COLLECTION DEVELOPMENT IN SCHOOL LIBRARY MEDIA RESOURCE CENTRES IN NIGERIAN PRIVATE PRIMARY SCHOOLS: A CASE STUDY OF MINNA METROPOLIS IN NIGER STATE

BY

MOHAMMED ABUBAKAR BITAGI (CLN)
bitagi2006@yahoo.com
08036810242

AND

KATAMBA ABUBAKAR SAKA (CLN)
Federal University of Technology,
Minna. Niger State, Nigeria
essun_1969@yahoo.com
07038706880

AND

IDRIS UMAR (CLN)
Niger State Polytechnic,
Zungeru, Niger State, Nigeria
08059062430

Abstract

This study examined the extent to which collection development in private primary schools in Minna metropolis in Niger State was undertaken. The descriptive survey research method was used for the study covering 28 prominent private primary schools in the state. The target population of the study was 909 made up of headmasters/mistresses, Parents Teachers Associations' Chairmen, representative of teachers and pupils. Sample size of 182 of the population was selected for the study and thus represent 20% of the entire population based on proportionate sampling method. Questionnaire and personal observation were the instruments used for the study. One fifty nine 159 (87%) out of the 182 copies of questionnaire administered were returned and found usable. Descriptive statistics was used in analyzing data gathered using tables with frequencies and percentages. The findings revealed that majority of the schools in Minna Metropolis in Niger State did not have school library media resource centers, while frequency of collection development was neither quarterly, biannually nor annually. Majority of the respondents indicated that information resources were neither in print nor non-printed format. Majority of the schools were unaware of the collection development policy. Findings further showed that few school library media resource centers have their information resources in printed format. High cost of information resources and lack of funds were the major factors hindering collection development in private primary schools under study. Consequently, it was recommended that the funding of libraries should be a top priority and government should declare a state of emergency on revitalization of SLMRCs so that private school will comply with the recommendation in National Policy on Education.

Introduction

Education is an important instrument by which the level of development of individuals, community, state and the nation is measured. Balogun in Onasote and Iyaro (2010) argues that education is broadly viewed as a lifelong process spanning the years from infancy to adulthood. The author further posits that education not only liberates, it is a vital tool for empowerment that allows meaningful contributions to society. Similarly, Mgina and Ewehabura (2011) note that education is a crucial aspect of the development in all countries because it is an empowering tool to equip people with skills to overcome various social, political and economic challenges that they encounter in their lives. The process of formal education begins from primary school where pupils are assembled to learn from teachers who are charged with the responsibility of teaching them the basics of education. Perhaps this is why Lawal (2010) asserts that education is a process of growth and development which begins from infancy and continues until death. In that circumstance therefore, learning or knowledge is acquired where teachers have effectively carried out their responsibilities.

For teaching and learning to be effective, there is the dire need to supplement classroom activities with necessary information resources in all formats – print and non-print. This necessitates the establishment of school library media centres where comprehensible information resources at the level of the pupils are selected, acquired, processed in a useful order and provided to the targeted audience. This is because the indispensability of seeking and usage in teaching and learning process has made school library media centre the fourth of the three established constituents of education after the teacher, the taught and learning process (Onasote and Iyaro, 2010).

The necessity of providing school libraries is further re-emphasized in the National Policy of Education (NPE) (2004) where it is provided that the library is at the heart of educational enterprise. The NPE further states that the virtual library, as a platform for sharing knowledge is aimed at rejuvenating Nigerian schools through the provision of current books, journals and other information resources using digital technology. In order to achieve this objective, the NPE then directed that since the library provides one of the most important educational services, (all) proprietors should provide functional libraries in their schools in accordance with established standard. Supporting NPE (2004) Elaturoti (2010) opines that school library is an integral part of the school system and cannot develop to play its expected role in effective curriculum delivery in schools when proprietors of schools do not accord it the necessary recognition. For the purpose of definition, Emeahara (2011) highlights that the school library media centre is more preferably referred to as the school library and that it is the organ of a school which provides required information resources and services for teaching and learning programme of the school. The author described the school library media centre as that which serves the information needs of its students and curriculum needs of its teachers and staff.

Collection development (CD) on the other hand, has witnessed series of definitions by

different authorities. For example, Eguavoen and Ochai in Ozioko and Ekere (2011) defines collection development as a planned systematic development of a collection based on the objectives of the library. The authors also cited Omagbemi who defines CD as a planned continuous, cost effective and preferential acquisition of qualitative, relevant materials to meet the needs of users and the objectives of the library. Ozioko and Ekere then concluded that CD is the process of assessing the strengths and weaknesses of a collection and then creating a plan to correct the weaknesses and maintain the strengths. Irrespective of the way CD is defined, it is the process involved in equipping the library with the most current, relevant and adequate information resources in all formats to meet the particular objective for which the library is established. Because of the numerous availability of information resources, collection development necessarily involves resources selection so as to ensure that the best is included in the collection.

The process of selecting information resources for utilization by teachers, pupils and school community in its entirety has been a subject of concern among professionals. While others argue that it is the sole responsibility of the librarians, Bitagi (2010) posits that the major source of selection of information resources for utilization by the school community should also involve everybody in the community that uses the resources for the benefit of achieving the objectives for which the school is established.

Information resources expected to be collected by the School Library Media Resource Centre (SLMRC) range from conventional print materials of books, journals and magazines/newspapers etc to information and communication technologies (ICTs) which Lawal (2010) argue is changing the methods and strategies of teaching and learning as well as the role of teachers and pupils in the teaching and learning process. However, the need to have a balanced collection of resources that covers the entire curriculum of the school becomes imperative. To achieve this objective, there is the need for a Collection Development Policy (CDP). According to the website, a collection development policy is a written statement of a library's intentions for building its collection. In view of this, certain factors such as number of copies, availability of funds, durability of materials among others should be stressed in the CDP.Nnadozie (2006) however, posited that an effective collection policy should be put into consideration factors such as the purpose of the library, needs of the user community, number of copies needed per title, the format of the material, cost implication, durability and financial position of the library among others.It is against this background that this study examine collection development in the media resource centres in private primary schools (PPS) in Minna metropolis in Niger State, Nigeria.

Statement of the Problem

Collection development in school library media resource centres is necessary to ensure that information resources required for teaching and learning are adequately and equitably provided. Collection development enhances the attainment of the objectives for which educational institutions at all levels are established. Furthermore, it guides the stakeholders on the quantity and quality of information resources to collect. Unfortunately however, Aniebo(2007) studied the standards for school libraries in Imo State and discovered that the school libraries are yet to meet full standards more especially in terms of book collection. The extent to which collection development has

been achieved in private primary schools in Minna metropolis in Niger State is not known and thus, the focus of this study to find out whether or not collection development is practiced in private primary school libraries in Minna metropolis in Niger State

Objectives of the Study

The general objective of this study is to determine if the private primary schools in Minna metropolis Niger State meet with the standard of collection development for school library media resource centres in their schools. Specifically,the study is to:

1. Find out the frequency by which collection development has been carried out by the school library media resource centres in private primary schools.
2. Determine the awareness of collection development policy among the stakeholders of private primary schools;
3. Ascertain the formats of available information resources in the school library media resource centres; and,
4. Identifythe factors affecting collection development in private primary schools;

Research Questions

1. What is the frequency of collection development in SLMRC in Minna metropolis?
2. Are the stakeholders aware of the collection development policy?
3. What formats of information resources are available in the school media resource centres in private primary schools?
4. What factors affect collection development in private primary schools?

Scope of the Study

This study is confined to collection development inSLMRCs in private primary schoolswithin Minna metropolis,the Niger State capital in Nigeria.

Review of Related Literature

Elaturoti(1982) surveyed secondary school libraries in Oyo, Ondo and Ogun states of Nigeria. The author found out that books collection of many school libraries did not cover all subjects in accordance with the provision of Dewey Decimal Classification Scheme. (DDC). However, because of the level of users covered by this present study, it will not be ideal to cover all subjects provided by the DDC since that may mean providing resources that may be incomprehensible to the pupils. Only resources at the level of primary school are required in this circumstance to cover the schools curricula.

Saka (2004) in a survey of secondary school library resources in the three geo-political zones of Niger state reported that books form the major collection in the surveyedschool libraries. However, majority of collections are in print format.Adefunke and Abdulazeez (2010) in a study of collection management in some selected academic libraries in Lagos State, Nigeria, reported that universities under investigation select and acquire books by collection development policy and that the bulk of collection acquired were in printed format.

Nnadozie (2006) reported that there was no frequency of acquisition of information resources as various methods, of acquiring library collection can only takes place of the need arises, major problem identified include inadequate book note, high cost of materials/incomplete vendors.

Olaojo (2010) reported that the role which school library media resource centres play in the realization of the set objectives of the school cannot be over-emphasized. The author argued that it is vital to the success of any teaching-learning programme because it facilitates the implementation of educational policy goals through its available resources and promotes effective educational system. In order to play their role effectively, the author asserted that school library media resource centres carefully select, acquire, process and make print and non-print media available for use by head- teachers, teachers, students, other staff and parents. The emphasy made here is that the collection development of school library media centres should not only be for those that are directly involved in core academic programmesimplementation of the institution but also administrative staff and even the parents of the pupils. This is necessary because after leaving the school, the pupils/students are expected to consult with their parents at home for further guidance, especially in carrying out assignments from the school.

Bitagi (2010) posited that collection of information resources for utilization in the school library should cover all core subjects and related fringe collection so as to broaden the minds of pupils/students in relevant areas. The author further posited that the variety of resources to strengthen collection development of the school should include fiction, non – fiction and reference materials which cover the entire curriculum of the school. Others, according to the author include magazines, charts, pictorials,real objects and internet facilities e.t.c

In order to have a balanced collection development that takes care of all aspects of the school's curriculum, there has to be a written collection development policy to guide the librarian or information specialist on what to collect,when to collect,the quantity needed and for whom the collection is to be made. Oziokoand Ekere (2011) define collection development policy as a written statement of the plan to assess the strength and weakness of a collection with a view to correct the weakness and maintain the strength of a collection.The authors argued that during selection and acquisition of library materials, the policy proves very useful in pointing out subject areas that need emphasis. That is to say that collection development policy is a set of rules and regulations that may have to be followed when selecting and acquiring new materials for the library.

Aje and Fadeyi (2012) investigated the situation of school libraries and the overall effect on teaching and learning of mathematics and other related subjects in Nigeria. The result showed that out of 44 participating secondary schools, only 10 have purposeful built libraries, while 22 classrooms, five laboratories, three halls and four offices were converted to school libraries. Lack of fund was the major factor hindering the use of library.

Akor (2014) assessed the resources and services of two university libraries in Nigeria. It was reported that both printed materials and electronic mails are acquired through purchase and gift.Lack of fund, delay in the arrival of ordered materials, custom regulations and foreign exchange are the problems facing the acquisition of materials in the two university libraries.

Methodology

The descriptive survey research method was used for the study. Twenty-eight(28) prominent private primary schools in Minna metropolis in Niger State were covered by the study. These prominent private primary schools are:

Bethel, High point, Kings and Queens, Galaxy, Global, Al Ali, Hikma, 2nd ECWA, Zion, Onward, St. Andrew, Zarumai, New Horizon, All Saint, Challenge, Baptist, Mypa, Hasha, El-Amin, Gateway, Hillcrest, Mawo, Brighter, Himma, Diamond, St. Micheal and Kowa schools.

The target population was nine hundred and nine (909) made up of the headmasters/mistress, librarians/teacher librarians, teachers and P.T.A chairmen. The sample of study is 182. This is based on the proportionate sampling technique where 20% of 909 which is the total population under study was chosen from each school. The selection of 20% from each school was based on the recommendation of Nworgu (2006) when the author posited that 20% of the population is sample size in each stratum e.g. school.Questionnaire and personal observation constituted the instruments of data collection. One hundred and eighty - two (182) copies of thequestionnaire were administered. Data collected were analysed by means of descriptive statistics using frequency counts and percentages.

Results of the Study
Response Rate

Result showed that out of 182 copies of questionnaire administered, 159 copies were returned and found usable. This represents 87% of the total copies of the questionnaires administered which is representative enough of the population studied.

Table 1: Frequency of collection development (CD) in Private primary schools

Frequency of Collection Dev.	Frequency	Percentage (%)
Quarterly	0	0
Bi – annually	15	10
Annually	45	28
None at all	99	62
Total	159	100

Table 1 shows that majority of the respondents,99(62%) agreed that collection development is not practiced at all in their schools. This is followed by 45(28%) of the respondent, who argued in favour of collection development being practiced in their schools on annual basis. In addition, 15 (10%) of them indicates that collection development takes place in their schools on bi – annual basis while none,(0%) agreed on collection development practiced on quarterly basis.

Table 2: Awareness of Collection Development Policy (CDP)

Awareness	Frequency	Percentages (%)
Yes	0	0
No	159	100
TOTAL	159	100

Table 2 is a revelation of the fact that all,159(100%) of the respondents argued that they are not aware of collection development policy. This is even where school library media resource centers are available

Table 3: Formats of available information resources in private primary schools

Formats	Frequency	Percentage(%)
Print only	45	28
Non print only	0	0
All of the above	15	10
None of the above	99	62
TOTAL	159	100

Table 3 shows that majority 99(62%) of the respondents indicated that no format of information resources is available for their use. Meanwhile, 45(28%) of the respondents revealed that their school library media resource center acquire information in print format only. 15(10%) of the respondents reveals that their SLMRC collects both print and non print information resources. None of the SLMRCS collect information resources in non – print format only.

Table 4: Factors affecting collection development in private primary schools

Factors	Frequency	Percentage (%)
High cost of information resources	143	90
Lack of funds	142	89
The ministry of education has not paid attention to the project	140	88
Lack of functional building for SLMRC	135	85
Parent unwillingness to contribute their quota	125	79
NLA State chapters inept attitude towards provision of libraries in schools	115	72
Unwillingness on the part of the Management	110	69
Lack of teachers initiative to introduce SLMRC	101	64
Lack of qualified librarians	80	50
Pupils lack of interest in using the SLMRC	41	26

In a ranking order, Table 4 shows that the topmost of the factors affecting collection development in primary schools under study, are high cost of information resources, lack of funds, lack of attention from the ministry of education towards SLMRCs and lack of functional building for SLMRCS in schools. These views are reflected in the agreement of 143(90%), 142, (89%), 140(88%) and 135(85%) of the respondents respectively. These are followed by 125(79%),115(72%),110(69%) of the respondents who pointed out that parents unwillingness to contribute their quota,NLA state chapters' inept attitude towards provision of libraries in schools and unwillingness on the part of the school management respectively, constitute militating factors against collection development in private primary schools.Trailing behind are those who stated that lack of teachers' initiative to introduce SLMRC,101(64%) lack of qualified librarians ,80(50%) and pupils lack of interest in using the SLMRC 41(26%) are constraints in collection development in private primary schools in Niger state.

Discussion

The result of the analysis from Table 1 shows that the frequency of collection development was neither quarterly, biannually nor annually by SLMRCS. This finding corroborates the finding by Nnadozie (2006) who fund that their was no frequency of the acquisition of information resources in selected academic libraries in Nigeria as various methods of acquisition can only take place whenever the need arises.

The responses from Table 2 showed an indication that even where SLMRCS are provided, there is no awareness of collection development policy. This may have resulted for some subjects like mathematics and English language to be over loaded with texts at the expense of other subjects. This result is contrary to the finding by Adefunke and Abdulazeez (2010) who reported that academic libraries select and acquire books by collection development policy.

Table 3 shows that apart from the fact that majority of the schools did not provide SLMRC services, majority of those who did, only provided both printed and non-printed resources. This result is contrary to the findings by (Saka, 2004; Adefunke and Abdulazeez, 2010) as the researchers reported that books form the bulk of resources acquired by the school and academic libraries respectively. Only very few have realized the need to provide resources in non-print format such as computers and internet facilities etc. Perhaps, this is an indication that most pupils from those schools are lacking behind in modern computer literacy which is necessary to prepare them for higher education and other post primary endeavours.

Table 4 reveals a number of factors militating against collection development in primary schools studied. Top most of the problems are high cost of information resources and lack of funds as pointed out by 143 (90%) and 142 (89%) of the responses respectively. This finding corroborates the findings by Nnadozie (2006), Azigba and Umeozor (2008), Aje and Fadeyi (2012) and Akor (2014). Tne writers of this study are of the view that the fundamental problems leading to other problems are finance and implementation of existing policies. This is because Aziagba and Umeozor (2008) in a study, found out that principal among factors militating against the provision and utilization of information resources is funding. Nnadozie (2006),Aje and Fadeyi (2012) and Akor (2014) reported

that lack of fund was the major factor hindering the collection development, use of academic and secondary school as well as acquisition of materials in university libraries in Nigeria respectively.

Conclusion
From the findings of this research, it could be concluded that most proprietors of private primary schools in Niger State do not adhere to the directive of National Policy on Education (2004) as regards the provision of functional libraries in their schools in accordance with established standard. Consequently all aspects of collection development in most of these schools are relegated to the background.

Recommendations
Based on the findings of this research, the following recommendations are made:-
1. A library committee comprising representatives of teachers, parents and pupils should be established to ensure steady growth of each school library especially in the collection of information resources in all formats.
2. A comprehensive collection development policy should be drafted by each school so as to ensure adequate representation of each subject in the school's curriculum.
3. For effective information service delivery and the enhancement of teaching and learning, each school library resource centre should acquire a balanced collection of both print and non-print materials. Acquisition of ICT facilities and their utilization should be emphasized by each school so as to prepare pupils for advanced learning.
4. Establishment of School Libraries Monitoring Team (SLMT) by the State Ministry of Education is necessary. Membership should be drawn from the Ministry, State Library Board and members of the NLA State Chapter, especially its chairman to serve as secretary. Government should declare a state of emergency on revitalization of SLMRCs so that both the public and private schools will comply with the recommendation in National Policy on Education (NPE); The funding of libraries in all schools should be a top priority of the schools' managements and other stakeholders.
5. The design of all schools should include the provision of a school library media resource centres before final approval is granted to the proprietor(s) of schools.
6. Professionals should be employed to manage school library media resource centres.

References

Adefunke, F.A. and Abdulazeez, Y.J. (2010). Collection Management in some Selected Academic Libraries in Lagos State, Nigeria. *Niger biblios: Official Journal of the National Library of Nigeria*, 21, (1&2), (January – December, 2010)1-18.

Aje, C and Fadeyi, V.O. (2012). The Effectiveness of Mathematical Sciences Library in Promoting the teaching of Mathematics in Schools. *Journal of Senior Staff Association of Nigeria*. JOSSAN: A publication of the National Library of Nigeria, . 2 (1)(Jan-June, 2012),65-73.

Akor, P.U (2014) evaluative study of resources and services in the two university libraries. *International Library Movement, India:* 36 (1) 2014, 24-40

Aniebo, M.U. (2007). Problems associated with application of school library standards in Imo State. *CoalCity Libraries: Journal of the Nigerian Library Association, Enugu State Chapter,* (4),1-5.

Aziagba, P.C. and Umeozor, S.N. (2008). Electronic Resources and Use in Nigerian University Libraries. *Middle Belt Journal of Library and Information Science,* 8, (1 & 2), 27-36.

Bitagi, A.M. (2010). Collection Development in Libraries: Principles and Practices for Undergraduate Students. In Madu, E.C. and Ezeani, C.N. (eds). *Modern Library and Information Science for Information Professionals in Africa.* Ibadan: Text Links Publishers.

Bitagi, A.M. (2013). Information Resources Utilization for Research by Scientists in Agricultural Research Institutes in Nigeria. *Unpublished PhD Thesis* submitted to the Department of Library and Information Science, University of Nigeria, Nsukka.

Elaturoti, D.F. (1982). A Survey of Secondary School Libraries in Oyo, Ondo and Ogun States of Nigeria. *Nigerian Journal of Library and Information Studies,* Vol. 1 No. 1, pp. 53-59.

Elaturoti, D.F. (2010). Programme Collaboration among Educational Agencies: Panacea for Effective School Library Media Programme in Nigerian Schools. *Nigerian School Library Journal,* 9,1-7.

Emeahara, E.N. (2011). Creating Collection Visibility for School Library Media Centres in Nigeria: A Case Study of CDS/ISIS for Windows and Library Thing. *Nigerian School Library Journal,* 10, 65-71.

Federal Republic of Nigeria (2004).National Policy on Education. Lagos: NERDC Press.

Lawal, W.O. (2010).New Media in Education and Challenges for Media Specialists in Nigerian Educational System. *Journal of Library and Information Science* (JOLIS): A Publication of the University Library, OlabisiOnabanjo University, Ago-Iwoye, 7, (1 & 2), 104-124.

Mgina, S. and Ewehabura, M.J. (2011). Status of Secondary School Libraries under the Secondary Education Development Plan: Case Study of Modoma Municipality, Tanzania. *African Journal of Library and Information Science,* 21, (2), 159-168.

Nnadozie, C.M. (2006). Collection Development Activities in Selected Academic Libraries in Nigeria. *Nigerbiblios,* 17, (1 & 2), 22-37.

Nworgu, B.G. (2006). Educational Research: Basic Issues and Methodology. Nsukka: University Trust Publishers.

Olaojo, P.O. (2010). Relevance of School Library Media Centre on Social Science Subjects Learning Outcomes in Senior Secondary Schools of Oyo State, Nigeria. *Nigerian School Library Journal*, 9, 46-56.

Onasote, O.O. and Iyaro, A.O. (2010). Balancing the Learning Equation: The role of the Library Media Centre. *Journal of Library and Information Science (JOLIS): A Publication of the University Library*, OlabisisOnabanjo University, Ago-Iwoye7, (1 & 2), 151-157.

Ozioko, R.E. and Ekere, F.C. (2011).Collection Development in Libraries. Nsukka: Dominion Printing Company Ltd.

Saka, K.A. (2004). Survey of Secondary School Libraries in the three Geo-political Zones of Niger State. *Zaria Journal of Librarianship:* Journal of Ahmadu Bello University Library Complex.7, (1 & 2),40-49

Saka, K.A. Bitagi, A.M., and Garba, S.K. (2012). Promoting Reading Culture in Nigerian Children. *Nigerian School Library Journal*, 11, 75-89