

Factors Inhibiting School Library Development in Kano State, Nigeria

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ABSTRACT

Literature abounds on both the importance of the school library and on why the school library should be integrated into the curriculum. Some States have already made positive strides in the direction. It is against this backdrop that the situation in Kano State with regard to primary, junior and senior secondary school libraries is examined. An overview of the current school library scene in Kano State is presented. The importance of lobbying the relevant authorities in the school libraries development scheme comes out quite clearly. The major aim of this study is an attempt at changing the Kano State school library situation in conformity with modern school library practices. Finally the result shows that out of the seven thousand two hundred and fifteen (7,215) schools only three thousand four hundred and ten (3,410) got libraries, it was observe that majority of schools from rural areas fail to have libraries from what was observed during the research and the situation is worse in primary school having the largest number.

Keywords: *School library, Factors inhibiting, curriculum, Kano State*

INTRODUCTION

One of the most invaluable school facilities is the school library, which is now widely recognized as an important component of the school system. In a number of countries, the school library has become an integral part of the school system due to deliberate changes and new development in education in general and learning style in particular. The design or development of the school curriculum takes into consideration the roles of the school library and the teacher librarian, and a well equipped, properly organized and adequately staffed school library is imperative, if it is to play its required curriculum role effectively (Kakomo, 1999). Without minicing words, one of the greatest challenges in the education system in Nigeria today is the lack of adequate schools libraries. This means that most children go through primary and secondary schools without making good use of good library materials. The situation is not different even at the tertiary level where most students depend solely on handouts instead of developing good library culture. It is not mistaken to put that all affected institutions in Nigeria are the cause of such attitude in the students. This is because continuous availability of lecture notes encourages the ugly scenario and devalues the quality of manpower produced. There is need for an effective school library service to be made as an integral part of an educational reform in Nigeria. This should be a part of the universal Basic Education (UBE) Programmes. School librarians should be trained at both NCE and Degree Levels to manage school Libraries. Libraries are now a place where information and study needs are satisfied. The reading needs are not necessarily confined

to what is in the library. Libraries now seek for information and information materials outside their confines to satisfy their readers. The major objective of every library is to ensure that the user is served within the shortest possible time. That is why the library acquired various materials in various formats. In addition, the libraries arrange its materials in such a way that can be located as easily as possible.

Odiase, Vincent and Jacob (2001) opine that the school library is a library in a primary or secondary school. It does for the school what academic library does for the university to support its programme. Various names such as media centre, instructional material centre among others have been used for school library. According to Malumfashi (2001), this refers to libraries in schools that is, from Nursery to senior secondary schools and teachers colleges. By implication, from the elementary (nursery inclusive) to all levels of tertiary levels of education. The purpose of this kind of library (that is, at the nursery to secondary level) is almost like the academic library but without any emphasis on research and documentation. The library is mainly for studies and teaching. Elaturoti (1990) narrates that the school library has become an integral part of the education system especially in the school setting as the effective teaching of the curriculum in school calls for the use of resources which only the school library can provide. The national policy on education in Nigeria recognizes the important role of the school library in the improvement of the quality of education in school and has recommended that all school be provided with school library.

Aguolu, C and Aguolu, I. (2002) states that by "school libraries", one is specifically referring to those libraries, established as integral parts of primary and secondary schools. The objectives are to provide the instructional materials and to carry the curriculum to supplement text-books and classroom instruction and to give students unlimited opportunities for learning.

Ogbonna (2009) states that school libraries are libraries established in the primary and secondary schools mostly by the authorities of the school to serve the pupils/student, the teachers and other staff members of the schools. In a school library learning resources such as books and audio visual materials are systematically collected and organized for the student and teachers. The new educational trends require the utilization of non- book resources such as flash cards, slides, filmstrips, films, records and computers in the teaching and learning processes. This is because emphasis is no longer on the subject matter but on the learner. On her part, Ike (1983) examines the role of school libraries, in the successful implementation of the then new national policy on education when she listed the following as the aims of school libraries.

- i. To introduce the school children to expanding world of knowledge.
- ii. To develop in school children, a life-long reading habit, including the use of library materials for pleasure, relaxation, self-development and reference purpose.
- iii. To teach school children to learn on their own without the aid of teachers
- iv. To supports the curriculum of schools.
- v. To support the creative activities of the pupils and their teachers.

Kano is a city of great contrasts. It is both modern and profoundly traditional.

Many people are aware of the historical and indeed contemporary strategic importance of the State as a centre of learning, commerce, industry, agriculture and politics. Its history goes back a thousand years (9th century AD) where Bagauda, a Daura Prince and the Grand son of the Legendary Bayajidda came and asserted his rulership over the settlements around the Dala hill. The communities which Bagauda founded were mainly farmers and hunters. Kano is today one of the greatest and most important seven Hausa city States founded by the descendants of Bayajidda and Queen Daurama of Daura.

Created in May 1967, Kano's cosmopolitan and distinctively Islamic identity has an historical reference. The famous Kano chronicle one of the most significant written documents of early Hausa and history contains a detailed dynastic history of Kano's early rulers. Kano State has a projected population of over 12 million peoples. It is bordered on the east by Jigawa State, to the south by Bauchi State and Kaduna State, to the west is Katsina State while to the North is Katsina and Jigawa States. The Hausa Language, one of the most important languages in the world and spoken by over 50 million peoples is the city common dialect in addition to Arabic Fulfulde and English. Today, Kano is the most populous area of the States in Nigeria and the second commercial and Industrial nerve centre of the country. It has many manufacturing industries, while commercial activities feature prominently in Kurmi market, Kantin Kwari, Muhammad Abubakar Rimi and Dawanau Market to mention a few. A part from good vegetation, nice agricultural land and rich geological land mass for the production of raw materials, Kano has the highest number of forty-four local government councils in the country (Executive summary, K-SEED, 2005). The State regulates the following institutions to facilitate the implementation of its education strategies.

There are 4,883 primary schools, 847 Junior Secondary Schools, 347 Senior Secondary School, 1,138 Private schools, 8 Technical and Vocational Schools, 6 State government owned institutions. Kano State government (Ministry of Education) in collaboration with local government, State Universal Basic Education Board (SUBEB) traditional institutions and State Library Board, established school libraries just for inculcation of reading habit in students, pupils, population, about 25% each year between 2005 to date, yearly establishments of 50 school libraries in post primary schools, 200 schools libraries in primary schools (Project summary, K- SEED, 2005).

METHOD

In carrying out this survey, two methods of data collection were employed namely; personal observation and verbal questions. The target populations for this study comprises all primary, junior and senior secondary school in Kano State. In this particular instances, series of questions with optional answers were provided in a structure form. At the end of data collection which included the secondary. The data were presented on tables. This showed the distribution of schools libraries by local government area according to numbers of primary, junior, senior and private schools in the study area.

RESULTS AND DISCUSSION

In all a total of 4,883 primary school, 847 junior secondary school, 347 senior secondary school and 1,138 private schools, make the total of 7,215, only 3,410 got libraries the rest of the 3,805 have no libraries and also some observation were also reach in the course of performing the research on how school library should develop. The importance of school libraries as essential educational facilities is too obvious to require any further emphasis. From the result of the completed personal observation and verbal questions, it is obvious that majority of schools in Kano State do not have any form of libraries. Out of seven thousand two hundred and fifteen (7,215) schools only three thousand four hundred and ten (3,410) got libraries. It was observe that majority of schools from rural areas fail to have libraries (Wudil local government area). From what was observed during the research, the situation is worse primary schools than in post primary schools due to the large number of primary schools in the State.

It is therefore most desirable that every school should have a library in Kano State. However a lot more needs to be done if a real turn around of the current situation is to be realized. Sensitizing the educational authorities to the need for school libraries should be the first step. This initiative should be spear headed by a school libraries lobby group comprising peoples from the teachers services Board and the ministry of education. Some teachers and other persons interested in school libraries. The group should also strive to lobby all the relevant authorities and individuals for support on the following aspects which are crucial to the development of school libraries.

Educational System

Kano State system of education was popularly referred to as 6-3-3-4 system. A policy of the Federal Government of Nigeria. This figural reference to the system is as a result of the new education structure brought about by the system. Whereby, the primary education will be six years, the secondary education for two tiers, of three years each and four years of post secondary education. The breaking of secondary school education into junior secondary school and senior secondary school is one of the innovations introduced by the policy. In September 30th, 1999 the federal government launched yet another ambitious programme called UBE. This is also a national programme aimed at providing primary and junior secondary education for children at the expenses of "Federal Government". However, more than a year after its launching, the scheme is still at the planning stage. It is worthy to note that this scheme is the most ambitious of all the previous schemes, it include the junior secondary school level. Therefore its success will among others factors, seriously depend on the level of financing. The policy of the government with regard to education is that every child should have the opportunity to complete the six years primary school education which should be made to all citizens who have had the formal schooling (Sa'ad, 2001). At the end of nine years (six and three years) of continuous education, every child should acquire appropriate levels of skills, be employable, useful to him/herself and the society at large by possessing relevant ethical, moral and civic values (UBE, 2002 in UBE 2003 National Assessment).

Primary education in Kano State, like in several other States, extends over passing the primary school leaving examination. It is a prerequisite for entering secondary school which the first three years make up what is known as junior secondary which is sometimes merely referred to as 'secondary'. The subsequent three years form the senior secondary or high school in Nigeria. In Kano State, the terms junior secondary school and senior secondary also used to refer to post primary school, that go up to three forms and six respectively. For pupils to proceed from junior secondary to senior secondary or high school they are required to pass the junior school certificate examination administered by the Kano State educational resource department, Kano State Ministry of Education. Senior school education is concluded with the writing of the senior secondary certificate examination (SSCE). Admission to tertiary education depend upon obtaining a good result in the SSCE. Only a very small number of junior and senior secondary schools are owned by private individuals and the vast majority belong to the Kano State Government. For instance, out of the 7,215 schools registered in 2009-2010, only 1,138 belong to the private individuals. Others are operated by the State government. Clearly, the State government is a very active partner in the provision of formal education in Kano State.

The School Library Scene: The school library is a library in a primary or secondary school. It does for the school what academic library does for the University to support its programmed. Various names have been used for school library, these include media center and instructional material center. One must say here that one of the greatest handicaps in the educational system in Nigeria today is the lack of adequate schools' libraries in the schools; this means that most children go through primary and secondary schools without stepping in to library. There is a need now more than ever before for an effective school library service to be made an integral part of a far-reaching educational reform. This should be a part of the universal basic education (UBE) programmes. School librarians should be trained at both NCE and degree levels to manage the school libraries. The current school library scene in Kano State is unsatisfactory due to lack of manpower, financial support, lack of space and resources, that is, books and other valuable materials for use. Apparently the school library is not yet fully accepted as an integral component of the school. Otherwise the situation would have been different from what it is now. The poor showing of school librarianship in the State is best portrayed in the following annual school census 2009-2010 Ministry of Education.

These census shows that the majority of primary, junior and senior secondary schools in Kano State do not have libraries. However in the schools where libraries do exist, there is no evidence to suggest that the library is treated as an important component of the school curriculum. This largely negative attitude towards school libraries by educationist in Kano State is surprising, the current situation is summarized in the following overview, staffing, premises, financial support and opening times.

Staffing: Some school libraries in Kano State are still mostly 'one man bands' that is, they have only one member of staff. The staff members are categorized into two: qualified teachers without qualification in librarianship and full time staff with any qualifications in

neither teaching nor librarianship. Staff in charge of school libraries does receive some basic training from the school library service section of Kano State Ministry of Education. Consequently, most of the teachers responsible for managing school libraries are drawn from the department. They have a full teaching load. Therefore, managing the school is an extra duty. In all cases, the main tasks performed by the staff in charge of school libraries are simply to manage the collections and check-out and check- in books. This is a far cry from the school library desired curriculum function.

Premises: Based on the number of schools visited, more especially primary and secondary schools in Wudil Local Government Area, some schools have purpose built library, but a good number of school libraries are housed in converted rooms. In terms of size, there is no marked difference between purposes built structure and converted ones, because most of the school libraries visited in Kano State are a one room facility. Equipment in Kano State school libraries normally include few shelves, reading tables and chairs. Almost none of them have proper issue counters or catalogue cabinets. In shorts, the school libraries are poorly equipped. Given that the State has no standard pertaining to school libraries, this is hardly surprising.

Financial Support: School libraries in Kano State are short of adequate financial support from the parents, organization such as the Ministry of Education. This has resulted in their being poorly stocked, with the bulk of their collections being donations. The libraries have been forced into this situation due to lack of adequate budget, the Ministry of Education should reserve some percentage of the ministry budget to be used for running school libraries. It is obvious that this is merely a statement of intent, and not a reflection of the actual situation on the ground. The funds meant for running the school library are seldom used for that purpose; otherwise the libraries would by now be better stocked and well equipped. Furthermore, every primary, junior and senior secondary schools in Kano State would have had a library by now.

Opening Times: Based on the visitation of several schools visited, the syllabus for primary, junior and senior secondary schools do not provide any guidance on how the school library be managed. Consequently, unlike other department in the school, there is no standard practice regarding the operation of school libraries in Kano State. Every school runs its library as it sees fit. The operations of a school library are influenced by whether the staff are on full-time or part-time, and opening times vary from school to school because of different staffing arrangement. Some school libraries are kept open throughout the school day, allowing teachers, pupils or students access whenever necessary. Others are only opened during time laid down by the teachers in charge, while others are only opened after hours. A good number of schools, mostly those with full-time library staff; have taken the initiative of time- tabling a library period for every class. Unfortunately, this period is usually used just as a time for reading or independent study in the library, not for pupils to learn library skills and information seeking through team- teaching by individuals' subject teachers and the school library staff. In the quest for a solution to the problems inherent in the present situation, it is imperative to identify their causes. Only after the causes have been

isolated can effective remedial measures be suggested. The main reasons for the poor school library scene in Kano State are quite varied, ranging from official policy or lack of it, to the absence of effective and efficient leadership.

Lack of Legislation: There is a legislation by UNESCO that says every school must establish a library before it takes off. Legislation is crucial to all development endeavours. The lack of appropriate legislation is one of the main causes of the prevalent poor school scene in many States of the federation. Till date, Kano State has no legislation requiring schools to have libraries. Even if school library legislation were in place in Kano State, it is doubtful, if it would be effectively implemented in view of the relationship between the ministry of education and the teachers services board. It is reported that these weakness are being addressed through a review of existing laws and regulations.

In the mean time, the continued absence of legislation pertaining to the establishment of school libraries is the main reason why Kano State school library situation is not making any noticeable head way. It is difficult Ministry to effectively manage the affairs of another department belonging to an altogether different department, especially since in this case, the teachers service Boards and SUBEB is beset with its own host of problems. The correlation between lack of effective guidance or leadership and the lack of growth in school librarianship in Kano State cannot be over emphasized. It is a practical problem which requires a practical solution. Therefore, proper guidance and informed leadership should, be one of the bases for any development effort.

Library Training: There are at present formal library training programmes in Kano State among whom are charged with the affairs of the school library at para-professional level likewise at professional level. They include, Kano State library Board (Library Assistance Course), Kano State Polytechnic (Diploma in Library Science), Federal College of Education Kano (Diploma in Library Science) and Bayero University Kano (BUK) (Diploma, B.A., MLS and Ph.D in Library and Information Science) but still no trained teacher librarian who take charge of school library due to lukewarm attitude of the parent organization. This is the main reason most school libraries in the State are managed by staff without any qualification in librarianship. Madness to say, this state of affairs has been a stumbling block in the development of Librarianship in general and school librarianship in particular. The lack of training certainly means that teachers and other staff charged with the responsibility of managing the school libraries are thrown in at the deep end. Little wonder that the school library situation in Kano State is as it is at the moment.

Ministry of Education Standards: The Kano State Ministry of Education does not encourage the development of school libraries. In 2010, there were 7,215 registered schools in Kano State, of which only 3,410 had libraries. This is an indication of the level of interest and the development potentials that exists vis-à-vis school libraries in the country. It is hard to understand how the educational authorities arrived at the recommendation pertaining to the establishing of school libraries. Libraries as a valuable educational facilities should be available in every school irrespective of grade or size.

The Teaching Training Curriculum: The curricular of Kano State and federal institution

at NCE and B.Ed do not include school librarianship, their graduate are not aware of the need for school libraries in general, nor for the importance of integrating the library into the school curriculum, The teacher training curriculum has as a knock on effect on the school curriculum which is still teacher based as opposed to the resources based learning approach. Measures should be taken to ensure that school librarianship is infused into the teachers training curriculum. Such a move would in turn lead to the inclusion of the school library into the school curriculum. The national curriculum committee should be lobbied, not only for this purpose, but also for the appointment of a person with relevant library qualification to the committee. This is the only way to ensure that the school library is not overlooked in the committee's deliberations.

Legislation: For the school library and its curriculum to develop and become an integral part of every school, legislative support is a must. The reason school libraries are success stories in many States, is that they are backed by legislation. The ministry of education should be consequently lobbied for the introduction of legislation requiring every primary, junior and senior secondary schools to have a library. New developments in education make the school library an imperative entity; therefore no school has the option of operating without one.

Training of Teachers- Librarians: The training of teacher's librarian and school librarian is crucial if the school library is to perform its curriculum role well. Representation should be made for the ministry of education and the teachers service Board to introduce school librarianship in to their programmes.

Inspectorate: The ministry of education should be asked to introduce a school library section in its school inspectorate. Apart from ensuring that schools must meet the set school library standards, the section would also advise schools on how best to run their libraries clearly, effective guidance as envisaged can only be provided by inspectors who are dually qualified in both teaching and librarianship. It is therefore recommended that only people with such dual qualifications be appointed to the school libraries inspectorate.

School Library Standards: The formulation of school library standards should also be on the agenda of the lobbyists. Standards are required because they are essential development guidelines which help to ensure the smooth and effective operation of school libraries.

School Library Committee: A school library committee must be established in every school. For this committee to be effective it should be headed by a senior member of staff preferably the head teacher. The main role of the committee would be to formulate library policies and to see to it that the policies are implemented.

Condition of Service: Care must be taken to see that those who become teacher librarians or school librarian do not end up in a career cul-de-sac. This requires that teachers' librarians are given the same opportunities for promotion, attending in service courses and other favourable conditions as are enjoyed by other teachers. This is the only way teachers can be encouraged to take up the responsibility of managing the school libraries.

School Librarian Association: Professional Association has been recognized as important cogs in the development efforts of professions. Professional Association may not be trade Unions but, all the same, they enable members to share ideas, some of which relate to the growth of the profession. In the same vein, an Association of School Librarianship in Kano State should be formed. This Association would be affiliated to the Nigerian Library Association in order for it to be adequately nurtured.

Desirable Changes in Centralized Services: It is desirable that the section of the ministry taking care of the library services section be decentralized to operate smoothly, it must be well staffed and adequately funded. These changes would lead to a clean break with the present sloppy state of affairs in that section.

Table 1: Number of primary, Junior, Senior and Private Schools, 2009-2010

Schools	Number of Schools	Percentage %
Primary School	4,883	67.68
Junior Secondary	847	11.74
Senior Secondary	347	4.8
Private Schools	1,138	15.78
Total	7,215	100

Source: (i) Kano State Ministry of Education, Directorate of Private Schools. (ii) Senior Secondary School Management Board. (iii) State Universal Basic Education Board, Kano State

Table 2: Distribution of school libraries by local Government Area, 2010

S/No	Local Govt. Area	Total Schools	With Libraries	Without Libraries
1.	Ajingi	129	46	83
2.	Albasu	112	41	71
3.	Bagwai	72	32	40
4.	Bebeji	132	55	77
5.	Bichi	195	80	115
6.	Bunkure	122	50	72
7.	Dala	282	120	162
8.	Danbatta	143	63	80
9.	Dawakin Kudu	197	91	106
10.	Dawakin Tofa	111	41	70
11.	Dogwa	120	58	62
12.	Fagge	279	142	137
13.	Gabasawa	129	53	76
14.	Garko	103	41	62
15.	Garun Mallam	108	41	62
16.	Gaya	130	62	68
17.	Gezawa	182	81	101
18.	Gwale	363	197	166
19.	Gwarzo	160	66	94
20.	Kabo	140	46	94
21.	Karaye	121	59	62
22.	Kibiya	78	36	42
23.	Kiru	160	67	93
24.	Kumbotso	337	200	137
25.	Kunchi	107	49	58
26.	Kura	103	47	56
27.	Madobi	145	61	84
28.	Makoda	76	29	47
29.	Minjibir	149	79	70
30.	Municipal	377	243	134
31.	Nassarawa	488	280	208

32.	Rano	106	46	60
33.	Rimin Gado	91	31	60
34.	Rogo	174	64	110
35.	Shanono	72	32	40
36.	Sumaila	102	39	63
37.	Takai	120	40	80
38.	Tarauni	384	204	180
39.	Tofa	97	37	60
40.	Tsanyawa	115	39	76
41.	Tudun Wada	140	62	78
42.	Ungogo	218	162	56
43.	Warawa	113	40	73
44.	Wudil	133	53	80
	Total	7,215	3,410	3,805

Source: Ministry of Education Kano State Annual School Census Result 2009 - 2010

CONCLUSION AND RECOMMENDATIONS

The Chinese adage that a thousands miles journey starts with the first step is applicable in the present situation of school library development in Kano State. Unless and until those who are interested in the development of school libraries in Kano State develop the initiatives to do something about it, the Kano State school library scene will remain in the doldrums. Certainly that first step to commence the arduous journey of developing school libraries in Kano State is long overdue. An attempt has been made in this work to show why and how school libraries should be developed in Kano State. A complete turnaround in the Kano State Education Authorities perception of school libraries is a must. It is high time Kano State was added to the list of States with a good school library culture. This statement is based on the promise of knowing the full development potential that exist in Kano State. It is hoped that the situation will be different in the near future.

The Ministry of Education, State Universal Basic Education and Teachers Service Board have a great role to play in interpreting the relevant parts of the National Policy on Education relating to school library provisions with respect to size, building, resources and personnel. But more importantly is ensuring a strict compliance to these while mapping out stiff and appropriate sanctions against non - compliance. For instance, while they should ensure that adequate funding provision are made for this purpose, schools managers should be monitored to ensure that all library funds and fees are used only for library purposes.

School pupils need to be encouraged in the use of their school libraries by both the school administration and teachers. One good way of doing this is for the school administrators to make provision for library period on the schools time - tables while teachers give library - centered assignment to pupils. To succeed in this, the services of qualified library staff remain simply indispensable. Such a crop of professional staff would be in a good position to initiative appropriate public relations strategies that will involve prominently individuals and organizations in the community to form "friends of the library" bodies as a way of fostering school library development in the community. The school authority in conjunction with the school librarian, can also organize a forum where old students association of the school could be rallied especially, towards a contained support

for the school library development. In the very final analysis, however, the Federal government has the onerous responsibility of ensuring that the UBE programmes succeeds at all costs, as a well educated and well - informed citizenry has no substitute in any drive towards national growth and development. To state that at the centre of the requirements for the success of this laudable education programmes (UBE) lays the role statement while the best starting point remains the local government levels. Hence, the study calls for a comprehensive approach to improving the states of primary and secondary school libraries in local government areas of Kano State.

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