal's office.

The state of school libraries in UBE junior secondary schools in Kwande Local Area is a pathetic one. It is extremely sad to note that the schools have no libraries and where they exist the facilities are inadequate and the collection haphazardly organized. Virtually all the UBE junior secondary schools lack libraries and librarians, as Angiatine, Atagher and Adung (2005) puts that where they exist are run by library clerks or full time teachers without any form of library training. The buildings housing such libraries do not meet the standard specification in terms of library space per student, items of furniture are grossly inadequate and do not cover all the subjects offered.

2.2.5   **The Availability of School Library Resources and Services to Support**

   UBE Programme in Kwande Local Government Area

On library resources, Elaturoti (2001) highlight the school library media centre resources to include, books, periodical, newspaper, pamphlets, brochures and ephemeral notices, audio materials (disc, phonographic records, audio-tapes as well as other forms of photographic film), graphics, video materials (video tapes on reels, cassettes and cartridges as well as video disc). Morris (2004) highlighted other school library resources to include, information communication technology facilities such as computers, computer diskettes, computer programmes, multi-media collection, teleconferencing and interactive multimedia.

Based on the types of library resources highlighted above by library scholars, UBE junior secondary school libraries are a far cry from modern type standards. Some of their libraries range from a few large well stocked libraries to a carton of books stored in the principal's office. Very few of the schools have library of any kind. Non-availability of these resources has serious implications for teaching and learning. Virtually in all schools the only library resources available are books which are even inadequate (i.e. they are selected on subjects like English, Mathematics, Social Studies, Christian Religious Knowledge, and Basic Science) and the collections are haphazardly organized or arranged in a carton in the principal's office, other resources like audio materials, films materials, video materials, regalia, and information and communication technology are totally not available.

This is in line with a National Primary Education Commission report (1999) which echoes the unavailability of libraries. The report observed that libraries which are supposed to assist pupils in learning as well as provide teachers with adequate reference materials are not included in the school system. The report therefore recommends provisions of libraries. Sharing the same view Ajayi, (1995) affirmed that virtually all our primary and secondary schools in Nigeria lack libraries' where they exist at all are run by library clerks or full time teachers without any form of library training. Ajebomogun and Salaam, (2011) reveals that only a few school effectively introduce their pupils to school library. As a result of non-availability of library resources and services made them to reiterates that the poor state of library services creates problems for the effective implementation and sustenance of Universal Basic Education Programme (UBE).

2.2.6 Problems of Availability and Utilization of School Library Resources and

Services in the UBE Schools

School libraries in Nigeria generally are grossly under underfunded, understaffed, under stocked and unorganized (Obayemi, 2002). The absence of government policy on school library development has been identified as a major factor stalling the growth and development of school library and resources centre in Nigeria (Sote, Aramide and Gbotoso, 2011). They further said that the availability of school policy would have set the minimum standard for funding, staffing, stocking and management of school libraries. Sharing on the same view, Angiantine, Atagher and Adung, (2005) identified lack of resources in terms of finance, personnel, library materials, and structures, lack of commitment to school libraries by the administrators and teachers as well as the fact that our educational system is examination oriented, inadequate local publishing industry and book trade, lack of quality bookshops and import and export restriction and tariffs also limit the availability and utilization of library materials.

By and large, problems of availability and utilization of school library resources and services are discussed below as identified by different authors.

Declining Financial Support: About 90% of the schools are substantially government funded. In recent times, government has not faithfully released due grants to the schools. The lack of financial resources retards positive change.

Fund must be made available not only for the procurement of information sources but also for the improvement of library services in order to meet the information needs of the students. On their own contribution, Olruntabla and Balarinawa, (2000) observed that for proper functioning of a school library, every State Ministry of Education should provide funds for the establishment of libraries in all our schools. Even where school libraries

exist they are not well funded and therefore cannot extend the scope of library services to the large segment of the children that really need the services. An interview with some of the principals shows that the issue of school library development is not in their plan at all and they could not be blamed for this lapse as the Federal and State Ministry of Education has no budget allocation for such (Umagha, 2008).

Inadequate Infrastructure and Equipment: The most widely experienced disappointment in public schools today is the dilapidated structure called library which cannot be compared with what obtain in the private schools. The building housing the library does not merit the standard specification in terms of library space per student/pupils while the furniture is grossly inadequate. This was further summarized by Ojoade (1993) that state of school libraries in Nigeria does exist in secondary schools, but many almost in name, because to the element required for them are not put in place. This observation is peculiar to the terrain of the school libraries in Kwande Local Government Area, part of libraries are sometimes converted to classrooms or where staff meetings are held without consideration to whether such will be conducive for learning. Most of the school libraries if not all lack tables, chairs, fans, shelves etc., the absence of these facilities continue to retard information advance in the area.

Similarly, Adetoro (2004) studies a comparative analysis of school library development and use in selected public and private schools in Ogun State found that the schools use improvised accommodation, lack qualified personnel while he library are occasionally and infrequently used. This is as a result of the fact that facilities, resources and equipments are not sufficient and most of them are dilapidated especially in public schools.

Employment of Unqualified Personnel: Staffing is also part of the problems hindering the availability and utilization of library services in Nigerian schools. The idea of using unqualified personnel as school/teachers/librarians has not helped matters as most of them will not be able to assist in the full exploitation of library resources as they were not educationally equipped to do so (Ajegbomogun & Salaam, 2011).

Elaturote (2001) in a study of some secondary school libraries in the Western part of Nigeria found the situation 'regrettably poor'. There are very few or no staff to manager existing school libraries.

Emptiness of the Book Shelves: Usoro and Usanga (2007) observed that African libraries are stock with foreign literatures that are not only out of date but also irrelevant to the information needs and interests of the people. Collection development has become more difficult in recent times with escalating book and publishing cost. Also, as a result of gross under-funding by Nigerian government current books, periodicals, magazines, fictions and non-fictions that can support teaching and student use in the school's library were not there.

The school libraries are warehouse for old books, some of which were covered with dust that had gathered over time, with mismatched chairs and tables blending well with the ageing bookshelves. In the Northern part, development of school libraries have been described as "accidental" even though almost all the secondary schools had libraries but book were not there (Ajegbomogun and Salaam, 2001).

A teacher librarian will face problem of book selection because they were not particularly trained to do so, they concluded.

The high cost of books do not help matters at all, government policy is also negatively affecting the publishing industry in Nigeria as a result of traffic barriers and high taxes, couple with high cost and non-availability of indigenous books owing to the fact that authors are not encouraged to write books brings a lot of set back to the book industry in Nigeria.

Lack of information and communication technology facilities: information and communication technology facilities such as computers and it accessories which would have lead to adoption of automation library system in school libraries are lacking, this has lead to limited access to a variety of information in this information age where emphasis now is toward information access than ownership.

2.2.7   Strategies to Overcome the Above Problems

The following are the strategies suggested by other authors to overcome the problem of availability and utilization of school library resources and services to support the UBE programme.

Better Funding: If school libraries are well funded they will have all/enough materials require for the purpose of library and information could be done through proper annual budgetary allocation or provisions to school libraries by government, parent institutions, foundations and assistance from non-governmental organization (Dike 2000).

Improvement in the Basic Infrastructure: Such as buildings, chairs, tables, shelves, electricity etc. The problem of lack of space and accommodation will be solved if library buildings are provided and if chairs, tables and other basic equipments or facilities are provided it will solve the problem of lack of equipment in school libraries (Sote, Aramide & Gbotoso, 2011).

Training and Development of Library Staff: Library services require professionally competent staff to meet the needs of its community. Greater emphasis should be laid on the appointment of trained staff. But one thing professionals must know is that even trained staff is appointed, there is need for on-the-trainings to build on the knowledge acquired to meet with the jet age of information technology and current trends in librarianship for effective services delivery. Therefore, training and re-training of staff or teacher-librarian will solve the problem of unqualified staff (Amaakaven, 2011).

Empowerment of Content Providers: (authors, writers etc.) through funding for books/journals publishing projects. This will encourage local publishers or people to encourage themselves in publishing's business thus the problem of lack of local publications which would have been housed in school libraries as learning resources will be solved. The empowerment will help the content providers in publishing information resources that could serve as school library resources. The empowerment could be done through giving the content providers grants by either the governments or non-governmental organizations (Ochogwu 2011).

2.3 Empirical Studies

Stote, Aramide and Gbotoso, (2011) in a study of an evaluation of State Universal Basic Education Board (SUBEB) libraries in selected starts in South-West Nigeria using descriptive survey research design, found that, one of the basic elements to facilitate the success of Universal Basic Education Programme is the school library. They identified a functional library as a major component of the school library programme; hence the implementation of Universal Basic Education Programme cannot be successful without

functional libraries. The study confirmed the relevance and adequacy of SUBEB libraries in the success of the UBE programme.

Adepoju and Fabiyi, (2011) conducted a study on the Universal Basic Education: challenges and prospects in Lagos State using survey research design, identified practical steps that could be taken to move UBEs forward in Nigeria as to give national recognition to individual private organization and local communities who have contributed by the way of commitment and financial backing to the ideals of the UGE programme. They concluded that massive provision of teaching and learning facilities and improvement of existing ones will enhance UBE programme implementation.

Ogwu, (2010) using survey research design method carried out a study of school library dev elopement and attainment fo the UBE objectives in Nigeria: A case of Kogi State, found that, there has not been any enviable development of school libraries alongside other structures like classrooms and textbooks interventions in the education-re-vamping programme of the Federal Government of Nigeria. The study lamented that if school libraries were not established, the expected result of the UBE programme would not be fully realized.

2.4 Summary of the Reviews

The chapter describes school library by different authors, highlighted its objective and purposes as well, Universal Basic Education (UBE) programme, its meaning, objectives and mission statement were equally observed in the chapter. The role of school libraries in the implementation of UBE programme as highlighted by different scholars is acknowledged. The availability of libraries, library resources and services to support UBE programme is also discussed under this chapter. The chapter also identified

problems of availability and utilization of school library resources and services as well as strategies to overcome the problems. The researcher also see it as a necessity to highlight the requirements necessary for establishing and expanding a functional school library to support UBE programme, this was discussed based on the view of different scholars. Findings of other empirical studies conducted by other researchers in relation to the role of school libraries and Universal Basic Education (UBE) programme is finally reviewed in this chapter.

CHAPTER THREE

METHODOLOTY

3.1 Introduction

This chapter describes the research design, Area of the study, population of the study, sample and sampling technique, instrumentation, validation of instrument, method of data collection and method of data analysis.

3.2 Research Design

The method used to carry out this study was survey research method. This method was used because; it allows the investigator to gather information about the targeted population without a complete enumeration. It also helps to save the researcher's time and money (Busha and Harter, 1980)

3.3 Area of the Study

Kwande Local Government Area of Benue State is the area of the study. Kwande Local Government Area is located at the Eastern part of Benue State; it is bounded by Taraba State at the North, Cameroon to the North East, Cross River State to the East, Vandeikya Local Government Area of Benue State to the West.

Kwande Local Government Area is one of the largest local government area in Benue State of which most of the people are rural dwellers where facilities like schools, hospitals etc. are limited. The only available schools in such interior areas which make the people have access to education are UBE schools, which are established without adequate plane for functional libraries that are spatial enablers of teaching and learning and a vital link in providing educational resources for all learners for the successful

achievement of the UBE objectives. Thus, motivating the researcher to carry out a study that will explore the role of school libraries in the implementation of UBE programme in Kwande Local Government Area so as to know the importance of functional school libraries in the UBE programme.

3.4   Population of the Study

The population of the study comprises all the library users (teachers and students) in all the thirty-three (33) UBE junior secondary schools in Kwande Local Government Area of Benue State. That is, there are 165 teachers and about 4,869 students in UBE junior secondary schools in Kwande.

3.5   Sample and Sampling Technique

A representative of the population was selected to form the sample population. One hundred and forty respondents were selected at random for this study, in order to make generalization about the responses, of the whole population of the study, without making a complete enumeration. Precisely, thirty five respondents were selected from each of the four selected schools, which comprise thirty students, four teachers and a library staff (if any). The four selected UBE junior secondary schools are:

i.   UBE Junior Secondary School Hingir

ii.   UBE Junior Secondary School Koti

iii.   UBE Junior Secondary School Ikpayar

iv.   UBE Junior Secondary School N. K. S. T. Adikpo

A sample random sampling technique was used to draw the samples from the population. This is due to the fact that simple random sampling technique uses the principles of

randomization as a procedure that gives every subject in the population an equal chance of being selected into the sample (Busha and Harter, 1980)

3.6   Instrumentation

Questionnaire was used for this study because of its effectiveness in data collection. One hundred and forty questionnaires was designed for this study, and the questionnaires was both for teachers and students (i.e the same on the variables the research sought to measured as follow:

Section A: Background information.

Section B: Availability of libraries in schools.

Section C: Types of library resources provided to support the UBE programme.

Section D: Types of library services provided to support the UBE programme.

Section E: Extent of usage of library resources and services for UBE programme.

Section F: Availability of library infrastructure.

Section G: Extent of funding for library resources and founding.

Section H: Problems of provision and utilization of library resources and services in the UBE schools.

Section I: Strategies for improvement to support the UBE programme.

The questionnaire was structured with closed and open ended questions. The researcher also visited the internet and read wide through books and journals and obtained information related to study.

3.7 Validation of Instrument

The instrument used for data collection this study (questionnaire) undergoes face validation. The questionnaire was vetted by the research supervisor. Necessary corrections were effected on the items before they were administered to the respondents.

3.8 Method of Data Collection

The researcher went to the four selected UBE Junior Secondary Schools in Kwande Local Government Area and selected respondents at random, and the questionnaires were administered and collected personally by the researcher (personal administration).

3.9 Method of Data Analysis

Descriptive statistical analysis was used to generate frequencies and percentages in order to answer the research questions formulated for the study.

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND INTERPRETATION

4.1   Introduction

This chapter deals with data presentation, analysis and interpretation under the following

subheadings;

4.2   Response Rate

4.3   Analysis of Data

4.4   Discussion of Findings

4.2   Response Rate

Respondent Group	No. of questionnaire administered	No. of Useable Return	% of Useable Return
Respondents	120	118	98.6%

Table 1 showed that 120 copies of questionnaire were administered and 118 were

returned and found useable representing 98.6%

4.3. **Analysis of Students Data**

Table 2: **Indicating School of the Respondents**

Schools	Frequency	Percentage
UBE JSS NKST Adikpo	28	23.8%
UBE JSS Ikpayar Koti-Yough	30	25.4%
UBE JSS Koti Shangev-ya	30	25.4%
UBE JSS Hingir Shangev-ya	30	25.4%
Total	**118**	**100%**

Table 2 showed the school of the respondents, it revealed that 23.8% of the respondents were

from UBE JSS NKST Adikpo, 25.4% were from UBE JSS Ikpayar Koti-Yough, 25.4% were

from UBE JSS Koti Shangev-ya, while 25.4% were from UBE JSS Hingir Shangev-ya.

Table 3: **Response on Availability of Libraries**

Does your school have a library?	Frequency	Percentage
Yes	38	32.2%
No	80	67.8%
Total	**118**	**100%**

Table 3 presented the respondents view on availability of libraries. The table revealed

that majority of the respondents attested the non-availability of school libraries to support

UBE programme (67.8%), while 32.2% attested the availability of school libraries.

Table 4: **Responses on the Types of Library Resources Provided to Support the UBE Programme.**

Resources	Frequency	Percentage (%)
Textbooks	118	100%
Friction books	85	72.1%
Magazine/Newspapers	0	0
Journals	0	0
Maps/Atlases	60	50.8%
Encyclopedias	0	0
Dictionaries	0	0
Documentary Sources	10	8.5%
Computers	0	0
CD ROMs	0	0
Audio Materials	0	0
Video Materials	0	0
Radio	0	0
Television	0	0
VCD/DVD	0	0
Games	45	38.1%
Others	0	0

Table 4 presented the respondents view on the availability of library/learning resources.

100% of the students attested the availability of textbooks, 72.1% fiction books, 50.8%

maps/atlases, 8.5% documentary sources and 38.1% games.

Table 5: **Responses on Purposes of using the Library**

To What Purpose Do You Use the School Library Resources and Services?	Frequency	Percentage
To read for examination	20%	16.9%
To borrow books	32	27.1%
To write assignment	2	1.7%
To read for leisure	2	1.7%
To prepare notes	1	0.8%

Table 5 revealed that 16.9% of the respondents attested their purpose of using the school library is to read for exams, 27.1% is to borrow books; 1.l7% is to write assignment, and to read for leisure and 0.8% to prepare notes.

Table 6: **Responses on Patronage of the School Library**

How Do You Patronize Your School Library?	Frequency	Percentage
Often	0	0
Less often	0	0
Occasionally	20	16.9%
Not at all	98	83.1%

Table 6 revealed that 16.9% of the respondents attested that they do go to the school library occasionally, while 83.1% attested that they do not go to the library at all.

Table 7: **Responses on Conduciveness of the School Library**

Is Your School Library Conducive for Learning?	Frequency	Percentage
Very conducive	0	0
Fairly conducive	15	12.7%
Poorly conducive	103	87.3%
Total	**118**	**100%**

Table 7 showed that 87.3% of the respondents attested that the school library is poorly conducive, while 12.7% attested that the school library is fairly conducive.

Table 8: **Responses on Library User Education Programme**

Does the School Library Initiate Library User Education Programme to Encourage Library Users for Making Use of the Library?	Frequency	Percentage
Yes	5	4.2%
No	113	95.8%
Total	**118**	**100%**

Table 8 revealed that 4.2% of the respondents attested that the library do initiate library user education programme, while 95.8% attested that the library do not initiate library user education programme.

Table 9: **Response on Availability of Library Infrastructures**

Infrastructure	Frequency	Percentage

Tables	30	25.4%
Chairs	22	18.6%
Shelves	26	22.0%
Fans	0	0
Air Conditioners	0	0
Cabinets	0	0
Others	0	0

Table 9 revealed that 25.5% of the respondents attested the availability of tables, 18.6% chairs, and 22.0% shelves.

Table 10: **Problems of Utilization of Library Resources and Services in the**

UBE Schools

Options	Frequency	Percentage
Poor infrastructures such as tables, buildings, shelves etc.	102	86.4%
Lack of financial support	90	76.3%
Lack of conducive accommodation	115	97.5%
Unqualified personnel	89	75.4%
Lack of current teaching and learning resources	92	77.9%
Lack of ICT facilities	110	93.2%
Inadequate opening hours	15	12.7%

Source: Field Survey 2016

Table 10 presented the respondents view on the problems of utilization of library resources and services in the UBE schools. The table revealed that students attested the poor infrastructures such as buildings, chairs, tables, shelves etc. (86.4%), 76.3% attested to lack of financial support, 97.5% lack of conducive accommodation, 75.4% unqualified personnel, 77.9% lack of current teaching and learning resources, 93.2% lack of ICT facilities and 12.7% inadequate opening hours, as problems militating them from proper utilization of library resources and services in the UBE schools.

Table 11: **Strategies for Improvement of Support the UBE Programme**

Suggestions	Frequency	Percentage
Improvements in basic infrastructures such as buildings, chairs, tables etc.	115	97.5%
Training and development of library staff empowerment of content providers i.e. authors, writers, etc. through funding for books/journals publishing projects	85	72.1%
Expansion of the opening hours of the school library. Inclusion of library lesson on the school lesson time table.	33	27.9%

Table 11 presented the students suggestions for improvement on library resources and services to support the UBE programme. The table revealed that 97.5% of the students

suggested improvement in basic infrastructures such as building, chairs, tables, shelves etc. 86.4% suggested better funding, 72.1% training and development of library staff, 77.9% empowerment of content providers, 27.9% expansion of the opening hours of the school library and 78.8% suggested the inclusion of library lesson on the school lesson time table.

4.5   Discussion of Findings

Sote, Aranside, and Gbotoso (2011) evaluated the State Universal Basic Education Board (SUBEB) libraries in Oyo, Ogun and Osun State of Nigeria and found that one of the basic elements to facilitate the success of Unviersal Basic Education Programme is the school libraries. They identified a functional school library as a major component of the school library programme; hence the implementation of Universal Education Programme cannot be successful without functional libraries. This is not on ground in Kwande Local Government Area of Benue State; school libraries are not available in Kwande Local Government Area of Benue State to support the UBE programme. From the four UBE Junior Secondary Schools visited, only in one school a room was devoted to library services, but students are not been giving access to it and the resources haphazardly organized, while in other schools collection of books were kept in the principal's office which they referred to as library. It is a pity to state that some students do not know what library is, hence were hearing the word "library" for the first time in their life. This confirms with the findings of Ogun (2919(who revealed that UBE school in Kogi State do not have school materials and staff to render services to users, even the available materials (textbooks) do not cover all the subjects offered. This also correspondents with the findings of Ajeybomogun and Salaam (2011) who reported the poor state of library

resources and services in Abeokuta creates problems for effective implementation and sustenance of the UBE programme. The available in consisted with the findings of Aniebo (2006) who revealed that school libraries in Imo State have outdated books.

Another finding of the study is that school library services are not provided to library users to support the UBE programme. This finding support that of Selbar (2009) who reported that secondary school libraries staff in Jos metropolis lack staff and libraries as such, they do not render library services to its users. The findings also is consisted with that of Adybomogun and Salaam (2011) who revealed that the poor state of school library services in Abeokuta creates a problem for effective implementation for the UBE programme.

On the side of problem of availability and utilization of school library resources and services in the UBE school in Kwande Local Government Area. The study revealed that the respondents attested to lack of infrastructures such as building, chairs, tables, shelves, etc., lack of financial support, lack of conducive accommodation, unqualified personnel, lack of current teaching and learning resources and lack of ICT facilities as the major problems militating against the availability and utilization of library resources and services in the UBE schools in Kwande Local Government Area. This findings support those of Sote, Aramide and Gbotoso (2011) who evaluated the state of SUBEB libraries in Oyo, Ogun and Osun State of Nigeria and reported that lack of conducive accommodation, infrastructures, budgetary allocation, qualified library staff and opening hours affect the availability and utilization of the library resources and services by the UBE teachers.

Finally, the study suggested ways for improvement to support the UBE programme. The study revealed that respondents suggested improvements in basic infrastructures such as building, chairs, shelves, tables, etc., better finding, training and development of library staff, empowerment of content providers i.e. authors, writers etc., through finding for books and journal publishing that can be employed to overcome the problems of availability and utilization of school library resources and services to support the UBE programme in Kwande Local Government area. This supports the findings of Sote, Aramide and Gbotoso (2011) who suggested regular allocation of finds for library services, building and expansion of a functional school library, employment of qualified library staff and provision of library infrastructures as strategies to improve the SUBEB libraries in Oyo, Ogun and Osun States of Nigeria.

Going by the findings of this research work, it can be deduced that there has not been any enviable development of school libraries alongside other structures like classrooms in the UBE Junior Secondary Schools in Kwande Local government Area of Benue State. This is consisted with the findings of Ogwu (2010) who found that school libraries are not been developed alongside with other structures such as classrooms, offices and textbooks inter-version in the education revamping programme of the Federal Government of Nigeria in UBE schools in Kogi State. The establishment of school libraries is paramount, if the expected result of the UBE programme is to be fully realized.

CHAPTER FIVE

SUMAMRY, CONCLUSION, RECOMMENDATIONS AND SUGGESTIOSN FOR FURTHER STUDIES

5.1   Introduction

This chapter presents the summary, conclusion, recommendation and suggestions for further studies.

5.2   Summary

This research Work was designed to explore the role of school libraries in the implementation of the UBE programme in UBE Junior Secondary Schools in Kwande Local Government Area of Benue State. The study was designed to answer the following research questions: Are there school libraries to support the UBE programme in Kwande Local Government Area? What types of library resources and services are available to support the UBE programme in Kwande Local Government Area? What are the problems of availability and utilization of school library resources and services to support the UBE programme in Kwande Local Government Area? And what strategies can be employed to overcome the problems of availability and utilization of school library resources and services to support the UBE programme in Kwande Local Government Area?

While reviewing the literature, the researcher consulted textbooks, seminar papers, articles from the internet, electronic journals, other research works as well as relevant publications to examine school library development and the attainment of Universal Basic Education objectives in Nigeria.

The study adopted a survey research design. One hundred and forty questionnaires were designed and distributed to the students and teachers in the four selected UBE Junior

Secondary Schools in Kwande Local Government Area personally by the researcher to collect the relevant data for the study. The questionnaire designed for the study undergoes face validation by the research supervisor before it was administered to the respondents. The collected data was analyzed using descriptive statistical analysis. Frequencies and percentages were generated which enable the researcher to answer the research questions formulated for the study.

Generally, the study revealed that there are no school libraries in the UBE Junior Secondary Schools in Kwande Local Government Area to support the UBE programme. The types of library resources available were textbooks, fiction books and maps/atlases. There are no library services, hence the schools lack libraries, where libraries were found services like lending, provision of reading materials and reference services were provided. The problems of availability and utilization of library resources and services in the UBE schools in Kwande Local Government Area as revealed by the study include: poor infrastructures such as building, chairs, shelves, tables etc. lack of financial support, lack of conducive accommodation, unqualified personnel, lack of current teaching and learning resources and lack of ICT facilities.

Finally, the study revealed the suggestion for improvement to support the UBE programme in Kwande Local Government Area to include improvement in basic infrastructures such as building, chairs, tables etc., better finding, trainings and development of library staff, empowerment of content providers and inclusion of library lessons in the school lesson's time table.

5.3   Conclusion

This research work revealed that UBE Junior Secondary Schools in Kwande Local Government Area of Benue State do not have school libraries to support the UBE programme, where they exist; their resources are grossly inadequate and haphazardly organized. The available library resources in those UBE Junior Secondary Schools were textbooks, fiction books, and maps/atlases. Lack of infrastructures such as buildings, chairs, tables, etc., lack of funds, unqualified personnel, lack of ICT facilities and lack of current teaching and learning resources have being revealed by the study as major problems militating against the availability and utilization of library resources and services in Kwande Local Government Area of Benue State and the study suggested improvement in basic infrastructures such as building, chairs, tables, shelves etc., better finding, training and development of library staff, empowerment of content providers and inclusion of library lesson in the school lesson time table as strategies for improvement to support the UBE programme in Kwande Local Government Area of Benue State.

From the findings of this study as presented above, it can be concluded that the school library services in Kwande Local Government Area are lagging behind despite the lip service approach given to it by government and its agencies. It is an undisputed fact that there existed a link between libraries with education; this is evident in the National Policy on Education, as far back as 1977. This policy had recognized the importance of school libraries as invaluable information and education resources, and directed all schools to operate functional libraries. The quality of education generally can be enhanced by the quality of library services available. It is unfortunate to state here that the provision of library services in our UBE Junior Secondary Schools is in a pity state and something must be done urgently if the Universal Basic Education Programme must be a success.

5.4   Recommendations

The following recommendations are put forward for enhancing school library development in order to meet the objectives of the UBE programme.

i.   Universal Basic Education Commission (UBEC) needs to strengthen and sustain its partnership with private sectors, community based organization (CBO), donor agencies etc for the establishment of school libraries in our primary and junior secondary schools.

ii.   The Universal Basic Education Commission (UBEC) should ensure a systematic provision of central school libraries in line with the on-going construction of UBE classrooms. This is in view of the provisions of the National Policy on Education that all schools would be provided with libraries as well as the vision of the UBE implementation guidelines that libraries will be provided to meet the required quantity, quality and size.

iii.   There is need for legislation for the massive establishment of libraries to support the UBE programme. Library must be adapted specifically to the school based on the education Acts and be open to pupils during school hours.

iv.   It will be useless to provide libraries in schools without adequate professional management. If libraries are to be provided in schools to meet UBE implementation standards, the quality of available trained libraries may not be adequate to manage the libraries. There is the need for massive training of Para-librarians as has been done in the case of UBE pivotal teachers. This provision should be considered a priority by UBEC. Servicing teachers need a re-orientation on how to use library resources to stimulate the research sills of

pupils or students. If libraries must meet their objectives in schools, teachers must be sensitized on the need to work with school librarians in developing teaching techniques to ensure the appropriate use or school library and books in teaching and learning.

v.   The UBEC should motivate and use school libraries to organize such activities as library week, book fair, story-hour etc. in order to stimulate reading habit in children. Sponsors or donor agencies that are interested in children literature and reading materials should be encouraged to support these programmes.

vi.   Government and schools should encourage pupils/students to use the libraries through creation of library period on the time table. Also, the opening hours of the libraries should be extended beyond school hours to give students the opportunity of using the library. Teachers can encourage the students to use the library by giving them assignments that will take them to the library on a regular basis.

vii.   The provision of computer-based/electronic/multimedia learning resources should be taken seriously in order to enable teachers fit into the change in paradigm shift in education from teacher-centered to learner-centered.

viii.   Lastly, there is need for regular maintenance and renovation of library facilities such as chairs, shelves, tables etc. And proper evaluation of the activities of school libraries on a regular basis to ensure that the purpose for which the libraries are established is not defeated.

5.5   Suggestions for Further Studies

The following suggestions are made for further studies:

i. The development of school libraries for UBE programme in Kwande Local Government Area of Benue State. Problems and prospects.

ii. Selection and acquisition of school library materials for Universal Basic Education Programme in Benue State: A case study of Kwande Local Government Area Universal Basic Education Authority.

iii. Personnel requirement for effective school library service in the implementation of Universal Basic Education Programme in Nigeria: A case study of Makurdi Local Government Universal Basic Education Authority.

REFERENCES

Adefarati, E. O. (2002). *Essentials of Library in Education: A Handbook for Students of Library Studies and User of the Library in Institutions of Higher Learning in Nigeria*. Abeokuta: Good Education Publications

Adetoro, N. (2005). A Comprehensive Analysis of School Library Development and Use in Selected Public and Private Secondary School in Ijebu and Remo Geo-Political Zones of Ogun State. *Lagos Journal of Library and Information Science*. Vol. 3 (1), 7-15

Aguolu, C. C. (1975). The School Library as an Instrument of Education in Nigeria. *Integrated Library Review*. Vol. 3: PP. 46-61

Ajayi, K. (1995) *Reflections on the Nigerian Education System.* Abeokuta: Osiele Consult Services

Ajegbomogun, F. O.; and Salaam, M. O. (2011). The State of School Libraries in Nigeria. Retrieved on August, 22nd 2012 from *http://www.PNLA.org.*

Akem, J. A. (2008). *Research and Statistics for Higher Education,* (2nd ed.) Makurdi: Destiny Ventures.

Aniebo, S. (2006). The State of School Libraries in Imo State. Library Philosophy and Practice. Retrieved July 10th, 2p12 from *http//unilib.unl.edu/ipp/imacharo.htm*

books for All Calendar (2000). Children Read Every where. UNESCO/IFLA. Retrieved August 12th, 2012 from *http://www.ifla.org***.**

Busha, C. H. and Harter, S. P. (1980). *Research Methods in Librarianship: Techniques and Interpretations.* New York: Academic Press.

David, D. (1984). *Social Research Method and Practice.* Eaglewood: Neo Publishing Ltd.

Dike, V. W. (1998). The Role of the School Library in Reading Promotion. Nigerian School Librarianship: Yesterday, Today and Tomorrow. D. F. Elaturoti: ed. *Nigerian School Library Journal*. 3 (1 & 2), 34-42.

Dike, V. W. (2001). School Library Facilities Required for successful Implementation of the UBE Programme in Nigeria. *Nigerian School Library Journal.* 4 (1 & 2), 5-13.

Dike, V. W. (2004). The Role of the School Librarian in Implementing the Curriculum. *Nigerian School Library Journal.* 5. (1) ,21-25.

Edeghere, F. (2001). The Role of the "Library-Teacher" in UBE *Nigeria School Library Journal.* 4 (1 & 2), 55-59.

Ekere, F. C. (2000). Notebook Media for Effective Implementation of the UBE Programme in *Nigeria. Nigerian School Library Journal.*.5(1) , 11-12

Ekpo, C. M. (2004). Personnel Factors in a Functional School Library Resources Centre. Paper presented at the Nigerian Library Association Annual Conference, Kaduna 22-26 October. PP 15-29.

Elaturoti, D. F. (2001). Personnel Requirement for Effective School Library Services in the Implementation of UBE Programme in Nigeria. *Nigerian School Library Journal*. 4(1&2), 23-32

Etim, F. E. (2002) Integrating Information Handling Skills into the Curriculum, a Panacea for Educational Reforms in Secondary Schools in Nigeria. *Nigeria Libraries.* Vol. 36 (1&2), 20-27.

Eya, P. (2001) The Extent of Primary School Teachers' Awareness and Involvement in UBE in Enugu Urban Areas. Available at: *http://www2.ncsu.ed/ncsu/aern/teaware.html*.

Israel, P. C., Igbo, A., Udiaundeye, F. and Ebuara, E. U (2002) *Introduction to Educational Research for Universities, Colleges of Education and Polytechnics.* Ogoja: Onah Printing and Publishing Co.

Jegede, S. (2000). The Need for Peace Education in Nigeria. *Emergent Issues in Nigeria Education.* Ejiogwu, A; and Alami, R. A. (eds) 3. Lagos: Mukugamu (Nig) Company

Morris, F. O. (2004). Schools Library Services 1990 – 2000. *School Libraries.* 49 (1), 12-13

Nigeria (2000) *Implementation Guidelines for the UBE Programme.* Abuja: Federal Ministry of Education. PP: 3-4

National Primary Education Commission (1999). *Nigerian Primary Education in the 21st Century*. Abuja: Federal Ministry of Education.

National Policy on Education (1998). *National Policy on Education (Revised)*. Lagos: NERDC Press.

Obanya, P. (2001). Library Development for UBE. *Nigerian School Library Journal.* 4 (1&2).

Obayemi, A. S. (2002). Assessment of School Library Service in a Local

Government Area, Lagos State Nigeria: A Case Study. *Journal of Library, Archival and Information Services.* 12 (1), 59-61.

Odunsanya, O. K. and (Amusa, O. I. (2004). The School Library and Learning and Teaching in Nigeria Secondary Schools. *Nigeria School Library Journal.* 5(1), 33-46.

Ogwu, M. F. (2010). School Library Development and Attainment of the UBE Objectives in Nigeria. *Journal of Research in Education and Socierty.* 1(1 & 3), 41-46.

Ojoadi, A. B. (1993). Effective Secondary School Libraries for Qualitative Education in Nigeria. *INSPEL.* 27. (4). Pp:264-277.

Olanlokun, S. O. 1996). Education and Libraries in Nigerian Schools. *International Library Review.* 6, 35-46.

Oloruntaba, A. A., and Bolarinwa, J. A. (2000). *Librarianship for Beginners: A Handout on the Teaching of Library Education in Rurai Giwa Polytechnic Owo*.

Omolayole, O. O. (2001). The Role of the National Library in the Provision of Effective Library Services in Support of the UBE Programme in Nigeria. *Nigerian School Library Journal.* 4 (1 & 2), 15-21.

Sote, A., Aramide, K. A; and Gbotoso, A. (2011). An Evaluation of State Universal Basic Education Board (SUBEB) Libraries in Oyo, Ogun and Osun States of Nigeria. Library Philosophy and Practice. Available on: *http.//unllib.unl.edu/llp/ima-eboro.htm.*

Selbar, P. (2009). The Present State of School Libraries in Jos Metropolis. Library Philosophy and Practice. Available on: ***http://unllib.unl.edu/up/ima-ebaro.***

Tahir, G. (2005). School Library Development for the UBE Programme. Keynote Address Presented at the Opening Ceremony of the 18th Annual Conference of the Nigerian School Library Association, 28 – 1st October, 2005.

The Federal Republic of Nigeria (2000). Implementation Guidelines for the UBE Programme, Abuja: Federal Ministry of Education. P. 22.

Unagha, A. O. (2000). Practical Approaches to the Use of the Library. In J. O. J. Nwanchukwu – Agbada (ed). *Use of English for Tertiary Education.* Enugu: John Jacob.

UNDP (1988). *Nigerian Human Development Report.* Lagos: UNDP.

UNESCO (1992). *Education for All: An Expanded Vision.* Paris: UNESCO. PP: 1 and 69.

Usoro, I. M. P. and Usanga, E. E. (2007). The Role of Nigerian Primary School

Libraries in Literacy and Lifelong Learning. Library Philosophy and Practice. Available on: ***http://unllib.edu/ipp/ima-eboro.htm***.