

**COURSE
GUIDE**

**LIS 315
MANAGEMENT OF SCHOOL LIBRARIES & MEDIA
CENTRES**

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INTRODUCTION

Welcome to LIS 315: Management of School Libraries and Media Centres. LIS 315 is a (2) two-credit unit course with minimum of one semester duration. It is an elective course for all Library and information science undergraduate students in the Department of Library and Information Science at the university. The course examine the Definition and concept of school library and media centre; the relevance of school and media centre in education and information needs of both the school teachers and students; the types of information resources and services of school libraries and media centres; the physical infrastructures, facilities, environments, staffing and funding of school libraries and media and media centres; and management of human and material resources and services of school libraries and media centres.

The course guide tells you briefly what to expect from reading the accompanying study material. It provides you with information on how to make the best use of the materials so that you can achieve good success. Make sure you read it carefully and pay attention to the instructions and suggestions.

WHAT YOU WILL LEARN IN THIS COURSE

This course, LIS 315, titled Management of School Libraries and Media Centres, has been specifically designed to help you understand school libraries and its relevance in education, information needs of students and teachers, the various resources (Human, infrastructure, facilities and funding), and services of school libraries. In this regard, the course will highlight the importance of school libraries and media centres to education, and the resources and services in school libraries.

- You will learn about the various information resources in school libraries.
- You will learn about the various services provided by school libraries.
- You will learn about information needs of students and teachers.
- More importantly, you will also learn how school libraries are managed in terms of staffing, infrastructure and funding.

OBJECTIVES

At the end of this course, you should be able to discuss any topic in the area of school libraries management. Specifically, you should be able to:

- Concept of School Library/Media Centres
- School Library Media Specialist or School Librarian

- Relevance of school libraries/ Media Centres in Education
- Information Need of Students and Teachers
- Concept and Types of Information Resources in School Library/Media Centres
- Collection Development in School Libraries/Media Centres
- Types of Services in school libraries/ Media Centres
- Concept of Management
- Physical Infrastructure/Facilities of School Libraries/Media Centres
- Staffing and Funding of School Libraries/Media Centres

WORKING THROUGH THIS COURSE

To successfully complete this course, you are to read the study units, endeavour to do all assignments, open the links, read and participate in forums and discussion, read the recommended books and other materials provided, prepare well and participate in the facilitation online.

Every single study unit has introduction, intended learning outcomes, the main content, conclusion, summary and reference/ further readings. The intended learning outcomes (ILOs)/ objectives tell you what you should do at the completion of each study unit. So, you can assess the extent of your learning at the end of each unit to ascertain whether you achieve the intended learning outcomes. In order for you to achieve the intended learning outcomes, the course is presented in text, video, and audio formats organized into modules and units. Click on links as instructed but in case you are reading offline, you will have to copy the links and paste on your browser. You can also download the audios and videos to view offline. You may also wish to download the PDF version of the course and save on your electronic devices such as mobile phone, computer, laptop and ipad. At the end of every unit, a summary is being presented in text and along with self-assessment, you are required to attempt all questions.

There are two main forms of assessments- assignments are given to you in this course and you are to do all assignments as instructed and submit same for grading

You are to submit all TMAs to your tutor for grading on or before the stated deadline. If for any reason you cannot complete your assignment on time, contact your tutor before the due date to discuss the possibility of extension. TMAs constitute 30% of the total score for the course. A minimum of three computer-Based Test (CBT) will be given to you with one final examination at the end of the semester. It is compulsory that you take all the three-computer based tests and the final examination.

THE COURSE MATERIAL

Major components of the course are:

1. Course guide
2. Study units
3. References and further readings

STUDY UNITS

There are 11 study units in this course, divided into three modules. The modules and units are presented as follows

Module 1 School Library and Media Centres

- Unit 1 Concept of School Library/Media Centres
- Unit 2 School Library Media Specialist or School Librarian
- Unit 3 Relevance of school libraries/ Media Centres in Education
- Unit 4 Information Need of Students and Teachers

Module 2 Information Resources And Services In School Library And Media Centres

- Unit 1 Concept and Types of Information Resources in School Library/Media Centres
- Unit 2 Collection Development in School Libraries/Media Centres
- Unit 3 Types of Services in school libraries/ Media Centres

Module 3 Management of Material And Human Resources In School Library And Media Centre

- Unit 1 Concept of Management
- Unit 2 Physical Infrastructure/Facilities of School Libraries/Media Centres
- Unit 3 Staffing of School Libraries/Media Centres
- Unit 4 Funding of School Libraries/Media Centres

PRESENTATION SCHEDULE

The presentation schedule included in your course material gives you the important dates of this year for the completion of tutor-marked assignments and for attending tutorial. Remember, you are required to submit all TMAs on the due date. You should guard against falling behind time in your work.

ASSESSMENT

There are two main forms of assessment in this course that will be scored. First is the set of Tutor-Marked Assignment (SAEs). You are advised to be sincere in attending to the exercises. The second is TMAs. This is the continuous assessment component which is graded. It accounts for 30% of the total scores. You are advised to take this with all seriousness, because it will assist you to pass the course. The TMAs will be given in accordance to the University calendar. Endeavor to strictly adhere to the slated calendar.

FINAL EXAMINATION AND GRADING

At the end of the course, you are required to take an examination which will last for a 2-hour duration. It has a value of 70% of the total course grade. The examination will consist of questions that will reflect the type of self-assessment, practice exercises carefully.

Try to use time between the finishing the last unit and sitting for the examination to revise the entire course. You may find it useful to review your Tutor-Marked Assignment or activities before the examination.

COURSE MARKING SCHEME

The following table lays out how the actual course marking is done

Assessment	30% (Undergraduate) 40% (Postgraduate)
Final Examination	70% (Undergraduate) 60% (Postgraduate)
Total	100% of Course work

COURSE OVERVIEW

HOW TO GET THE MOST FROM THE COURSE

In Open and Distance Learning (ODL), the study units replace the university lecture. This is one of the advantages of ODL. You can read and work through specially designed study materials at your own pace and at a time and place that is convenient for you. Just as a lecturer may give you classroom exercises, your study units provide exercises for you to do at a particular point in time.

Each of the study units follows a common format. The first item is an introduction to the subject matter of the study unit and how a specific study unit is integrated with the other study and the course as a whole. Following the introduction is the intended learning outcomes which helps you to know what you should be able to do by the time you have

completed the study unit. When you are through studying the unit, you should endeavour to go back and check if you have achieved the stated learning outcomes. If you consistently do this, you will improve your chances of passing the course. The main content of the study unit guides you through the required reading from recommended sources.

Tutor-Marked Assignment (SAEs) are found at the end of every study unit. Working through these SAEs will help you to achieve the objectives of the study units and prepare you for the examination.

You should do every SAE as you come to it in the study units. There will also be examples given in the study units. Work through these when you come to them too.

The following is a practical strategy for working through the course. If you encounter any problem, telephone your tutor immediately. Remember, that your tutor's job is to help you. When you need help, do not hesitate to call and ask your tutor to provide it.

1. The main body of the unit guides you through the required reading and directs you to other sources, if any.
2. Your first assignment in this course is to read this course guide thoroughly.
3. Organize a study schedule: Refer to the course overview for more details. You should note that it is expected of you to devote at least 2 hours per week for studying this course. Note important information such as details of your tutorials, dates for submission of TMAs, exams etc. and write it down in your diary.
4. Once you have created your own study schedule, do everything to stay faithful to it. The major reason that students fail is that they get behind with their course work. If you get into difficulties with your schedule, please let your tutor know before it is too late to help.
5. Turn to Unit 1, and read the introduction and the objectives for unit 1.
6. Assemble the study materials. You will need your references and the unit you are studying at any point in time.
7. As you work through the unit, you will know the sources to consult for further readings.
8. Visit your study centre whenever you need up to date information

9. Well before the relevant due dates (about 4 weeks before the due dates), visit your study centre for your next required assignment. Keep in mind that you will learn a lot by doing the assignment carefully. They have been designed to help you meet the objectives of the course and, therefore, will help you pass the examination. Submit all assignments not later than the due date.
10. Review the objectives for each study unit to confirm that you have achieved them. If you feel unsure about any of the objectives, review the study materials or consult your tutor. When you are confident that you have achieved a unit's objectives, you can start on the next unit. Proceed unit by unit through the course and try to space your study so that you can keep yourself on schedule.
11. When you have submitted an assignment to your tutor for marking, do not wait for its return before starting on the next unit. Keep to your schedule. When the assignment is returned, pay particular attention to your tutor's comments, both on the tutor-marked assignment form and also the written comments on the ordinary assignments.
12. After completing the last unit, review the course and prepare yourself for the final examination. Check that you have achieved the unit objectives (listed at the beginning of each unit) and the course objectives (listed in the Course Guide).

FACILITATORS/TUTORS AND TUTORIALS

There are 8 hours of tutorials provided in support of this course. You will be notified of dates, times, and location of these tutorials, as well as the names and phone numbers of your facilitator, as soon as you are allocated a tutorial group.

Your tutor or facilitator will mark and comment on your assignments, keep a close watch on your progress, and on difficulties you might encounter to provide assistance to you during the course. You must send your tutor-marked assignment to your tutor before the schedule date (at least two working days are required). They will be marked by your tutor and returned to you as soon as possible.

Do not hesitate to contact your facilitator by telephone or e-mail and discuss problems if you need assistance.

The following might be circumstances in which you would find help necessary. Contact your facilitator if:

- You do not understand any part of study units or assigned readings;
- You have difficulty with the self-test or exercise;
- You have a question or a problem with an assignment or with the grading of an assignment.

You should try your best to attend tutorials. This is the only chance to have face-to-face contact with your course facilitator and ask questions which are answered instantly. You can raise any problem encountered in the course of your study. To gain much benefit from course tutorials prepare a question list before attempting them. You will learn a lot from participating in active discussion.

SUMMARY

LIS 315, School Libraries and Media Centres is a course that intends to make you understand:

- Concept of School Library/Media Centres
- School Library Media Specialist or School Librarian
- Relevance of school libraries/ Media Centres in Education
- Concept and Types of Information Resources in School Library/Media Centres
- Collection Development in School Libraries/Media Centres
- Types of Services in school libraries/ Media Centres
- Concept of Management
- Physical Infrastructure/Facilities of School Libraries/Media Centres
- Staffing and Funding of School Libraries/Media Centres

At the end of the course, you will achieve the objective if you follow the instructions and do what you are asked to do. We wish you success as you adhere strictly to the instructions and advice given to you for this course.

**MAIN
COURSE**

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MODULE 1 SCHOOL LIBRARY AND MEDIA CENTRES

This module introduces you to the concept of school library and media centres, discusses the school media specialist, the roles of school media specialist and the relevance of school library in education.

Unit 1	Concept of School Library/Media Centres
Unit 2	School Library Media Specialist or School Librarian
Unit 3	Relevance of school libraries/ Media Centres in Education

UNIT 1 CONCEPT OF SCHOOL LIBRARIES/MEDIA CENTRES

- 1.0 Introduction
- 2.0 Objectives
- 3.0 Main Content
 - 3.1 Concept of Library
 - 3.2 Concept of School Library/Media Centres
 - 3.3 Functions of School Library/Media Centres
 - 3.3.1 Brief History of Abadina Media Resource Centre
 - 3.4 School Library Media Specialist or School Librarian
 - 3.5 Roles of School Library Media Specialist or School Librarian
- 4.0 Summary
- 5.0 Conclusion
- 6.0 Tutor-Marked Assignment
- 7.0 References and Further Readings

1.0 INTRODUCTION

This unit will introduce you to the concept of school libraries/ media centres, school librarian or school library media specialist.

2.0 OBJECTIVES

By the end of this unit, you should be able to

- Define school library
- Functions of School library/Media resource centre
- Brief history of Abadina Media resource centre

3.0 MAIN CONTENT

3.1 CONCEPT OF LIBRARY

Libraries are storehouse of information resources such as print and non-print materials organized by library professionals and classified for easy access to users. It can be referred to as a place that houses books and non-book materials such as films, CD-ROM, software, digital media, audio files, microfilms, motion pictures, and microfilms for use by library patrons, users or clientele. George Eberhart in American Library Association (2019) defined a library

"as a collection of resources in a variety of formats that is (1) organized by information professionals or other experts who (2) provide convenient physical, digital, bibliographic, or intellectual access and (3) offer targeted services and programs (4) with the mission of educating, informing, or entertaining a variety of audiences (5) and the goal of stimulating individual learning and advancing society as a whole." (p.1).

S. R. Ranganathan defined a library as a public institution saddled with the responsibility acquiring and organizing the collection of books and making these books or resources accessible to individuals who want to use them.

The definition shows that library plays role in educating, informing, stimulating and entertaining individuals.

The following are functions of library;

- i. To acquire and provide books and non-book materials for easy access to people.
- ii. To promote knowledge, education and culture.
- iii. To provide facility for the promotion of life-long learning in the society.
- iv. To preserve the historical and cultural heritage of humanity for posterity and research purpose.
- v. To provide information for all kinds of people regardless of age, ethnicity, religion, colour, religion, gender, etc.
- vi. Collect resources for the enlightenment of citizenship and to enhance personal development.

Based on the above-mentioned functions of library can be broadly grouped into following four basic areas;

1. **Information Dissemination:** The library serves as a hub for reliable information. It helps to provide accurate and up-to-date information to individuals in their areas of interest. The library

also provides sources of information that will help individuals get answers to their questions.

2. **Education:** The overall purpose of establishing libraries is to encourage educational development. Libraries serve as an educational centre for individuals to develop themselves. It provides a means of self-development and self-improvement for individuals and groups. The library provide support and promote formal, informal, literacy and life-long learning for individuals through the acquisition and organization of information resources such as books, newspaper, magazines, electronic database etc.
3. **Promotion of Culture:** Libraries help in the promotion of cultural activities in the community. This help children, young adults and adults to be conversant with their respective cultures by displaying various information resources that promote traditions, language, and music. The library also contributes to the cultural development of the community by organising public lectures, book exhibitions, and paintings.
4. **Recreation:** Libraries play a dynamic role in inspiring the of leisure time by providing light reading information materials such novels, fictions, magazines, newspapers, films, television, radio, videos for enjoyment and relaxation. The library also promotes social activities such as dancing, Yoga, health talks, football, basketball and table tennis.

3.2 CONCEPT OF SCHOOL LIBRARY/MEDIA CENTRES

School library connotes different meanings to different people. What comes to mind when you hear the word school library/media centre? For some, it is a library in a school. What kind of school? Your answer may be nursery school, primary school, or secondary school. Yes! You are correct. Many people also see the library media centre as a place where children read their books. This notion is not completely wrong because children actually go there to read. However, the media centre is also open for many other reasons.

School libraries/Media centres are libraries that are part of primary and secondary school system. These libraries serve and ensure the students, pupils, teachers, principals, headmasters, headmistress, proprietors and parents have access to various information resources. According to Lawal-Solarin (2016), school libraries also known as school library media centres, are found in preprimary, primary and secondary schools and are the backbones of functional education without which academic excellence may not be achieved; they essential for literacy, social,

economic and cultural development of a nation. School libraries/media centres house collections such as print materials like books, periodicals, magazines, newspapers, and journals. Non-print materials such as audio, multimedia, videos, films, records, filmstrips, etc. In the words of Abdullhamid and Yusuf (2016: p. 28)

“School library supports the school curriculum by providing up-date information resources and services to keep staff and students abreast of new development. The library would equally be involved with promoting the development of reading skills and encouraging long term reading habits through listening to and viewing a variety of learning materials. Materials in school libraries are made up of print and non-print Media. These are all information carriers. There cannot be a functional school library without adequate stock of relevant and current information resources. These resources include textbooks fictions, newspaper, films, film projector, radio, television, maps, charts, realia, tape recorders reference items and other educational materials”.

School libraries/media centres are vital due to the role they play in assisting pupils, students in preprimary, primary and secondary schools. These roles range from promotion of literacy, social development, encourage leisure reading, and give students the opportunity to do their class assignments or homework. Fayose (1995) described the school library media centre as a place that houses collection of books, periodicals, journals, magazines and newspapers, films and filmstrips, video-tapes, audio, recording of all types, slides, computers, kits, and other information resources are stored for easy access and use by teachers and pupils for learning, leisure activities, personal development and interpersonal relationships of children in the school managed by a school librarian or school library media specialist.

The overall essence of establishment of school library/media centre is to ensure the provision of information resources to support and enhance teaching and forestall independent reading and learning by pupils, children and students. School libraries/ media centres help children develop good reading habits and skills in their early or tender age. According to Igbinlola and Akande (n.d, P.2), outlined some of the objectives of school libraries to include;

1. Provide support and improve educational goals as stated in the school curriculum.
2. To inculcate the reading habit and sustainable development in a child.
3. Offer opportunity for experiences in creativity and using information for knowledge, understanding, imagination and enjoyment of the users.

4. To provide a range of learning opportunities, to create group (small) to encourage learning literacy.
5. Promote and provide for the reading needs of pre-primary and post-primary education, they complement teaching and learning activities of the school children.



Figure 1: School Library

<https://www.flickr.com/photos/102159347@N08/15540992815>

3.3 FUNCTIONS OF SCHOOL LIBRARY/MEDIA RESOURCE CENTRES

The following are functions of school library/media centre:

- i. It provides information resources in various formats to enable children or students to develop good reading habit and skills.
- ii. It also provides foundational resources that can support pupils in the classroom. These information resources include textbooks in various subjects based on the teacher's requirements.

- iii. School library/media centre provide information resources such as illustrated books and pictures in large font size in order to capture the attention of children. Colourful books and pictures can stimulate children to read and write, thereby developing passion for knowledge.
- iv. It provides audio-visual materials that help children listen to stories about nature (sun, moon, rain fall, rainbow etc.) and animals thereby inculcating good values in them. Pupils can listen to talking books, and recorded stories. They can also watch educational videos and television programs at their leisure.
- v. It provides vocational information resources that will encourage students to choose good career.
- vi. School library/media resource centre acquire journals, magazines, articles, and bulletins on various subject areas that enable teachers and other members keep abreast with current happenings in their subject fields.

According to a report prepared by the Research Team of the International Association of School Librarianship (IASL) (2012 p. 2-3), some functions of school library/media centre include;

- i. Promote the love for learning.
- ii. Support school curriculum, develop resources that support teaching and learning. School library/media resource centre also offers advice, professional development and knowledge of proper learning and teaching resources, digital and non-digital, in traditional and evolving forms.
- iii. Teaching pupils, children and students' media and information literacy skills and also incorporating information communication technologies. This includes;
 - a. Ensuring students are effective and ethical users and producers of information.
 - b. Promotion of literacy by making the concept of reading an enjoyable activity.
- iv. School library/media centre create space or place for access information resources.

Kumar (n.d) highlighted the following functions of school library/media centres to teachers and students. The followings are some functions of school library/media centres to teachers;

- 1. Provision of information resources such as textbooks, reference materials, audio-visual materials such as films, tapes, filmstrips, slides, photographs e.t.c; Curriculum materials such as formulation of curriculum, method of instruction, psychology of children e.t.c.

2. To provide information.
3. To teach the use of library.

The Followings are some Functions of School Library/Media centres for Students;

1. To provide or make available reading materials.
2. To develop reading interest amongst students through story hour and a library hour.
3. To help students/children enjoy reading experience.
4. To help students develop search skills and understand the importance of shelf maintenance.
5. To provide facilities for independent learning and self-propelled study. Hence, the library should be made an attractive, colourful and inviting place for students to use.

Sidhu (1996) further listed other functions of school library media centre to include:

1. **Promotion of Self Study:** The school library serves as an agency that support self- education and study. It provides information resources in print and electronic formats with the main aim to meet the needs of students and encourage self-development.
2. **Broaden of Interest:** The school library expands the area of information and field of interest of students by acquiring work of art written by past scholars. This will expose students' books written by others.
3. **Richness of Information:** Books are the main source of information for students. According to (World bank, 2008), emphasised that school libraries provide supplementary reading opportunities for students that help improve their reading skills, knowledge, and writing and clarity of expression, which in turn support student performance in all other syllabus subjects.
4. **Source of Inspiration:** Young ones are inspired by books especially at the early age. Therefore, the library provides the needed motivation to all categories of learners in schools from the smallest learner in the nursery to young adults in secondary school through the provision of print and non-print materials to aid learning (Adeniji, 2006).
5. **Development of Study Habits:** The school library helps students to engage in silent reading, leisure reading, consulting books for specific information and reading for daily development.

6. **Leisure Time Hobby:** School library give an opportunity for students to make good use of their leisure time instead of channeling their energy in watching un-educational movies and games.
7. **Training in Proper use of Books:** The school library through the librarian or media specialist teaches the students rules and procedures of handling and using library materials and also how to keep them neat.
8. **Moral Training:** The library materials such books and electronic resources should have moral or ethical lessons that children and students will learn from them.
9. **Positive Discipline:** The presence of school library reduces the chances of indiscipline among students and help them make use of their leisure time instead of being idle.
10. **Development of Power of Expression:** Books in the library enhances children's reading and language ability and further develop their ability to express themselves.
11. **Participation in Co-Curricular Activities:** It enables students to prepare and take part in co-curricular activities such debates, quiz, tests, dramas, and other competitions.
12. **Introduction to Progressive Methods:** The school library helps both teachers and administrators in putting progressive methods in to use.

Other functions include sheer delight and thrill, aesthetic satisfaction, escape from boredom, and all-Round Development of Personality. The above-mentioned functions of school libraries shows that they are indispensable in any school environment. In Nigeria, there are libraries in some schools but many are not functioning adequately. However, there is a popular school library/media resource centre that is functioning well in Nigeria, it is called Abadina Media Resource Centre at the University of Ibadan.

3.3.1 BRIEF HISTORY OF ABADINA MEDIA RESOURCE CENTRE

The Abadina Media Resource Centre (AMRC) was founded in 1974 by the then Department of Library, Archival and Information Studies, University of Ibadan. The centre serves as a research and

public service unit to provide educational resources to primary, secondary schools and children libraries.

It was opened to the public in January 1975 consisting of the following activities;

- Readers' services
- Research
- Training
- Loaning of information resources
- Counseling
- workshops for school library staff, authors/writers of children's books, and consultancy in development of school library.

It also manages the activities of other school libraries/media centres in Nigeria; the needed information resources for the Nigerian educational system have been judiciously selected, systematically organized using the Dewey Decimal Classification Scheme and stored for easy access and use and provide resources to assist students prepare for TOEFL, GRE, SAT and GMAT examinations (Oyewusi, 2012).

Olaajo (2015: P. 91) further highlighted some of the roles or functions of Abadina Media Resource Centre (AMRC) to the user community include;

1. Promote educational research into books and learning resources management and their production for primary, secondary and tertiary levels of education.
2. conduct courses for school librarians, teacher- librarians, children's librarians, library assistants and courses in School Media for media specialists in primary and post-primary institutions.
3. Teach the love and desire for books in children through the establishment of model resource centre in Nigeria.
4. Design and promote curricula for library use education in the Nigerian school's system thereby preparing children with appropriate learning skills for life-long learning.
5. Provide advisory and consultancy services to government, schools, colleges and other organizations in relation to management of school libraries/media resource centres.
6. Organise seminars, workshops, conferences, demonstrations and exhibitions on school librarianship, children's literature and other learning resource materials and their management.

The centre has five (5) academic units which are as follows:

1. **Bibliographic and reading:** This unit house a collection of all available children's book and other media such as audio-visuals, videos, pictures, maps and others. The unit also promote proper reading culture of the Nigerian child.
2. **Model School Library Media Centre:** The duty of this unit is to provide multi-media resources and the services for use by children of all ages and adults such researchers, teachers, parents or librarians who are working with children. All of these learning resources is to help the Nigerian children form good reading habit.
3. **Research and Post-Graduate Studies:** This unit manages the research projects of the centre and also its teaching programmes. The unit also offers courses in school media at Diploma, Master's and Doctoral levels.
4. **Audio-Visual and e-Learning:** This unit develops programmes to improve the information literacy skills of the students, children, teachers, young adults, adults and general users of the centre. This unit also help children and other users to keep up-to-date with technological advancement.
5. **Consultancy and Outreach Programmes:** This unit manages the consultancy services of the centre in the development of school library media centres and programmes in Nigerian schools. information literacy programmes and functional skills for children and young adults are also managed by the unit.

Watch Videos on the Function of School Library/Media Centre

Watch the video below and listen to some other functions of school library/media centre.



1. <https://slideplayer.com/slide/5838881/>

4.0 SUMMARY

This unit examined the various definitions of library and school library/media centre. Recall that a library according to S. R. Ranganathan defined a library as a public institution saddled with the responsibility acquiring and organizing the collection of books and

making these books or resources accessible to individuals who want to use them. On the other hand, school libraries / media centres are libraries that are part of primary and secondary school system. These libraries serve and ensure the students, pupils, teachers, principals, headmasters, headmistress, proprietors and parents have access to various information resources. The overall essence of establishment of school library/media centre is to ensure the provision of information resources to support and enhance teaching and forestall independent reading and learning by pupils, children and students.

School libraries/ media centres help children develop good reading habits and skills in their early or tender age. As a student, you need to read extensively, especially your course materials, suggested texts, selected online materials, and recommended video link. This unit also discuss the functions of school library/media centre and these functions include it provides information resources in various formats to enable children or students to develop good reading habit and skills, it also provides foundational resources that can support pupils in the classroom. These information resources include textbooks in various subjects based on the teacher's requirements, and school library/media centre provide information resources such as illustrated books and pictures in large font size in order to capture the attention of children. Colourful books and pictures can stimulate children to read and write, thereby developing passion for knowledge. In the next unit, we will discuss who a school librarian or media specialist is and the roles they play in manning the school library.

5.0 CONCLUSION

School library or media centre is indispensable in any school environment. It plays an important role in the achievement of the goal of the school. The school library media specialist performs roles relating to ordering of books in relation to the school curriculum, promotion of good reading habit and independent learning among children, young adults and students.

SELF ASSESSMENT EXERCISE

1. Briefly discuss the history of Abadina Media Resource Centre.
2. List and explain the 5 functions of school library as stated by Sidhu (1996).

6.0 TUTOR-MARKED ASSIGNMENT (TMA)

1. Define the term 'Library' and discuss four (4) basic functions of a library.
2. List and discuss the five academic units in Abadina Resource Centre.
3. Define the term school library and discuss five (5) functions of school library.

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UNIT 2 SCHOOL LIBRARY MEDIA SPECIALIST OR SCHOOL LIBRARIAN

- 1.0 Introduction
- 2.0 Objectives
- 3.0 Main Content
 - 3.1 School Library Media Specialist or School Librarian
 - 3.2 Roles of School Library Media Specialist or School Librarian
- 4.0 Summary
- 5.0 Conclusion
- 6.0 Tutor-Marked Assignment
- 7.0 References and Further Readings

1.0 INTRODUCTION

In the previous unit you learnt about the concept and function of school library media centres. The school libraries / media centres are libraries that are built or organized to serve students, pupils, teachers, principals, headmasters, headmistress, proprietors and parent in primary and secondary school system. These libraries ensure these people have access to various information resources. The overall essence of establishment of school library/media centre is to ensure the provision of information resources to support teaching and learning. The school libraries/ media centres achieve these functions through provision of information resources and services to pupils, students and teachers. The question here is who acquires and organizes these information resources and services? The answer is that the acquisitions and organization these information resources and services are done by specialists called Media Specialist or School Librarian. The unit will discuss school library media specialist or school librarian and we will also discuss some of the roles of school librarian or school library media specialist.

2.0 OBJECTIVES

By the end of this unit, you should be able to

- Define school library media specialist
- Discuss the roles of school library media specialist or school librarian.

3.0 MAIN CONTENT

3.1 SCHOOL LIBRARY MEDIA SPECIALIST OR SCHOOL LIBRARIAN

Who is a School Library Media specialist or School Librarian?

A media specialist or school librarian or teacher librarian is a librarian that works in nursery, primary, and secondary school libraries. He/she teaches students how to use the library. He/she also assist teachers with information resources needs for classroom instruction and in writing their lesson notes. The School Library Media specialist or School Librarian is in charge of all the information resources in the media centre. These resources include books, DVDs, CDs, magazines, software, pictures, photographs, and other electronic resources.

The School Library Media specialist or School Librarian is a professional who hold a bachelor degree in library science or librarianship or information science. Lawal-Solarin (2016: p. 16) opined that school library media specialists are professionals who hold degrees in librarianship or information science, they suggest a variety of appropriate print, non-print and electronic resources to supplement and complement classroom materials and activities, and ensure proper organisation of the library resources for easy accessibility and use.

The school librarian plays a critical role in assisting pupils and students in developing good reading habits. He/she also ensures that information resources are organized and classify for easy and equitable access to students, teachers and other members of the school community. It is worthy to note that school library media specialists or school librarians are not just teachers but rather they answer students' questions and recommend good reading materials to help students academically, personal development and leisure. At this juncture, let us discuss some of the roles or functions of school library Media specialist or School Librarian.

3.2 ROLES OF SCHOOL LIBRARY MEDIA SPECIALIST

American Association of School Librarians (AASL) (2018) emphasized five (5) roles of school library media specialist to include:

1. **Instruction Partner:** The school media specialist works with surrounding community to develop programmes and policies. He or she also help the school community to develop curriculum and assist teachers in developing lesson plan, learning activities based

on standards, teach information literacy skills, technological skills, information skills and media literacy.

2. **Teacher:** The media specialist serves as a teacher. He or she encourages children/students to develop;
 - good reading habit
 - critical thinking skills,
 - Love for books
 - Producers of information

The media specialist teaches students on how to use the library and how to properly or ethically use information. This involves teaching students copyright laws and use policies.

3. **Leader:** The school media specialist ensures the mission and vision of the school is achieved. Engaged in the development of curriculum, student advocacy, information literacy, professional development and other library services to meet the teaching and learning needs of the students and teachers.
4. **Information Specialist:** The school media specialist makes use of information technology and encourage students and teachers to do the same. Teaches students how to navigate and find useful information on various website. He/she makes use of social media such as Facebook, Twitter, Instagram, Skype, and other tools to connect with students and answer their queries.
5. **Programme Administrator:** The media specialist ensures all member (students, teachers, administrators and parents) have equal access to information resources and the library. “To augment information resources available to the learning community, the school librarian works actively to form partnerships with stakeholders and sister organizations at local and global levels. The school librarian also addresses broader educational issues with other teachers in the building, at the district level, and at the professional association level” (AASL 2018, 15).

School Specialty (2020: np) listed eleven (11) roles of a modern media specialist and they are;

1. **Leads Beyond the Library:** The school media specialist takes leadership beyond the fore wall of the library. s/he helps in making the mission and vision of the school achievable by empowering teachers, learners and other members of the school community acquire knowledge and have easy and equitable access to the available information resources.

2. **Design Collaborative Space:** The school media specialist provides space both physical and digital or virtual and ensure all information resources is available for all. This in turn gives room for inquiry, creativity, innovation and collaboration.
3. **Cultivates Community Partnerships:** Partnering or collaborating with surrounding communities through the provision of information literacy programmes in order to encourage reading and literacy development.
4. **Supports Teachers and Students Literacy:** provision of quality instructional manuals that will engage learners or students and enable users become producers of information.
5. **Investment in Digital Resources:** Acquisition of electronic/digital resources such as e-books, e-magazines, e-journals and other databases that supports teaching and learning.
6. **Equitable Access to Digital Resources:** Ensure equal access to digital resources and services in support of the mission and vision of the school.
7. **Curation of Digital Resources:** The school media specialist takes the lead in the selection, acquisition, organisation, evaluation, annotating, creation, storing, archiving and sharing of digital collections.
8. **Empowers Students as Creators:** Help students become producers of digital resources by working with and using digital resources.
9. **Build Instructional Partnerships:** Collaborating or partnering with other educators to design and implement curricular and information literacy programs.
10. **Facilitates Personalised Professional Learning:** Lead training and professional development programmes for teachers, proprietors, principals or administrators to enable them become successful in this digital age.
11. **Advocates for Students Privacy:** Promotion of privacy of students' data and information.

Watch Videos on the Roles of School Library/Media Specialist

Kindly click on the video below or copy and paste the link on your browser. may decide to download and play it offline Watch the video below and listen to some roles of school library/media specialist.



1. <https://www.acpsmd.org/Page/2868>

4.0 SUMMARY

In this unit, we have discussed extensively who a school library media specialist and some of the roles they play in supporting learning and teaching in the school environment. A school library media specialist are professionals who hold degrees in librarianship or information science, they suggest a variety of appropriate print, non-print and electronic resources to supplement and complement classroom materials and activities, and ensure proper organisation of the library resources for easy accessibility and use. Some of the roles of school library media specialist are instruction partner, teacher, leader, information specialist, and programme administrator among others.

5.0 CONCLUSION

The school library media specialist plays a significant role in the school library environment. The media specialist helps children and students develop love for books and reading. He/she selects, collects, organise, catalogue and classify information resources for easy accessibility and use. He/she also help students search, locate and use information resources. It is pertinent for pre-school, primary and secondary schools to ensure a qualified school librarian manages the school library. Without the school librarian.

SELF-ASSESSMENT EXERCISE

1. Who is a school library media specialist or librarian?
2. List 5 roles of a school library media specialist or librarian.

6.0 TUTOR-MARKED ASSIGNMENT

1. Discuss the term school media specialist or school librarian.
2. List and explain the 5 roles of school media specialist as highlighted by the American Association of School Librarian (AASL).

7.0 REFERENCES AND FURTHER READING

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UNIT 3 RELEVANCE OF SCHOOL LIBRARY MEDIA CENTRES IN EDUCATION

- 1.0 Introduction
- 2.0 Objectives
- 3.0 Main Content
 - 3.1 Concept of Education
 - 3.2 Aims of Education
 - 3.3 Relevance of School Library/Media Centres in Education
 - 3.4 Factors Affecting School Library/Media Centres in Nigeria
- 4.0 Summary
- 5.0 Conclusion
- 6.0 Tutor-Marked Assignment
- 7.0 References and Further Readings

1.0 INTRODUCTION

In previous unit, we discussed extensively who a school library media specialist and some of the roles they play in supporting learning and teaching in the school environment. A school library media specialist are professionals who hold degrees in librarianship or information science, they suggest a variety of appropriate print, non-print and electronic resources to supplement and complement classroom materials and activities, and ensure proper organisation of the library resources for easy accessibility and use. We also discussed school library media specialists and their roles in the school library/media centre. In this unit, we will discuss the relevance or importance of school library/ media centres in education.

2.0 OBJECTIVES

By the end of this unit, you will be able to understand the:

- Concept of education
- Aims of education
- Relevance of school library media centre in education
- Factors affecting school library/Media centres in Nigeria

3.0 MAIN CONTENT

3.1 CONCEPT OF EDUCATION

The word education is derived from a different Latin terms such as

- a. **'Educatum'** which denotes "the act of teaching or train".
- b. **'Educare'** which means "to bring up".
- c. **'Educere'** which means to "lead out" or "draw out".
- d. **'Educatus'** which means to "bring up" or 'educate'.

There are different definitions of education by different authors. Below are some definitions of education by scholars;



Figure 1: Aristotle

<https://www.google.com/url?sa=i&url=https://literariness.org/2019/04/25/the-philosophy-of-aristotle/&psig=AOvVaw3yvth8Ry4fgZWDIwmHZMEu&ust=1615463833538000&source=images&cd=vfe&ved=0CAIQjRxqFwoTCKi46M7Wpe8CFQAAAAAdAAAAABAD>

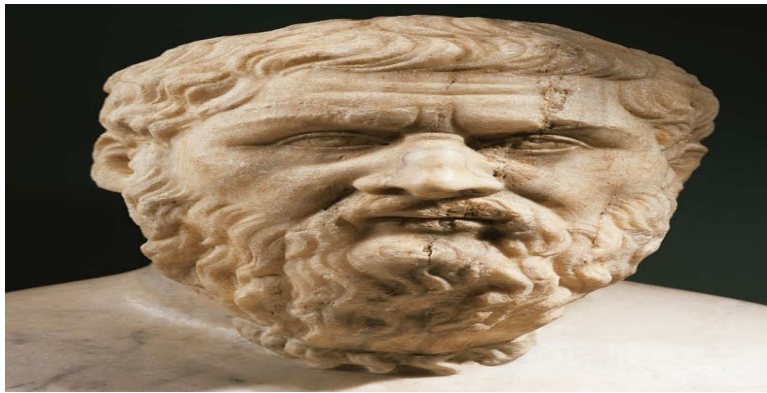
Aristotle defined education as "the creation of a sound mind in a sound body. It develops man's faculty, especially his mind so that he may be able to enjoy the contemplation of supreme truth, goodness and beauty of which perfect happiness essentially consists".



Rousseau opined that “education is the child’s development from within”.

Figure 2: Rousseau

https://www.google.com/search?q=rousseau&tbm=isch&source=iu&ictx=1&fir=QR_l6NMEtrPAQM,Z9Vkj6nzt34k1M./m/0420y&vet=1&usg=AI4_-kQrjBWVXZQSeD1_RK1IN93778-mnQ&sa=X&ved=2ahUKEwj0gNqh4KXvAhUBahUIHVgICMsQ_B16BAg2EAE#imgrc=QR_l6NMEtrPAQM

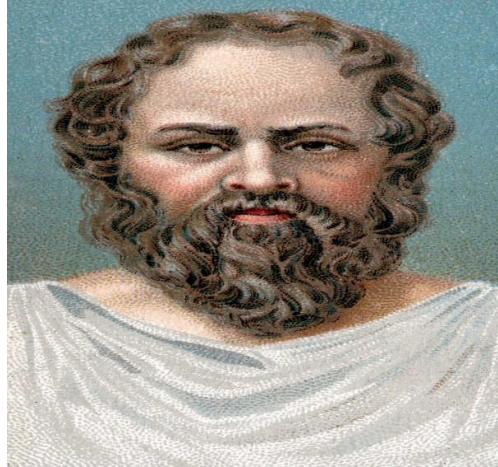


Plato defined education as “the capacity to feel pleasure and pain at the right moment. It develops in the body and in the soul of the pupil all the beauty and all the perfection which he is capable of.”

Figure 3: Plato

https://www.google.com/url?sa=i&url=https://www.britannica.com/biography/Plato&psig=AOvVaw10LmYVEZaQHAbosfNCr_c3&ust=1615466545817000&source=images&cd=vfe&ved=0CAIQjRxqFwoTCPDQs-bgpe8CFQAAAAAdAAAAABAD

Socrates



said that education means “the bringing out of the ideas of universal validity which are latent in the mind of every man”.

Figure 4: Socrates

<http://t0.gstatic.com/images?q=tbn:ANd9GcTL7mM-4xIusFwBanyvvG9gbE1TbjWqPB82cLpQgzlJpzVv8ommngwZtCHmYANJ>



Figure 5: John Dewey

https://www.google.com/url?sa=i&url=https://ourpolitics.net/john-dewey-the-quest-for-certainty/&psig=AOvVaw2vgRkZdDCixiR313A_xHHV&ust=1615467795425000&source=images&cd=vfe&ved=0CAIQjRxqFwoTCJDKotbkpe8CFQAAAAAdAAAAABAD

“Dewey opined that education “is not a preparation for life, rather it is the living. Education is the process of living through a continuous reconstruction of experiences. It is the development of all those capacities in the individual which will enable him to control his environment and fulfil his possibilities”.

From the above definitions of education by some early scholars shows that education is important in the development of human life. According to Kumar and Ahmad (2009: 3), defined “as a purposive, conscious or unconscious, psychological, sociological, scientific and philosophical process, which brings about the development of the individual to the fullest extent and also the maximum development of society in such a way that both enjoy maximum happiness and prosperity”. This is an indication that education is life-long process and involves continuous learning for individual development. Parankimalil (2012) stated that education is a systematic process through which children and adults gain knowledge, skills, experience and attitude. The acquired knowledge, skills, experience, and attitude will help individuals make considerable changes in their behaviour. Amadioha (2011: 334) education has been considered “as a vehicle for social change and a powerful tool for social, economic, political and technological development of any country. Education is also viewed as a life-long process which is not limited to formal schooling instruction but it involves all life experiences”. From the above definitions, education is a process through which individuals learn, acquire knowledge, skills, experience and attitude in order to improve their wellbeing or development of individuals.

Watch Videos on the Meaning of Education

Kindly click on the video below or copy and paste the link on your browser. You could may decide to download and play it offline Watch the video below and listen to definitions and meaning of education.



1. <http://www.bchmsg.yolasite.com/education.php>

3.1.1 Forms of Education

There are 3 forms of education, namely:

1. **Formal Education:** This is a type of education that is provided by a recognised school or institution of learning of a country. These institutions include primary schools, secondary schools, colleges, polytechnics, and universities. The following are characteristics of formal education;
 - i. It follows a lay down curriculum or syllabus.
 - ii. It is planned.
 - iii. Compulsory fees are paid.
 - iv. It is age restricted.
 - v. It has a grading system.
 - vi. Students are taught by qualified teachers and lecturers.
 - vii. It follows strict rules and discipline
 - viii. It is limited for a specific period of time.

2. **Informal Education:** This an education that takes place outside the school environment or system. It is an education that occurs in the process of our daily living such as our work environment, family and during our leisure time. For example, visit to museums, beaches, cinemas, etc. The following are characteristics of informal education:
 - i. It is not age restricted.
 - ii. It is not planned.
 - iii. It is not restricted to classroom.
 - iv. There is no designed curriculum or syllabus.
 - v. It is not time bound.
 - vi. It does not follow strict rules.

3. **Non-Formal Education:** This is a type or form of education that is well structured and planned by qualified professionals but does not lead to the acquisition of a degree certificate. In this type of education could be in form of seminars, short courses, workshops and conferences. The following are characteristics of non-formal education:
 - i. This type of education is open to all.
 - ii. It is structured and planned outside the fore wall of a formal institution.
 - iii. Attendance is usually voluntary.

The overall essence of education is to enable individuals gain knowledge, skills, experience and attitude. However, there are different aims of education.

3.1.2 Types of Education

The following are some types of education

1. **Primary Education:** Primary education also known as elementary education is a formal education that is meant for children within the age of 6-11 or 12 years. According to Asodike and Ikpitibo (2014) primary education prepares the mind and trains the child for higher and harder academic endeavor; It provides young people with the basics of reading, writing, skill acquisition, information and attitudes essential for proper adjustment into the society.
2. **Secondary Education:** This type of education takes place in a secondary school environment or premises. It comprises of 3 years of lower or junior phase and 3 years of senior or higher phase. This type of education is provided for children after primary education, and it usually comes before tertiary education. Secondary education is intended at developing a child better than the primary level, because it is evident that primary education alone is inadequate for children to acquire literacy, proficiency, and communication skills (Ige, 2011).
3. **Tertiary Education:** This type of education is known as post-secondary education. The Federal Republic of Nigeria (FRN, 2004), in her National policy on Education, tertiary education is any education given to an individual after secondary education in formal institution such as university, colleges of education, polytechnic and monotechnic. The National Policy on Education (FGN, 2013a) as cited in Olatunji (2018:232) highlighted some of the goals of tertiary education to include:
 - i. Contribution to national development through high-level manpower training.
 - ii. Provision of accessible and affordable quality learning opportunities informal and informal education in response to the needs and interest of Nigerians.
 - iii. Provision of high-quality career counselling and lifelong learning opportunity that prepare students with knowledge and skills for self-reliance.

- iv. Reduce skills shortages through the production of relevant skilled workers;
- v. Promotes and encourage scholarship, entrepreneurship and community service.
- vi. Forge and cement national unity; and
- vii. Promote national and international understanding and interaction.

4. **Adult Education:** An adult is a person or an individual who is 18 years and above. For one to be called an adult, he/she must have the following characteristics such as maturity, sensibility, identification of his/her strength or weaknesses, and make decisions independently. According to UNESCO (1976), adult education can be defined as “the entire body of organized educational processes, whatever the content, level and method, whether formal or otherwise, whether they prolong or replace initial education in schools, colleges and universities as well as in apprenticeship, whereby persons regarded as adult by the society to which they belong develop their abilities, enrich their knowledge, improve their technical or professional qualifications or turn them in a new direction and bring about changes in their attitudes or behavior in the twofold perspective of full personal development and participation in balanced and independent social, economic and cultural development”. This shows that, adult education is any activities that has educational values and it is meant for adults who do not have the opportunity to attend formal education.

5. **Vocational Education:** This is any form of education whose primary purpose is to enable individuals acquire qualification related to a specific profession, employment and skills in order to practice a profession. According to Okoye and Arimonu (2016), vocational education is skill-based programmes which are meant for skill acquisition at lower level of education. Therefore, vocation education prepares individuals for employment into a known occupation by helping people develop professional knowledge and skills needed to practice a profession.

6. **Distance Education:** This is a type of education in which the students or learners and teachers or lecturers or instructors are separated by distance and time. In this case, education is done outside the fore wall of the academic institution. learners and their instructors interact with each other through electronic devices such as computers, laptops, phones and through virtual

learning environment such Moodle, Zoom, Google meet etc., with the help of internet connectivity. Distance education is also known as distance learning. Examples of distance learning institutions are National Open University of Nigeria (NOUN), and University of South Africa among others.

7. **Audiovisual Education:** Audiovisuals are information materials that combines audio and visual materials, which are used in the process of teaching and learning. This is a type of education that uses complementary teaching materials or aids that uses sight and hearing senses such as recordings, tapes, motion pictures, videotapes, computers, television and radio to improve students' learning and retention.

Watch the Video below for further explanation on Audiovisual Education

Kindly click on the video below or copy and paste the link on your browser. may decide to download and play it offline. Watch the video below and listen to further explanations on audiovisual education.



1. <https://www.youtube.com/watch?v=pZjgHiLqsZU>

3.2 AIMS OF EDUCATION

The following are aims of education according to Kumar and Ahmad (2009); Saeed (n.d);

1. **Individual Aim:** Education should be able to help individuals become better persons in life. With education, people will be aware of their individual rights and should be able to carry out their duties properly.
2. **Social Aim:** The social aim of education implies that individuals are provided with the needed knowledge, and skills in order to be useful and resourceful members of the society, thus contributing to the progress of the society. Therefore, education helps develop and strengthens mutual cooperation in the society.

3. **Vocational Aim:** This means that education should be able to help individuals decipher their career and secure employments. It prepares individuals for acquisition of qualification and to seek for job opportunities. According to Mortaki (2012), vocational education is any form of education that is aimed at acquiring qualifications relating to a specific profession, employment or technical knowledge.
4. **Cultural Aim:** This involves beliefs, customs, morals, laws, behavioural patterns and traditions of individuals within the society. Through education, individuals learn about their culture, customs, and traditions which can be transmitted to generations.
5. **Character Development:** Education instills values, attributes, and habits that are essential for the formation of desirable character.
6. **Physical Aim:** The physical aim of education is to develop children physically and mentally and live a healthy lifestyle. Some of the developmental activities include walking, standing, sitting, sports, and other exercises that help to develop children mentally.
7. **Spiritual Aim:** Education aimed at developing individual spiritually. Spiritual education instills good morals, and values in individual which will in turn forestall a peaceful community.
8. **Citizenship:** Education aimed at enabling children to grow as a well-informed individual who can take part in making decisions in the society by adhering to moral standards.

Other aims of education include;

- Moral aim
- Education for leisure, and
- Intellectual aim.

3.3 Relevance Of School Library/ Media Centres In Education

School library or media centre as earlier discussed in unit 1, is a library that is found in nursery, primary and secondary schools. The aim of school library is for the intellectual development of children. School libraries are the backbone in any school environment because of their ability to provide pupils, children, students, teachers, parents and other members with access to numerous information resources. Therefore, school libraries are indispensable in any educational system.

Education according to Aristotle “is the process of training man to fulfill his aim by exercising all the faculties to the fullest extent as a member

of society”. It is the foundation for development of a nation and annihilation of illiteracy. No wonder, libraries and education are inseparable because they both work hand in hand. The absence of one leads to the demise of the other. This means that a library cannot exist without a school and a school cannot exist without a library. In the words of Gboyega and Gbolahan (2012:11), “‘education’ and ‘library’ are two inseparable indivisible concepts, both being fundamentally and synchronically related to and co-existent with each other. None of them is an end in itself; rather both of them together are a means to an ultimate end. One dies as soon as the other perishes. One survives as long as the other exists”. Malekani and Mubofu (2019) opined that a qualified school library provides a wide-range of knowledge and information for teachers and pupils, arouse the development of readers’ innovative personalities, and drive the development of different thinking which ultimately leads to quality education achieved by the pupils. Nyam and Guraj (1999) as cited in Moruf (2015: 61) describes some of the relevance of school library in education to include:

- i. Provision learning resources such print and non-print materials such as videos, films, e-books, e-magazines which they students can at the end of the school day and during holidays.
- ii. Provision of information resources to secondary school children to assist them in their homework, assignment. Such information materials include children’s encyclopedia, journals, magazines, tapes, records and cassettes.
- iii. Provision of specialised resources for governmental activities through creation of a “special document” section in the library and.
- iv. Provision of leisure and other educational facilities such as games, sports, films and filmstrips, slides, tape records, cassettes, fiction and non-fiction books.

Hussain (2018), also highlighted some roles libraries play in education to include;

- i. Provide leadership and knowledge by using information and technology in teaching and learning process.
- ii. Provide equal opportunity for all readers concerning information that are associated with some educational institutions unhindered by culture, background, belief and social constraints.
- iii. Provision of lifelong learning process for the community members and assist them in any challenging tasks or Assignments.
- iv. Prepare individuals to prove themselves as responsible citizens in present-day society.

Dike (1993) highlighted six (6) contributions of school libraries to education:

- i. **Promoting /Encouraging Reading:** The school library/media centres encourage or promote reading habits and skills among children by providing information resources that supports learning, teaching, and research and also meet the information needs of students. Some of the information resources or materials that encourage literacy include pictures books, novels, magazines, comic books, story books, illustrated books and talking books. These resources help children and students enjoy reading. According to Ellis (2016), school libraries can support literacy by promoting book of the week, create a comfortable reading environment, set up book talks, ensure the library books matches the information needs of the students, use the library's Television, create reading programs and set up book displays. Therefore, the school library plays an important role in the school curriculum which in essence facilitates quality education in the school (Osuchukwu & Edewor, 2016). This indicates that the school library plays a significant in education by developing literate students in the society.
- ii. **Expanding Learning Resources:** One of the roles of school library /media centre is to provide information resources that support the school curriculum by selecting and acquiring more information resources and made these resources available and accessible to the students and teachers. Through the library/media centre, students and children have access to various information resources such as textbook, pictures, video recordings, motion pictures, and tapes. All these information resources broaden students learning opportunities.
- iii. **Developing Learning Skills:** The school library/media centre through their information resources and organized programmes equip students with the needed skills to enable them study independently, locate and retrieve information materials in the library without the assistance of the media specialist or librarian. Some of the ways through which the library can help students develop learning skills is through library orientation, information literacy programmes, reading competitions, use of reference resources, and access to computer and internet facilities. All of

these programmes can assist students in developing research skills and self-directed learning skills.

- iv. **Developing Critical Thinking Skills:** The various information materials acquired in the library should be available and accessible in order to encourage creativity and critical thinking that is needed for the present world. According to Zuelke (1988:58) Librarians can play a more active role in the development, teaching and evaluation of lessons that develop critical skills; school Librarians need to encourage teachers to include homework and assignments which develop critical thinking skills in their courses. In this case, students should be allowed to do assignments based on their topic of interest and share or do a presentation in class. They should be allowed or encouraged to ask questions because when they do, they “form their own questions through experiences, reflection, conversation, and writing and gain a sense of ownership and accomplishment in the work they are producing that gradually leads to competence, independence, and expertise” (Kuhlthau, Maniotes, & Caspari, 2015, p. 5). Thus, this will help students to be independent, think for themselves and enable them distinguish between objective and subjective elements.
- v. **Developing Values, Attitudes and Appreciations:** Apart from expanding information resources, developing learning and critical thinking skills, and promotion of reading habit and culture, the school library also have a role to play in helping students develop attitudes, values and appreciation. According to Ilori and Abdullahi (2016), emphasizes that “in the process of encouraging or inculcating the reading habit in secondary school students and youth, stakeholders (parents, teachers, schools, librarians and other library staff) should avoid nagging, bribing, judging, criticizing reading choices, and setting unreasonable goals”. Instead, students should be allowed to appreciate various types of information resources including fiction and non-fiction. This will enable them develop values, attitudes and increase their interests. It is therefore important for school libraries to include in their collection resources like drama, art, music, posters, pictures, posters, photographs depicting history of a nation and recording among others that will help students develop values and appreciation (Dike, 1993).

- vi. **Assisting with Developmental Tasks:** Apart from providing information materials that supports the school's curriculum, school libraries/media centres should also assist with the developmental aspects of the students which is not covered in the curriculum. Hence, the school library can provide additional information resources for the overall development of children and youths.

Watch Videos on the Relevance of School Libraries

Kindly click on the video below, or copy and paste the link on your browser. You could may decide to download and play it offline. Watch the video below and listen to some relevance of school libraries.



1. <http://www.ilovelibraries.org/school-libraries/why-are-school-libraries-essential>

3.4 Factors Affecting School Library/Media Centre In Nigeria

School libraries are important to the achievement of the goals of the school. However, in Nigeria not many government schools in Nigeria have libraries. The school libraries in Nigeria are mostly owned by private schools. The following are some of the challenges affecting school libraries:

3.4.1 Inadequate Funding: As earlier mentioned, most schools in Nigeria are owned by federal and State government and are not been funded regularly. Financial resources are needed for acquisition of information resources in print and electronic formats. Finance is also needed for the daily running of the library and media centre. Without funding, the school library /media centres cannot function properly, hence, it is important for government, private bodies to provide fund in order to keep the library up and running.

3.4.2 Lack of Space and Infrastructure: Oduagwu and Oduagwu (2013) opined that many schools in Nigeria have dilapidated structures used as libraries which cannot be likened with what is found in the

private schools in Nigeria; The buildings are as crooked as the furniture are grossly insufficient. Some school libraries do not have tables, chairs, book shelves, and fans making it difficult for students to read or do their assignments. When it comes to technological infrastructure, school libraries in Nigeria are nothing to write home about as there is no internet connectivity. Lack of information communication technology in school libraries may lead to continuous provision of out-of-date information materials. (Shonhe, 2019).

3.4.3 Employment of Unqualified Staff: Staffing is a vital resource in the management of school libraries/media centre. However, most schools that have libraries do not have qualified librarian or media specialist to manage the activities of the library. This shows that many school administrators or owners and even the government are not aware of the usefulness of school librarian or media specialist, thereby causing deficiency in the services and resources of the school libraries.

3.4.4 Lack of Current Reading Materials: Reading materials are important for students use and development. However, many school libraries in Nigeria do not have enough books on the shelves and for those schools that have books on the shelves, these books are obsolete. Obsolete information materials are detrimental to the students' learning because they will not meet their information needs. Mubofu and Malekani (2019) emphasized the fact that frequent changes in primary school curriculum have led to the change in text-books for students and as such the available books in the library are not useful for the students.

3.4.5 Low Level of Information Technology Development: Information technology is key in any library as it enables students to have access to information round the clock. However, this is not available in most school libraries in Nigeria. Nwasinachi and Menkiti (2014:342) asserted "Information Communication Technology (ICTs) were not available in the schools even some of the teachers claimed that computers, Television sets and video equipment were available in their schools, other ICTS like internet, Radio (tape recorder), Projectors, Scanner, Digital camera, slide Disc player, film strips and electronic notice boards were not available". Non-availability of technological resources calls for serious concern as it affects students learning.

4.0 SUMMARY

This unit examined the concept of education. The word education is derived from a different Latin terms such as;

- a. **‘Educatum’** which denotes “the act of teaching or train”.
- b. **‘Educare’** which means “to bring up”.
- c. **‘Educere’** which means to “lead out” or “draw out”.
- d. **‘Educatus’** which means to “bring up” or ‘educate’.

Remember that Parankimalil (2012) defined education as a systematic process through which children and adults gain knowledge, skills, experience and attitude. There are different types or forms of education and they include formal, informal and non-formal education. There are also some aims of education and they include spiritual, vocational, physical, individual, social, cultural and intellectual aims among others. We also discuss the relevance of school library in education. It is worthy to note that libraries and education go hand in hand and the absence of one may lead to the demise of the other. Some of the factors affecting school library or media centres in Nigeria include unqualified staff, lack of funding, change of curriculum, unavailability of information technology and lack of current information materials.

5.0 CONCLUSION

Education is vital for the development of any nation and a tool for the annihilation of illiteracy. However, without the establishment of school libraries/media centres in nursery, primary and secondary schools, such development will not be attainable. It will further affect the reading habits of pupils, children and students because education is dependent on the existence of libraries. The school library has an important role to play in education by acquiring the needed information resources, encouraging reading habit and culture, developing critical thinking skills, expanding learning resources and developing attitudes and values in students.

SELF-ASSESSMENT EXERCISE

1. Define the term education.
2. List 5 factors affecting school libraries in Nigeria.

6.0 TUTOR-MARKED ASSIGNMENT

1. Define the concept of education.
2. List and discuss the 5 aims of education.

3. List and explain 5 factors affecting school libraries/ media centres in Nigeria.

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UNIT 4 INFORMATION NEED OF STUDENTS AND TEACHERS

- 1.0 Introduction
- 2.0 Objectives
- 3.0 Main Content
 - 3.1 Concept of Information Need
 - 3.2 Information Needs of Students
 - 3.3 Information Needs of Teachers
- 4.0 Summary
- 5.0 Conclusion
- 6.0 Tutor-Marked Assignment
- 7.0 References and Further Readings

1.0 INTRODUCTION

In the previous unit, we discussed the relevance of school library in education. It is important to note that libraries and education go hand in hand and the absence of one may lead to the death of the other. Some of the factors affecting school library or media centres in Nigeria include unqualified staff, lack of funding, change of curriculum, unavailability of information technology and lack of current information materials. This unit will introduce you to the concept of information need, information needs of students and teachers.

2.0 OBJECTIVES

By the end of this unit, you should be able to

- Define information need
- Identify and discuss the various information needs of students
- Identify and discuss the various information needs of teachers

3.0 MAIN CONTENT

3.1 Concept Of Information Need

Students and teachers need information for various purposes and for making informed decisions. Students irrespective of their level whether primary or secondary school needs information. Information is defined as the outcome of a processed data. It is worthy to note that, information is NOT data, rather data are raw facts, figures, and symbols that must be processed to become information. Hence, information aids in decision making, solving problems and also help students and teachers to reduce uncertainty.

Information need usually involves the state at which an individual or group of people start searching, finding or seeking for information. It can also be said to be a quest for information, in this case the individual or group of people search for information in various media such as Google, Online Public Access Catalogue and other carrier of information. Therefore, information need according to Wilson (1997), is a desire by an individual or group of people to find, or locate and retrieve information that will or satisfy their conscious or unconscious needs. Information need arise wherever individuals find themselves in a situation requiring knowledge to deal with the situation as they see fit (Okonoko, Ojukwu & Mazah, 2015, P. 76). For Kuthlthau (1993), opined that information need develop from an unclear awareness of the fact that something is missing and going further to in locate the information for better understanding and meaning. This means that, when individuals or group of people identify why they want or need, the next step is to search for that need. Searching for this need is known as *information seeking* and it depends on the individual whether he/she knows how seek or search for the actual information he/she needs. In other words, when an individual lack knowledge about a particular thing, he/she search for this knowledge in order to solve the problem on ground. This shows that information varies from person to person and depends on a person's status, occupation, interest, age, and personality. In this case, we will be discussing information needs of students.

3.2 Information Needs Of Primary And Secondary Students

Children, pupils or students as the case may be need information for various reasons. The following are some of the information needs of students according to Asiyah and Fauziah (2018);

3.2.1 Academic Information: Students in primary and secondary school needs information relating to their academic work or studentship. They need information relating to their homework, assignments, and examinations. Hence, they need information resources such as reference materials both printed and electronic resources that will enable them to read and prepare for class, do their take home assignments, and read for their exams.

3.2.2 Lifestyle Information: Primary and secondary school students need information relating to sports, entertainment, and games. They need information relating to various sports such as long jump, football, running sprints, and biking. Information about the different entertainments such as games for children and adolescents. Such games could include spelling B competition, scrabble, and reading competition. They need information regarding the schedules, venue, and time for these sports and entertainments.

3.2.3 Health Information: Children and adolescents need information relating to health. Health information is vital to all students irrespective of grade or level. Students spend up to 8 hours a day in school as such there is need for their health concerns to be taken into consideration. Therefore, they need information concerning illness, exercise, nutrition/diet, oral and dental health, sexual and reproductive health, stress and emotional wellbeing, mental health, tobacco, and alcohol/drug use. It becomes important for students to have access to information sources (internet connectivity, databases, newspapers, parents, friends, journals etc.) that will meet their health information needs.

3.2.4 Current Affairs Information: Students need information relating to current affairs and as such there is need for libraries in school environment to provide reference and online resources, newspapers that will help them keep abreast with current happenings in the fields, and with their local and international environment. Debate competition is one of the ways through which students can keep up with current events.

3.2.5 Career Information: Primary and secondary school students need information relating to career choice. They are in their early stage of their lives and as such having access to information sources regarding different careers will help them plan for their future. It will also help students to develop knowledge, attitudes, and skills to enable students make career plans and choice. According to Abubakar (2013), career guidance activities is important in primary and secondary schools as it provide students with the required knowledge, awareness, and skills needed for future employment or work. Hence, students need career information education, which is the qualification needed for various career, training opportunities for various career choices and information about labour market.

Other information needs of students include;

- Sexuality information
- History
- Fiction books
- Information for personal development
- Fashion
- Religious information etc.

3.3 Information Need Of Primary And Secondary Teachers

Teachers are indispensable in the school system. They help to teach and transform lives of children and students in the cause of discharging their roles and job duties. Just as students, teachers also have their own information needs. The following are some of the information needs of teachers:

3.3.1 Information on Teaching Methods: Teaching methods are the beliefs, ideas, philosophies or guidelines, pedagogies and the strategy that is used for classroom teaching and learning. According to Gill (2020), the traditional teaching methods have evolved due to availability of different instruction and as such teachers need the necessary information in order to adjust the pattern of teaching so that they can meet the learning needs of students. There are different types of teaching methods and they include instructor/teacher centered methods, learner-centered methods, content-focus methods, and interactive/participative methods. Teachers in primary and secondary schools need information regarding these methods in order to give their best in the classroom.

3.3.2 Information on Classroom Management: Classroom management is an organized control of the classroom environment in order to achieve teaching objectives. It involves a process that of organizing, controlling, and coordinating the activities of learners. It is a way of creating an enabling environment for students with the motive of achieving teaching and learning objectives. Ahmad (2011) suggested some classroom management practices to include organization, seating arrangement, organizing material, care of instructional equipment, classroom rules, routines and procedures, Lesson strategies and lesson delivery and questioning. Teachers need information on how to effectively manage classroom such as arranging the seating position of students, encouraging less interaction among students during class activities or teaching. Adzongo and Olaitan (2019) highlighted some ways of managing classroom effectively and they include preparation of lesson notes, lesson preparation, and organization of classroom, classroom discipline and control.

3.3.3 Information on School Curriculum: This is a set of courses or subjects designed by the school authority to guide teaching and learning of students. Teachers are key stakeholders in the planning, assessing, development and implementation of school curriculum and as such they need information pertaining to curriculum development. They are responsible for introducing the curriculum to students in the classroom, hence they need information relating to curriculum development and implementation.

3.3.4 Information on the use of Instructional Materials: Teachers rely on the use of instructional to teach students in the classroom or virtually on electronic or online platforms such as Zoom, Google Meet, YouTube, Skype, Google Hangouts, Webex etc. it is therefore important for teachers to have access to textbooks, pamphlets, handouts, study guides, manuals, audios such cassettes, microphone, podcast; visuals such as charts, real objects, photographs, transparencies; audiovisuals such slides, tapes, films, filmstrips, television, video, multimedia. All these materials will help teachers explains terms and concepts to students easily and better achieve teaching objectives. Hence, it should be available in the school library for easy accessibility and use.

3.3.5 Information on New Trends in Education: Teachers need information to keep up with the advancement of technology in education. Although, the traditional classroom still remains but technological advancement has made many teachers change the way they teach. For example, during the outbreak of COVID 19, many teachers in primary and secondary schools in Nigeria were forced to adapt to the use of online platforms for teaching and learning in order to remain relevant and retain their jobs. Students were able to watch live video lessons from the respective homes and comments on zoom live classes with the help of the internet. Therefore, there is need for information to be provided to teachers in this aspect in order to remain relevant and flexible with new trends in education.

3.3.6 Information on Professional Development Programmes: Professional development helps in personal development of teachers and further improves the quality of their teaching. Teachers need information relating to professional development programmes in their respective subject fields. This is because their job requires regular development due to changes in educational policies, new teaching strategies, and information technology. Therefore, regular pre-service, and in service training is needed for better quality assurance in teaching methods. Information on conferences, seminars, and workshops are needed so that teachers can sustain high education standards and retainment of quality workforce in schools.

3.3.7 Information on Educational Policy: Education imparted in its various forms and ways has always been an integral part of mankind from time immortals. A regularized and effective educational system is always a base for progress in any country and plays a great role for the upliftment of the less privileged within the society. Education in any form empowers an individual to always equip himself with characters like flexibility, eagerness to learn, and innovation. Education policy basically consists of the principles and government policies in the

educational sector as well as the collection of laws and rules that govern the operation of education systems in a given country.

As stated above earlier the need for educational policy can never be said to be overemphasized. These policies help to ensure that all and sundry within a country have equal access to education at all levels not minding social status, colour or race. In Nigeria the compulsory 6,3,3,4 system of education has been the policy to ensure that there is standardization in the duration for all levels of educational development. The educational policy makes room for those who want to tow the vocational line to also obtain National Vocational Certificates and NABTEB respectively

3.3.8 Information on How to Teach Students with Disabilities:

Students of all abilities and backgrounds want classrooms that are inclusive and convey respect. For those students with disabilities, the classroom setting may present certain challenges that need accommodation and consideration. There are different types of disabilities such as:

- Hearing loss
- Low vision or blindness
- Learning disabilities, such as Attention-Deficit Hyperactivity Disorder, dyslexia, or dyscalculia
- Mobility disabilities
- Chronic health disorders, such as epilepsy, Crohn's disease, arthritis, cancer, diabetes, migraine headaches, or multiple sclerosis
- Psychological or psychiatric disabilities, such as mood, anxiety and depressive disorders, or Post-Traumatic Stress Disorder (PTSD)
- Asperger's disorder and other autism spectrum disorders
- Traumatic Brain Injury

A student's disclosure of a disability is always voluntary. However, students with disabilities may feel nervous to disclose sensitive medical information to an instructor. Often, students must combat negative stereotypes about their disabilities held by others and even themselves.

For instance, a recent study by May and Stone (2010) on disability stereotypes found that undergraduates with and without learning disabilities rated individuals with learning disabilities as being less able to learn or of lower ability than students without those disabilities. In fact, students with learning disabilities are no less able than any other student; they simply receive, process, store, and/or respond to information differently (National Center for Learning Disabilities).

Similarly, students with physical disabilities face damaging and incorrect stereotypes, such as that those who use a wheelchair must also have a mental disability. (Scorgie, K., Kildal, L., & Wilgosh, L., 2010). Additionally, those students with “hidden disabilities” like epilepsy or chronic pain frequently describe awkward situations in which others minimize their disability with phrases like “Well, you look fine.” (Scorgie, Kildal, & Wilgosh, 2010)

It is important to implement strategies that address the needs of the individual.

The following strategies are recommended for teaching people with disabilities

Break learning tasks into small steps:

- “Probe regularly to check understanding.
- Provide regular quality feedback.
- Present information visually and verbally.
- Use diagrams, graphics and pictures to support instruction.
- Provide independent practice.
- Model what you want students to do.
- Clearly define and post classroom expectations for work and behavior.
- Explicitly teach study and organizational skills.
- Teach student how to use planner or agenda to record assignments and due dates.
- Provide prompts of strategies to use and when to use them.
- Ask process-type questions such as “*How is that strategy working?*”
- Use Direct Instruction.
- Provide simple instructions (preferably one at a time).
- Sequence slowly, using examples.
- Speak clearly and turn so students can see your face.
- Allow time for students to process requests and allow them to ask questions.
- Use graphic organizers to support understanding of relationships between ideas.
- Use adaptive equipment if appropriate (books on tape, laptop computers, etc.).
- Ask questions in an illustration manner, and then allow the student to describe understanding of the questions.
- Use an overhead projector with an outline of the lesson or unit of the day.
- Reduce course load”
(<https://cts.edu.bd/assets/view/images/Academics.pdf>).

Other information needs of teachers include;

- Information on adolescent social problems
- Information on adolescent developmental stages
- Information on learners' assessments
- Information on managerial skills and competencies

4.0 SUMMARY

In this lesson, we have discussed the different information needs of students and teachers. If you recall, some of the information needs of students include health information, lifestyle information, current events, academic information, and career information among others. Teachers also have information needs and these include information on teaching methods, school curriculum, classroom management, instructional materials, new trends in education, professional development etc.

5.0 CONCLUSION

Everyone has information needs just like students and teachers. It is the responsibility of the school librarian to acquire information resources both print and electronic format in order to meet the needs of teachers and students. Meeting the information needs of students and teachers will thus improve the standard and quality assurance of the school.

SELF-ASSESSMENT EXERCISE

1. List 5 information needs of teachers.
2. List 5 information needs by school students

6.0 TUTOR MARKED ASSIGNMENT

1. List and explain 5 information needs of students.
2. list and discuss 5 information needs of teachers.
3. Write briefly on the following information needs of teachers:
 - Information on adolescent social problems
 - Information on adolescent developmental stages
 - Information on learners' assessments
 - Information on managerial skills and competencies

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MODULE 2 INFORMATION RESOURCES AND SERVICES IN SCHOOL LIBRARY AND MEDIA CENTRES

This module introduces you to the concept of information resources, types of information and services rendered in school library and media centres

- Unit 1 Concept and Types of Information Resources in School Library/Media Centres
- Unit 2 Collection Development in School Libraries/Media Centres
- Unit 3 Types of Services in school libraries/ Media Centres

UNIT 1 CONCEPT AND TYPES OF INFORMATION RESOURCES OF SCHOOL LIBRARIES/MEDIA CENTRES

- 1.0 Introduction
- 2.0 Objectives
- 3.0 Main Content
 - 3.1 Concept of Information Resources
 - 3.2 Types of Information Resources in School Library/Media Centres
- 4.0 Summary
- 5.0 Conclusion
- 6.0 Tutor-Marked Assignment
- 7.0 References and Further Readings

1.0 INTRODUCTION

In the previous lesson, we have discussed the different information needs of students and teachers. If you recall, some of the information needs of students include health information, lifestyle information, current events, academic information, and career information among others. Teachers also have information needs and these include information on teaching methods, school curriculum, classroom management, instructional materials, new trends in education, professional development etc. This unit will introduce you to the concept of information resources, and types of information resources in school libraries/ media centres.

2.0 OBJECTIVES

By the end of this unit, you should be able to

- Define information resources
- Identify and discuss the various types of information resources in School library/Media resource centre

3.0 MAIN CONTENT

3.1 DEFINITION OF INFORMATION RESOURCES

School libraries/media centres are libraries that are found in pre-primary, primary and secondary schools. The essence of the school libraries is to provide information resources that support teaching, learning and improve students' academic performance. In order to support teaching and learning, the school library acquire information resources in line with the curriculum in order to help students and teachers keep abreast with recent development. Hence, for school libraries/media centres to function maximally, staff and students must have access to the library's collections for the teaching, learning and research process.

What are information resources?

Information resources according to Chimah and Nwokocha (2013), include all forms of information carriers that can be used to promote and encourage effective research activities and developmental projects. Information resources are collection print and non-print materials of various kinds and they serve as relevant sources of information and instruction in schools. Print resources include books, journals, magazines, etc. while the non-print materials refer to electronic resources such as e-books, e-magazines, e-journals, and other published resources that are available on the internet and can be accessed through electronic devices such as computer, iPad, and mobile phones.

3.2 TYPES OF INFORMATION RESOURCES IN SCHOOL LIBRARY/MEDIA RESOURCE CENTRE

Information resources in libraries are in various formats such as books, maps, CD-ROM, compact disc, etc. Information resources acquired by school libraries include books, manuscripts, serials, cartographic materials, graphic materials, sound recordings, motion pictures, and video recordings, microforms and digital materials (Ternenge and

Agipu, 2019). Information resources in school libraries can neither be in printed or non-printed format.

3.2.1 Printed Information Resources

Printed information resources in school libraries are materials that are in book or text format. The following are some printed resources found in school libraries:

1. **Books**

A book is defined as any document that has a collection of 49 pages or more that are bound together with a unique title (Aina, 2004). Books are made up of pages, preface, table of content, and may appear in volumes. Examples of books are textbooks and fiction materials like novels.

- i. **Textbooks:** School libraries acquire more of books than electronic resources. Books come in hardback and paperback and are written by author or authors in a specific subject area. There are textbooks covering various subjects such as geography, integrated science, home economics, physics and economics among others. The school library houses all these textbooks to support students learning and teaching.
- ii. **Fictional Materials:** These are books that are read for leisure. They also form part of the school library resources and help to improve the reading skills of the students. These materials include novels, comics and the story books. For example, comics books are important in school libraries due to their ability to attract students especially teenagers. Popular Comic books include Scooby-Do, Superman, Spiderman, wonder woman, Bat man, Flash etc.



Figure 1: Superman Comic Book

<https://img.etimg.com/thumb/msid-40926349,width-1070,height-580,imgsize-455837,overlay-etpanache/photo.jpg>

2. Serials

Serials are information materials that are published in consecutive parts with numerical or chronological order and are published continuously. Serials are published daily, weekly, bi-weekly, monthly, bi-monthly, quarterly, bi-annually, or annually. Examples of serial publications include Newspapers, periodicals, journals, newsletters, newspapers, magazines, and conference proceedings.

- i. **Periodicals:** These are publications that are published or come out at regular intervals such as daily, weekly, monthly etc.
- ii. **Journals:** These are serial publications on a specific subject area and are written by professors, researchers, and scholars. It gives account of current development in a specific subject field.
- iii. **Newsletters:** These are publications used by organisations or institutions to communicate or pass information to their customers regarding their products and services.
- iv. **Magazines:** These are publications that contain stories, poem, essays, illustrations, photographs and advertisements. They usually deal with issues relating to sports, music, fashion etc.

- v. **Conference Proceedings:** These are published recorded articles or papers presented by authors at conferences, congress or symposiums.
3. **Reference Materials:** These are information materials that contains background information and facts on a specific topic. These materials are kept in the reference section of the library and are not meant to be borrowed out of the library. They are meant for consultation by students, teachers and others. The following are some types of reference resources;
- **Bibliographies:** These are descriptive list of materials such as manuscripts, book, and non-book materials that are related to a particular subject(s), place, person, or times. Bibliographies are arranged in alphabetical order according to authors or subjects. They are seen at the end of an article or a book and it carries information regarding the author's name, title of the work, place of publication, and publisher. Examples of bibliographies are;
 - ✓ National Bibliography of Nigeria
 - ✓ National Union Catalogue
 - ✓ Universal Bibliography
 - **Dictionaries:** These are reference resources that contain terms or words arranged in alphabetical order showing or giving meaning, definitions, explanation, antonyms, synonyms, pronunciation, and translations. There are types of dictionaries such as subject, language and specialized dictionaries.
 - i. **Language Dictionaries:** These are dictionaries that are used to find corresponding meaning of a particular word in another language. For example, you can find an Igbo word or term in English dictionaries. Examples of language dictionaries include; Dictionary of Yoruba, Dictionary of Urhobo, Dictionary of Igbo, etc.
 - ii. **Subject Dictionaries:** Examples of subject dictionaries include Dictionary of Science, Dictionary of sociology, and Harrod's librarians Glossary.
 - iii. **Specialised Dictionaries:** Examples of specialized dictionary include Oxford dictionary of Quotations, Dictionary of slang and unconventional English, Oxford dictionary of English proverb, Visual dictionary and Translation dictionary.

- **Handbooks:** These are information materials that provide concise and comprehensive information in a specific subject. It contains data, procedures, processes, principles, diagrams, graphs, illustrations etc. Examples of handbooks include;
 - ✓ Guinness Book of World Records
 - ✓ Handbook of communication
 - ✓ Nigeria handbook

- **Maps and Atlases:** Maps are representation of a particular part of the earth on a paper. On the other hand, atlases are collection of maps. In essence, an atlas presents topographical features and political margins as well as geo-political, social, religious and economic statistics of a place. Examples of atlases are;
 - ✓ The Atlas of Africa
 - ✓ The Atlas of the Bible
 - ✓ The Time Atlas of the World

- **Directories:** Directories provide information that will direct people to an organization, person or place. They contain lists of names, addresses of persons, organisations, ministries, societies, associations and recreational centres. Examples of directories are;
 - ✓ National Telephone directory
 - ✓ Vanguard yellow pages

- **Biographies:** These are references resources that provide comprehensive information about eminent people, their dates of birth and death, education, and achievements. Examples of biographies are;
 - ✓ Who is who in Nigeria
 - ✓ Who is who in America
 - ✓ Who is who in Nigerian Library World

- **Encyclopaedias:** These are reference resources or works that contain articles or subjects in every field of knowledge written by experts. Encyclopaedias provide robust information on a particular subject; they deal with concepts, definitions and find answers to questions on general information. Examples of encyclopaedia include;
 - ✓ Encyclopaedia Britannica
 - ✓ Encyclopaedia Americana
 - ✓ Encyclopaedia of Social Science

- **Almanacs:** These are periodical publications that contain important dates, facts, and statistical information concerning world events on a regular basis such as weekly, monthly, and

- annually. Almanac contains information such as weather forecasts, full moons and dates etc. Examples of almanac include;
- ✓ Poor Richard's Almanac
 - ✓ The World fact book
 - ✓ Farmer's Almanac
 - ✓ Whitaker's Almanac
- **Guidebooks:** These are books contain maps that serves as guide to tourists and tourist industries. They provide information relating to major roads, hotels, places and institutions. Examples of guidebooks are
 - ✓ A guide to Nigerian states
 - ✓ Traveller's guide to Africa
 - ✓ Lagos State yellow pages.
 - **Yearbooks:** These are reference resources that are published on a yearly basis. They give a calendar of events of the previous year. They provide information about a country's economy, politics, economic developments, governmental agencies such as banks, airlines, and hospitals. Examples of yearbooks are;
 - ✓ Nigerian Yearbook
 - ✓ The Statement Yearbook
 - ✓ Demographic Yearbook
 - ✓ Nigerian Insurance Yearbook
 - **Manuals:** These are reference sources that tell or direct the readers on how to do things. Manuals are meant to simply things. Examples of manuals are;
 - ✓ How can I repair my leaking kitchen sink?
 - ✓ Where there is no Doctor? Written by David Werner

3.2.2 Non-Printed Information Resources

These are materials that are found in the library that are not in form of printed books, reference materials, periodicals and government documents. As the name implies, they are not in printed form

1. Graphical Materials

Graphical materials also known as visual materials are found in school libraries. Examples of graphical materials are posters, graphs, charts, tables, diagrams, cartoons, drawings, and photographs.

2. Cartographic Materials

These are information materials that represent part of the earth or the whole earth. Examples of cartographic materials include maps, atlas and globes.

- i. **Maps:** These are reference resources that are in form of illustrative or pictorial material. They represent the geological, physical and natural features on a scale and on a flat medium.
- ii. **Atlas:** Atlas is reference material that provide geographic information on physical and climatic conditions of different places such as towns, states, countries, regions, continents; Examples include The Times Atlas of the World, The Shepherd Historical Atlas etc. (Nworie & Nwaigwe, 2017).
- iii. **Globe:** This is a round object that shows the map of the earth surface and on which some other celestial body is pointed and can turn around on a base.

3. Online Databases

Online databases are electronic collections of information resources that can be accessed and searched through the use of a computer that is connected to the Internet. Databases allows users to search for a wide range of journal articles or reference to articles online. The following are the types of online databases:

- i. **Full text Database:** This is the compilation of information available for a certain book, dissertation, encyclopedias, journal articles, newspapers, and magazines.
- ii. **Bibliographic Database:** This provides bibliographic record or references to published journals, magazines, conference proceedings, index, books and audio-visuals.
- iii. **Directory Database:** This provides a list of information pertaining to users and information of the domain.
- iv. **Numeric Database:** This contains raw data or numbers. Example of numeric dataset includes population, and census figures.
- v. **Mixed Database:** This includes a mixture of the other types of databases.

4. Audio

These are sound recordings produced on tapes or compact discs. Examples are magnetic tapes, audio tapes.



Figure 2: Audio and Magnetic Tapes

<https://www.google.com/url?sa=i&url=https%3A%2F%2Fwww.iasa-web.org%2Fmagnetic-tape-alert-project&psig=AOvVaw0HyTiJllo75M4-uC7sOjVi&ust=1616582843713000&source=images&cd=vfe&ved=2ahUKEwjvzLvCnsbvAhUFihoKHdgBAfkQr4kDegUIARDmAQ>

A **CD (compact disc)** is an optical or visual disc used to store and provide digital data. The disc is covered with a transparent coating and is read by a laser beam (Mardis, 2016).



Figure3: Compact Disc

https://upload.wikimedia.org/wikipedia/commons/d/d5/CD_autolev_cro_p.jpg

5. Visual

These are information resources that relate to seeing and sight like microfiche, microfilm, filmstrips, and slides. There are different forms of visual resources and they include:

- i. **Three-dimensional Aids:** This includes models and real things.
- ii. **Display boards:** This includes chalkboard, poster board and magnetic board.
- iii. **Graphic Materials:** This includes charts, maps, posters, and graphs
- iv. **Pictures:** This includes photographs, drawings and motion pictures.



Figure 4: Microfilm

<https://www.google.com/url?sa=i&url=http%3A%2F%2Fwww.micrographics.co.nz%2Fmicrofilm%2Foverview%2F&psig=AOvVaw0SbO-XW14vkaUeHcFSAudL&ust=1616586869761000&source=images&cd=vfe&ved=0CAIQjRxqFwoTCICn7c2txu8CFQAAAAAdAAAAABAD>



Figure 5: Microfiche

https://www.google.com/url?sa=i&url=http%3A%2F%2Fwww.datacomit.com.au%2Fservices%2Fdigital-preservation%2Fmicrographic-digitisation%2Fmicrofiche%2F&psig=AOvVaw3lIE1-zGZsuSvGAZuw4XiJ&ust=1616588578463000&source=images&cd=vfe&ved=0CA0QjhxqFwoTCNjx6_Gzxu8CFQAAAAAdAAAAABAF

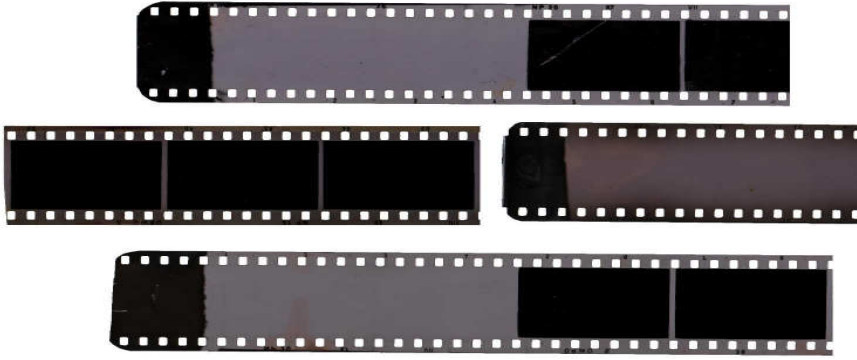


Figure 6: Filmstrip

https://www.google.com/url?sa=i&url=https%3A%2F%2Fwww.onlygfx.com%2F4-vintage-filmstrip-png-transparent%2F&psig=AOvVaw1eIODZFbcx-EzK4-nX6_0a&ust=1616588754732000&source=images&cd=vfe&ved=0CAIQjRxqFwoTCIivuNu0xu8CFQAAAAAdAAAAABAD

6. Audio-Visual

These materials require both visual and audio senses for their use. Examples of audio-visual materials are video tapes or videocassettes etc. Wondimtegegn (2020: 481) Audiovisual “aids help teachers to bring a significant change in the class environment as well as in the teaching process. By using audio-visual aids in the class, teachers can present a topic both verbally and visually which is very helpful for the learners to pay more attention in the lesson”.



Figure 7: Video tape of cassette

<https://i.pinimg.com/736x/d3/40/1b/d3401baae5cdd3f343d78b4b9f446548.jpg>

Audiovisual resources are vital to learning especially for school children. The following according to Dike (1993) are contributions of audiovisual resources to learning:

- i. **Stimulating Interest:** Audiovisual resources entice students. As humans, we learn easily by what we see, hear and touch. For example, pictures and sounds capture the interest and give the students an opportunity to learn. Hence, instead of just talking to pupils in class, it is good to use pictorial materials, sounds and other media to reach the heart of the students.
- ii. **Basing Learning in sense Experience:** Audiovisual resources make learning exciting and promotes unique experience among school students. It enables students to see things in pictorial form that they have never seen physically thereby giving the students a direct sensory experience.
- iii. **Providing Sources of Information:** Audiovisual resources provide sources of information for teachers to use in classroom. For example, teachers can use pictures that describe the various parts of the body such as leg, arm, hand, knee, and head in order for students to better understanding. In order to teach students about the time of the day, the teacher may choose to use the wall clock in the classroom to allow students observe it themselves.
- iv. **Extending Experience:** Audiovisual resources help the teachers to communicate with the students by overcoming the barriers of place and time. According to Friday and Olube (2015), audiovisual resources extend students experience by altering the image of the teachers as the sole custodian of knowledge, rather they are seen as facilitators who brings the pupils experience and materials closer and beyond the four corners of the classroom environment. Through this means, students
- v. **Individualising Instruction:** Audiovisual resources help students to carry out their work independently and at their own pace. It made learning more individualized, and enable students gained the ability to create their own learning materials by listening to YouTube videos, and tape recorder in various subject.
- vi. **Providing Tools for Diagnostic or Remedial Work:** Audiovisual resources serve as tool for diagnostic work in many areas of study and talking.
- vii. **Affording Students an Active Role:** Audiovisual resources enable students to play active role in the learning process. Field trips, dramatisations, games, class project, construction of models and charts require active participation by students (Dike, 1993).

- viii. **Making Learning Permanent:** Audiovisual resources enable students to learn permanently. For instance, when students see pictures or hear sounds of what is being thought, the retention rate is usually high unlike when they just only listen. Hence, audiovisual makes learning permanent.

Furthermore, Reddy (2008:27-28) as cited in Kurniawan (2016) highlighted 12 advantages of audiovisual aids to students learning to include:

1. the student becomes more active due to the involvement of more than one sense organ.
2. It allows more freedom to students.
3. The student's attention becomes intensive.
4. It provides students with opportunities to handle and manipulate certain things and articles.
5. Students can be more motivated.
6. It provides first hand experiences where students can view a demonstration and get direct experience.
7. It is relatively easy to understand.
8. It reduces meaningless use of words and phrases and contributes towards the clearness of the participation and accuracy in learning.
9. It can provide opportunities to include scientific attitudes and to give training in scientific methods.
10. It can stimulate students to ask more questions and lead them to make further investigations.
11. Teaching is more effective and learning is easier.
12. Audiovisual materials can help the teacher to teach lessons more effectively and also to create more interest from students.

Audiovisual materials are in school library collection because of their numerous benefits. Audiovisual collection contains both online resources and multimedia items for students to borrow and use. Hence, school libraries are encouraged to provide the needed facilities for students to watch video, television, and DVDs, listen to sound recording from tapes and view microfiches and microfilms (Adebowale & Ademola, 2013).

7. **E-Books**

These are books in electronic format that can be read with the use of computer, phones or other handheld device. With e-books, students can read books on their electronic devices round the clock (24/7) while they relax comfortably.

8. E-Journals

E-journals are like e-books but in this case, they are serial publications in digital or electronic format. Like e-books, e-journals can also be accessed using electronic devices like computer, phones, iPad etc. it is important for school libraries to subscribe to these information resources to support students academically.

9. Realia

Realia are objects that depict real and are used in classroom to teach concepts. According to Mardis (2016:202), realia are “three-dimensional objects from real life that can be used for classroom instruction. They bring the real world into the hands of inquisitive users”. Examples of realia are coins, specimen, stamps, postcards, games, toys and fossils. These items can be used to teach students, for example, children that were not born in the 80s can see Nigerian coins used back then.



Figure 8: Nigeria Coins

<https://www.google.com/url?sa=i&url=https%3A%2F%2Frisenetworks.org%2Fis-coin-still-legal-tender-in-nigeria%2F&psig=AOvVaw1faCVSD-kAx1ne5IE->

[TFfN&ust=1616594794852000&source=images&cd=vfe&ved=0CAIQjRxqFwoTCLC-p4bLxu8CFQAAAAAdAAAAABAS](https://www.google.com/url?sa=i&url=https%3A%2F%2Fwww.pinterest.com%2Fpin%2F588212401312555569%2F&psig=AOvVaw04Ks4whxM5M9urj3gJXOg-&ust=1616594794852000&source=images&cd=vfe&ved=0CAIQjRxqFwoTCLC-p4bLxu8CFQAAAAAdAAAAABAS)



Figure 9: Flag of Nigeria postcard

<https://www.google.com/url?sa=i&url=https%3A%2F%2Fwww.pinterest.com%2Fpin%2F588212401312555569%2F&psig=AOvVaw04Ks4whxM5M9urj3gJXOg-&ust=1616597158536000&source=images&cd=vfe&ved=0CAIQjRxqFwoTCJDdpPPTxu8CFQAAAAAdAAAAABAP>

All these aforementioned information resources found in school libraries are supported by collection development activities. At this point, you ask, What is collection development? In the next unit, you will learn about the concept and processes of collection development.

4.0 SUMMARY

In this unit, we have discussed the various information resources in school libraries. Some of these resources includes books, comics, fictional materials, reference materials, toys, games, CDs, CD-ROMS, online databases, e-journals, e-books, audio, audio-visuals, visual etc.

5.0 CONCLUSION

Information resources or materials such as books and non-book materials are indispensable in any school library. These resources are necessary as it encourages good learning and teaching environment for students and teachers. Without adequate information resources or

materials in the library, the school may not be able to meet the educational needs of students and also may not cover the curriculum. The school library role is to support literacy and enable children and students develop good reading habits and have love for books.

SELF-ASSESSMENT EXERCISE

1. List 6 reference materials found in school libraries.

6.0 TUTOR-MARKED ASSIGNMENT

1. List and explain 4 types of printed information resources or materials found in school libraries.
2. List and explain 7 types of non-printed information resources or materials found in school libraries.

7.0 REFERENCES AND FURTHER READING

Book:

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Journal:

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UNIT 2 COLLECTION DEVELOPMENT IN SCHOOL LIBRARIES

- 1.0 Introduction
- 2.0 Objectives
- 3.0 Main Content
 - 3.1 Concept of Collection Development
 - 3.2 Collection Development Processes in school libraries
- 4.0 Summary
- 5.0 Conclusion
- 6.0 Tutor-Marked Assignment
- 7.0 References and Further Readings

1.0 INTRODUCTION

In previous unit, we have discussed the various information resources in school libraries. Some of these resources includes books, comics, fictional materials, reference materials, toys, games, CDs, CD-ROMS, online databases, e-journals, e-books, audio, audio-visuals, visual etc. Having discussed the various types of information resources in school library collections, this unit will introduce you to the concept of collection development, and its processes in school libraries.

2.0 OBJECTIVES

By the end of this unit, you should be able to

- Define collection development
- Identify and discuss the processes involve in collection development in school library/Media resource centre

3.0 MAIN CONTENT

3.1 concept of collection development

Collection management is process of building library collections. It is systematic process of bringing together various information resources and media to meet the teaching, learning and research needs of teachers and students. Collection development is a vigorous and continuous activity that involves the library users, librarians and subject experts who develop collections to meet the needs of the users (Patel, 2016). School libraries collection comprises of books, manuscripts, journals, theses, maps, films, slides, microforms, electronic databases etc. the overall essence of collection development is to ensure availability of information materials to the school community(students, faculty members, administrators, and staff). To ensure a viable

collection, there is need for regular appraisal of library collections. Rath and Rath (2014:3) highlighted the purpose of collection development to include:

- To accomplish the library's obligation to its community,
- To find out the need of the readers,
- Provision of the right information resources to the right reader at the right time through selection,
- To occasionally review the collection for weeding out,
- To share information resources through networking.

Collection development involves six processes and they include selection, acquisition, stock revision, stock taking and weeding.

3.2 Collection Development Processes

The following are process of collection development:

3.2.1 Community Analysis or Assessment: This is the process of assessing the needs of the users. In order for the school library to effectively meet the needs of users, community analysis is important in order to determine the needs library users (teachers, administrators, students, and parents). It enables the school libraries to identify the information needs of each individual, the resources and services they need. In this case, the needs of the community should be taken into consideration in the collection development process.

3.2.2 Selection: This is a process in collection development that involves the act of evaluating and selecting information materials and media to be added to the collections of a school library. Selection of library materials is a stressful activity or task because the school librarian and others who are involve in the selection process needs to make decide as regard the information materials and media that are most relevant to the school curriculum and the needs of the students and educators. In the process of selection, the librarian makes use of selection policies in order to choose appropriate materials for the library. The selectors of information materials endeavor that they do not include or exclude materials for personal reasons, so that students can have access to all information materials in various subjects. You may be wondering, what is a selection policy?

3.2.2.1 Selection Policy: Selection policy in the library describes the objectives, types of users, and services. It can also be said to be guidelines used in the process of selecting library materials. The

selection policy according to Clarke (1999: 17), contains information such as:

- information materials to be selected;
- library's objectives;
- guidance on levels of provision;
- definition of community groups to be served;
- criteria for selection;
- policy on censorship;
- donation policy;
- demographic information of the community;
- The popular titles may be acquired.
- Statements of responsibility for selection and various types of information materials such as periodicals, textbooks, audiovisuals etc.

3.2.3 Acquisition: This is a function of obtaining information materials that makes up the school library's collections. Acquisition helps the librarian discover the information materials that available, the materials that meet the school library's needs, selection of those materials that relevant to the library's objectives, order or subscribe to printed and electronic information resources and receive the shipments of these resources. When ordered materials are received, the librarian checks for the quality of the materials before payments are made to the vendors. Information resources are acquired through purchase, exchange and gifts among others.

3.2.4 Stock Taking: This is the process of physically checking all library collections that are listed on the library's catalogue. It involves taking inventory or physical verification of all library holdings. The check is done according to accession number in order to know the resources in various section of the library. The process helps the library staff to identify the number of missing resources and to provide statistics on the use library information resources. One importance of stock taking is that, library staff has an idea of the total number of information resources in the library. If during the process of stock taking, some materials are found missing, decisions will be taken in order to repurchase the missing resources and beef up the security in the library to avoid further loss of their physical information resources.

3.2.5 Stock Revision: This is the editing or examination of library stock. It involves examining or analyzing the library's holdings based on subject, titles and pattern of use and unused. Stock revision aids the selector identify the subject areas that need revision and select titles of books that are related to users' request. Many librarians often complain against stock revision process is time wasting, irrelevant and difficult.

However, it is worthy to note that stock revision is a significant process of selection that encompasses reviewing stock on library shelves, and checking how well information resources are performing. Therefore, it is vital for all librarians to avail themselves during stock revision as it is one of their major roles.

3.2.6 Weeding: This is a systematic removal or withdrawal of books or non-books materials from the library's open access collections. The withdrawn information resources are discarded or thrown away. Weeding is done periodically and consistently in order to evaluate or assess library's resources with the aim of eliminating outdated, damaged, and seldom used information materials such as books and other items. It makes sure that the library's collections are suitable, in good condition, and readily accessible to users.



Figure 1: Weeding of library's collections

<https://www.google.com/imgres?imgurl=https%3A%2F%2Fs3.amazonaws.com%2FArchiveImages%2FLJ%2F2015%2F06%2F1jx150602webchant1.jpg&imgrefurl=https%3A%2F%2Fwww.libraryjournal.com%2F%3FdetailStory%3Dthe-art-of-weeding-collection-management&tbid=RjxeHV0iVZ4RnM&vet=12ahUKEwi08dvE1urwAhUhgXMKHfMiBCoQMygIegUIARCuAQ..i&docid=UYo38lm7Zm9YrM&w=575&h=481&q=weeding%20library%20>

[collection&ved=2ahUKEwi08dvE1urwAhUhgXMKHfMiBCoQMygIegUIARCuAQ](#)

You may be wondering why libraries embark on weeding exercise. The answer to this question is very simple and straight forward. Before discussing reasons why libraries weed their information materials, I want to tell you about the life cycle of a library collection.

3.2.6.1 Collection Life cycle

This gives or shows the different stages in a library's collection overtime. The following are the eight stages of a collection life cycle:

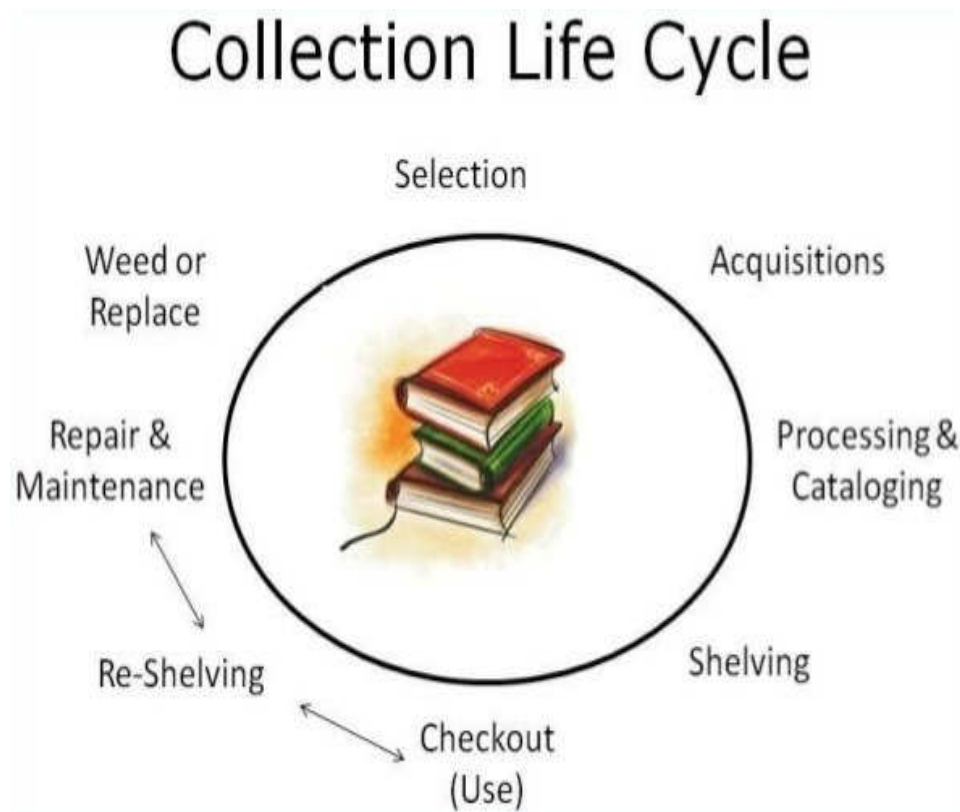


Figure 2: Collection Life Cycle

<https://libraryblog.lbrut.org.uk/wordpress/wp-content/uploads/2018/02/weed-em.jpg>

- i. **Selection:** In the selection stage, information resources are carefully selected and chosen for addition to the library collections from thousands of available titles. The librarians or selectors decide the information materials that best meet the library's mission and policies backed up by available budget.

- ii. **Acquisitions:** This is the process of obtaining information materials that makes up the school library's collections. Information materials can be acquired through purchase, exchange and gift. During acquisition, the librarian after selecting the needed materials for the library makes an order of the material through a vendor or publisher as the case maybe. The information resources are then sent to the library and payments are then made depending on the arrangement between the vendor and the school libraries.
- iii. **Processing (Cataloguing):** After the information materials have been acquired, processing of these materials follows. In most libraries, the cataloguing department takes over. This department stamps the date of receipt of the information materials, and add ownership label or stamp in some areas of the materials. These materials are then catalogued and classified by assigning call number depending on the classification adopted by the library.
- iv. **Shelving:** in this stage, after the information materials have been classified or processed, they will be arranged in an orderly manner on the library's shelves according to subject for easy access and retrieval by library users.
- v. **Checkout (Use):** At this stage, the information resources or materials is available for use on the shelves. Hence, the number of times an information resource is withdrawn from the shelf for use by library patrons is based on how popular the material is. Some information materials are regularly use but they still remain in good condition. While other materials might ware out due to frequent use and some other information materials are not use at all by users of the library.
- vi. **Re-shelving:** In this stage, already used information materials are return back to the shelves of the library.
- vii. **Repair and Maintenance:** During circulation of information materials to students, some of these students may rough handle the books and this will lead to tearing, denting, or mutilating the books. At this point, the repair and maintenance are important in order to prolong the lifespan of the information materials.

- viii. **Weed or Replace:** At this stage, the librarian goes through the shelves to check which information materials are in bad condition, grossly mutilated, and not use by the user community. Having identified books with such issues, these books are removed or withdrawn from the library's collection and discarded or donated to other libraries or agencies.

Watch Videos on the 8 Stages of Collection Life Cycle

Kindly click on the video below, or copy and paste the link on your browser. You may decide to download and play it offline. Watch the video below and listen to the stages of collection life cycle.



1. <https://www.youtube.com/watch?v=bLkwpfGLqT0>

Having discussed the life cycle of collection, I guess you must have known the reason why information materials are weeded.

3.2.6.2 Reasons Library Weeds Information Resources or Materials

Weeding of library materials is a difficult task but import duty in all libraries. It is a process of maintaining a feasible and good library collection that contributes to better services. The following are reasons why library weed their collection:

1. **Obsolete / Out of Date Information Materials:** One of the reasons why library weed their collection is because some are old, and out of date. Old editions of books or journals whether in physical or electronic format are withdrawn from the library shelves or databases and replaced with the latest or current editions. While some old books are weeded due to their age, some others are left on the shelves due to the frequency of the usage by library users.
2. **Dilapidation of Library's Collection:** Books, journals, and other printed information resources with poor physical condition are discarded especially books that are beyond repairs and are not fit for binding. Mutilated and torn books are weeded out of the library in order to keep the library's collection clean and admirable.

3. **Low Circulation/ Usage of Information Materials:** Some information resources in the library are left in the library's collection when they are still relevant to the users. Some books have high rate of usage and as such irrespective of the age of the book or physical condition, the library ensure they are left on the shelf and remain accessible to users.
4. **Lack of Shelf Space:** Libraries irrespective of their type has limited space on the shelves. Hence, weeding is done to ensure that the right books or journal are left on the shelves.
5. **Ease of Access:** information materials are weeded off the library shelves in order to ensure easy accessibility by users. Therefore, unused information materials, mutilated and books with poor conditions are removed from the shelves so that users can easily locate the books they need. This shows that weeding saves the time of the users as it allows them to easily find books on the shelves.

Watch Videos on Why the Library Weeds the Collection

Kindly click on the video below, or copy and paste the link on your browser. You may decide to download and play it offline. Watch the video below and listen to reasons why libraries weed their collection.



<https://www.youtube.com/watch?v=v9L0YIJMPFo>

4.0 SUMMARY

In this lesson, we have discussed collection development as the process of building library collections. It is organized process of bringing together various information resources and media to meet the teaching, learning and research needs of teachers and students. Collection development comprises of six processes and it include;

- Community assessment or analysis
- selection
- acquisition
- stock revision

- stock taking
- weeding

We also discussed the life cycle collection. The stages of a collection life cycle include;

- selection
- acquisitions
- processing
- shelving
- re-shelving
- repair and maintenance
- weed or replace

The following are reasons why libraries weed their collection;

- Obsolete or old collection
- Ease of access
- Dilapidation of library collection
- Lack of shelf maintenance
- Low usage or circulation

5.0 CONCLUSION

The concept of Collection development has changes over the years due to advance of information and communication technology. It is not just called collection development but rather collection control or collection management. The most important function of collection development is to acquire information resources through the use of established policies and processes. Therefore, for collection development to be done effectively, there is need for constant allocation of fund to meet the needs of the library and the users.

SELF-ASSESSMENT EXERCISE

1. List 6 stages of collection life cycle.

6.0 TUTOR-MARKED ASSIGNMENT

1. Discuss the term collection development.
2. List and discuss six processes of collection development.

7.0 REFERENCES AND FURTHER READING

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UNIT 3 TYPE OF SERVICES IN SCHOOL LIBRARIES/MEDIA CENTRES

- 1.0 Introduction
- 2.0 Objectives
- 3.0 Main Content
 - 3.1 Concept of Library Services
 - 3.2 Types of Services in School Library/Media Centres
- 4.0 Summary
- 5.0 Conclusion
- 6.0 Tutor-Marked Assignment
- 7.0 References and Further Readings

1.0 INTRODUCTION

In previous unit, we have discussed collection development as the process of building library collections. It is organized process of bringing together various information resources and media to meet the teaching, learning and research needs of teachers and students. We also said that collection development comprises of six processes and it includes community assessment or analysis, selection, acquisition, stock revision, stock taking and weeding. We also discussed the life cycle collection. The stages of a collection life cycle include, selection, acquisitions, processing, shelving, re-shelving, repair and maintenance and weed or replace This unit will introduce you to the concept of library services, and types of library services in school libraries/ media centres.

2.0 OBJECTIVES

By the end of this unit, you should be able to

- Define information resources
- Identify and discuss the various types of information resources in School library/Media resource centre

3.0 MAIN CONTENT

3.1 Concept Of Library Services

Before we discuss library services, let us discuss what ‘Services’ are? On a daily basis as individuals, we receive or one service or the other. We go to barbing salon to cut our hair, or beauty salon to make our hair, we make payments or withdraw online using our bank debit or credit

cards we deal with services, whether use take a taxi to office, go to a beauty, use telephone services, use of mail services, online shopping, and access to internet services. We visit banks, hospitals, libraries, schools, restaurants, airlines, and post offices among others to request for one service of the other. According to Kotler & Keller (2009: 214), defined service as

“A service is an act of performance that one party can offer to another that is essentially intangible and does not result in the ownership of anything. Its production may or may not be tied to a physical product. A service is any act or performance that one can offer to another that is essentially intangible and does not result in the ownership of anything. Its production may or may not be tied to a physical product. Many services include no physical products, and some service firms are purely online, with no physical presence”.

In the words of Stanton in Kumar (2010), services are “those separately, identifiable, essentially intangible activities which provide want satisfaction, and not necessarily tied to the sale of a product or another service. To provide a service may not require use of tangible goods. However, when such use is required, there is no transfer of title (permanent ownership) of these tangible goods.” The above definitions show that Services are immaterial or intangible activities which are provided to satisfy customers’ needs. The following are some characteristics of services;

1. Intangibility
2. Variability
3. Perishability
4. Inseparability
5. Fluctuating Demand
6. Pricing Services
7. Ownership

Library services are those services that are rendered in order to enable students and users’ access and use library resources or materials. Chukwueke (2018) opined that library services involve the total assistance provided by the library for its users and these services, to some extent determines the well-being of the library user, educationally, emotionally and otherwise.

3.2 Services Rendered In School Libraries

The following are the services rendered in school libraries:

1. **Selection and Acquisition of Library Materials:** School libraries have a department that is responsible for the selection, and purchase of information resources. These information materials include print and non-print material. The goal of acquisition department is to ensure the purchase of all materials that will meet the needs of the students and the mission of the school. Information resources are acquired in different ways such as purchase, gift, exchange and bequeath. The following are ways through which school libraries acquire information materials or resources:
 2. **Purchase:** This is the main process of selecting and acquiring library materials in school libraries. When purchasing library materials, the media specialist or librarian takes into consideration recommendation from administrators, teachers, students and the community at large. Most often, books and other information resources are acquired by purchase from publishers, vendors, bookshops, and subscription to online databases.
 - ii. **Gift:** School libraries also acquire information materials as gift. Gift in this sense means that individuals or organisations can decide to donate information materials to the library free of charge. For example, prominent persons within the society gift their collections to libraries on their death. Scholars such as professors or other well-known academicians can also gift their private collections to libraries after retiring from service. These gifts collection is most often kept separately from the library's own collection and the name of the person or organization that donated the gifts is written on the collection. Gift collection comes with terms and conditions as to their use, while some gifts collection may not be important to the objective of the school library. Therefore, it pertinent for libraries to have policy stating the types of gifts they accept. Gifts are of two kinds, namely solicited and unsolicited gifts. Solicited Gifts are those that the school library requested from individuals or organisations to donate to the school library, while unsolicited gifts are given or donated to the library without request from the school library management.
 - iii. **Exchange:** School libraries acquire information resources through exchange. According to Jegede and Towolawi (2010)

libraries can build their collection by exchanging information materials with other libraries with related interest. Books, periodicals, electronic materials could be exchanged. They further explained that with the advancement of information communication technology libraries can exchange information resources with other libraries using online Public Access Catalogue (OPAC) and teleconferencing, provided the participating school libraries have their information resources on the internet which can be viewed and shared by other libraries (Jegade et al, 2010).

2. **Organisation of Stock:** one of the most important services provided by school libraries is the organisation of library materials for easy access and use by library users. after selecting and acquiring information materials into the library, these materials need to be organised properly and places in their appropriate location on the shelves. Cataloguing and classification is essential at this point. School libraries mostly use Dewey Decimal Classification (DDC) scheme for organising collection. Dewey Decimal Classification Scheme is used for library collection that have with 20,000 or less titles. this scheme has both physical and web versions.
3. **Current Awareness Service:** This is a medium through which the library keeps the students and the community informed about the newly acquired information resources in their respective subject areas and interests. Newly acquired information resources are displayed in the library in order to attract students' attention. Most times, the media specialist circulate list of newly acquired materials according to subject to students and administrators.
4. **Circulation Service:** This service is provided to ensure information resources or materials are circulated to all users in the school. The circulation desk provides the following services:
 - i. **Registration of Eligible users:** The circulation desk ensures that all potential users of the library's resources and services are registered by filling the application or registration form. This form shows the name of the potential user, address, level, and statement of intent to adhere to the library's rules and regulations (Clark, 1999). After approval of the student registration, the student is issued an ID card which have the rules and regulations of the library and this card allow him/her to use the library.

- ii. **Loan Services:** The circulation desk allows registered library users such children or students to borrow books and other information resources from the library's open shelves. This service will allow students to read independently at their leisure and also do their class assignments or home works.
 - iii. **Compilation of Statistics:** The media specialist or librarian compile statistics on the number of registered users, number of books borrowed from the circulation desk, overdue notices, and the number of users that visited the library on a daily basis.
 - iv. **Book Reserve:** The circulation desk ensures that books on high demand that have limited copies are kept in the reserve section to enable all students have access to them.
 - v. **Inter-library Loan Service:** The circulation desk helps children to get information materials that are not available in their school library from other neighbouring school library. Since no library can acquire all the needed resources due to paucity of fund and proliferation of information resources, inter-library loan services become vital.
 - vi. **Shelf Maintenance:** Books are properly arranged on the library shelves for easy location and use by users. Maintaining shelves in the library include:
 - Reshelving of books used by users.
 - Making sure books are properly arranged according to their call number or class mark.
 - Removing books that not in good shape for repair.
 - Pasting signage on the shelves to direct users.
- 5. Reference Service:** The reference service desk allows students to consult information materials that are not to be borrowed out of the library but used within the fore wall of the library. The media specialist or school librarian provide answers to students' questions by using references sources such as encyclopaedias, handbooks, maps, dictionaries etc. The librarian also provides assistance to users in locating and retrieving relevant information that will satisfy their information needs. This shows that reference service involves personalised services to users and as such media specialist must have good interpersonal relationship with the users.
- 6. User Education:** User education is a "a holistic interactive learning process that presupposes that a student recognizes the need for information and knows how to find, evaluate, use and subsequently

communicate information effectively to solve problems or make decision” (Idoko, Asogwa, & Ugwuanyi, 2015: 2). In providing this service, the media specialist informs students of the various information resources of the library and teaches them how to locate and retrieve the needed resources. Students are also educated about the rules and regulations guiding the use of library resources and the library.

7. Audio-Visual Service: Audio visual materials are important in school libraries due to their unique roles in supporting teaching and learning. According to Adebawale and Ademola (2013), audio visual materials are part of our cultural heritage because of its ability to carry enormous amount of information that needs to be preserved for future use. They are the basic tools needed in school libraries as they aid an enrich classroom learning and also expose the students to the larger world around them (Kuri & Maranna, 2016).

8. Library Tour: Library tour is another service provided by the librarian to pupils and students. The tour helps to introduce school children and students to the library and help them see the various collection or books of the library. During the tour, students are taught information literacy skills in order to help them identify and to locate library material that will meet their information needs.

9. Promotional Activities: The media specialist or school librarian is responsible for promoting library resources and services to enable students to be aware of the role of library in their academic performance. According to Njoku and Ken-Agbiriogu (2019), school library can promote library use to teachers and students through library week, book talks, reading competition, library clubs, film shows, story hours, library display and exhibitions. All these activities attract students to the library and its resources.

4.0 SUMMARY

In this unit, we have discussed the concept of service and the various services offered by school libraries. Some of these include reference service, circulation service, acquisition, organisation of stock, promotional activities, library tour and user education among others. It is important that you know all the services rendered in school libraries as it will help you serve the students and meet their information needs.

5.0 CONCLUSION

School library is important in every school because of its role in enhancing students’ reading habit, reading culture and provision of

services that will help children or students locate and retrieve information resources that will meet their needs. It also helps students to do their assignments or homework and add value to their academic development.

SELF-ASSESSMENT EXERCISE

1. List 7 characteristics of service.

6.0 TUTOR-MARKED ASSIGNMENT

1. Define the term library services?
2. List and extensively discuss 7 services rendered in school library.

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MODULE 3 MANAGEMENT OF MATERIAL AND HUMAN RESOURCES IN SCHOOL LIBRARY AND MEDIA CENTRE

This module will introduce you to the management of material and human resources in school libraries. Therefore, in this module, we will discuss the concept of management, Physical Infrastructure/Facilities of School Libraries/Media Centres, and Staffing and Funding of School Libraries/Media Centres.

- Unit 1: Concept of Management
- Unit 2 Physical Infrastructure/Facilities of School
Libraries/Media Centres
- Unit 3: Staffing and Funding of School Libraries/Media Centres

UNIT 1 CONCEPT OF MANAGEMENT

- 1.0 Introduction
- 2.0 Objectives
- 3.0 Main Content
 - 3.1 Concept of Management
 - 3.1.1 Characteristics of Management
 - 3.2 Functions of Management
- 4.0 Summary
- 5.0 Conclusion
- 6.0 Tutor-Marked Assignment
- 7.0 References and Further Readings

1.0 INTRODUCTION

In the previous unit, we have discussed the concept of service and the various services offered by school libraries. Some of these include reference service, circulation service, acquisition, organisation of stock, promotional activities, library tour and user education among others. This unit will introduce you to the concept of management, characteristics, functions and importance of management in the context of school libraries/media centres.

2.0 OBJECTIVES

After the completion of this unit, you should be able to:

- Define management
- List the characteristics
- plain the function of management

3.0 MAIN CONTENT

3.1 CONCEPT MANAGEMENT

Management is a necessity in all type of organisations such as banking, manufacturing, and service-oriented organisations. Irrespective of the objective of the organisations, they share something in common and that is management. Management involves the process of getting things done through people that make up the organization. It involves managing people and their work in order to achieve a common goal by using the organisation's resources.

There are popular and various definitions of management according to scholars:

Harold Kootnz defined management as “an art of getting things done through and with the people in a formally organized group. It is an art of creating an environment in which people can perform and individuals can cooperate towards attainment of group goals.”

Karl Marx, Marry Parker Follett, Stewart, John F. Mee defined management as “the activity of using resources in an efficient and effective way so that the end product is worth more than the initial resources”. These resources include land, capital, labour, and human resources.

According to **Brech**, “Management may be defined as a social process entailing responsibility for the effective planning and regulation of the operations of an enterprise. Such responsibility involves (a) the installation and maintenance of proper procedures to ensure adherence to plans, and (b) the guidance, integration and supervision of the personnel comprising the enterprise and carrying out its operations.”

Kreitner defined management as “a problem-solving process of effectively achieving organizational objectives through efficient use of scarce resources in a changing environment”.

According to **W. Jack Duncan**, “Management consists of all organizational activities that involve goal formation and accomplishment, performance, appraisal and the development of an operating philosophy that ensures the organization's survival within the social system.”

F.W. Taylor defined management is “an art of knowing what to do and see that it is done in the best and cheapest way”.

Van Fleet and Peterson defined management as “a set of activities directed at the efficient and effective utilization of resources in the pursuit of one or more goal”.

From these definitions, it must be noted that, there is no universally acceptable definition of management. However, we can see that management can be an activity, art, and a process. Management is vital for the success and achievement of organisational goal. It is very important to human activity. This means that involves

- Management is a process.
- Management includes activities such as planning, organizing, directing, supervising, controlling, coordinating and leading. These activities are carried out by a manager, in the case of the school library, the school librarian or media specialist.
- Management is carried out in all organisations such as government organisations, private and non-profit organisations.
- Management is concerned with carrying out the right task, and achieving the set goals.

In the context of school library, management can be defined as the efficient and effective utilization of material (information resources), machinery, human resources and money to achieve the set objectives of the library. At this junction, let us discuss some of the characteristics of management.

3.1.1 Characteristics of Management

The following are characteristics of management:

1. **Management is Goal Oriented:** Management is only possible when there are goals to be achieved or accomplished. No goals, no management. For example, the goal of any commercial bank is to provide financial services and assistance to customers in order to make profit. The goal of educational institutions is to provide educational services. Therefore, management is dependent on achievement of goals and objectives.
2. **Management is Universal:** The process and activities of management is applicable to all organisations. Management principles and techniques serve as guidelines that can be implemented by organisations depending on the situation and goal of the organisation.

3. **Management involves Group of Activities:** It involves getting things done through people within an organization. In order to achieve the set goal of an organization, people work together as a team in order to realise individual and organizational goals. This is an indication that humans are indispensable when it comes to management.
4. **Management is a Social Process:** For people to work together for the achievement of organizational goals, there is need for interpersonal relationship, communication and cooperation among workers. Hence, organisations should be concern about the interest of employees, customers, suppliers, shareholders, and the surrounding community.
5. **Management is a Continuous Process:** Management involves series of processes and diverse functions such as planning, organising, directing, staffing, controlling, supervising and coordinating. All of these functions are performed by managers.
6. **Management is Intangible:** It is a force that cannot be seen but its presence is felt in the form of production, services and profit.
7. **Management is Dynamic:** It is dynamic because of its ability to adapt to changing business environment and meet the needs of the customers, shareholders, and the environment where the organization operates.
8. **Management is Multi-Dimensional:** Management involves three main dimensions and they include management of work, people and operations. This involves assigning job to employees, managing the people that carryout the various tasks and transforming input into desired goals.
9. **Management is a Career:** Management is broad and can be broken down into careers such as finance, personnel management, marketing, and Human Resource Management.
10. **Management is both Science and Arts:** It is both art and science. It is Science because it is based on certain principles. In addition, management principles go through scientific processes such as observation, and experiments. It is Art because it needs to be carried out by an individual. Therefore, people need skill and ability in order to perform or carryout managerial functions or tasks.

Watch Videos on the Characteristics or Features of Management

Kindly click on the video below; or copy and paste the link on your browser. You may decide to download and play it offline. Watch the video below and listen to Characteristics of Management.



1. <https://www.youtube.com/watch?v=ayPtpL0ukv0>

3.2 Functions of Management

The following are functions of management:

3.2.1 Planning: It involves setting objectives and putting things in place in order to achieve the set objectives. Ogolo (2011) defined planning as process by which managers evaluate present conditions to ascertain ways of attaining a desired future goal. Planning includes activities such as forecasting, development of objectives, policies, strategies, programmes and budget. In the context of school libraries, planning involves itemizing targets and providing the needed resources to achieve set objectives of the library. Some viable plan of a school library is to decide on the library's vision and mission, acquisition of additional information resources, improve their infrastructure, facilities, curriculum and services.

3.2.2 Organizing: This involves the combination of resources such as human, materials, machine, and capital in order to achieve the set objectives and goals of the organisation. In this case, the manager designs a structure, describes job duties and assigns tasks to employees and supervises the activities to ensure employees carry out their various assignments. Most often, organizing function is carried out by managers and supervisors who make use of organising tools such as job description, work rules and regulations, policies and procedures. In school libraries, there must be organizational structure showing a clear division of labour, it is the right of the head of the library to delegate authority, and ensure all activities are synchronized.

3.2.3 Staffing: This is concern with managing the structure of an organization through recruitment, selection, placement and manpower training and development. According to Dyck and Neubert (2009: 360), staffing is a "Human Resource Management

(HRM) process that of identifying, attracting, hiring, and retaining people with the necessary knowledge, skills, abilities to fulfill responsibilities of current and future jobs in an organization". It involves placing the right people with the right qualifications and skills on the right job, that is, placing the right people with the right knowledge, skills, and capabilities on the right job. In school libraries, staffing is very important for the achievement of its mission and vision. It is important that a qualified school librarian or media specialist run and manage the affairs of the library effectively.

3.2.4 Directing: This is a function of management in which managers give directives or instructions, guidance, and influence employees to carry out their assigned job tasks. In this case, the manager recognizes those who are did not do well on their job tasks in order to motivate them to put in their best. Directing involves giving instructions and at the same time supervising workers to ensure they carry out their assigned duties diligently. For workers to discharge their job tasks, the manager must provide an enabling environment and the necessary tools to achieve the assigned tasks.

3.2.5 Controlling: This is a function of management that ensures checks and balances of performance. It is a process of verifying all activities conform to plans, principles and instructions. Controlling is entwined in the planning function as it ensures that all plans are carried out, that monitoring employee job tasks and activities to ensure they conform with established standards. Controlling consists of three elements and they include establishing performance standards, (2) equating actual performance against established standards, and (3) taking corrective measures if deviated from established standards.

3.2.6 Coordinating: This is a function of management which ensures that the various departments and sections of an organization are working together. Therefore, there coordinating function controls planning, organising, staffing and directing activities for the achievement of the set goals of the organisation.

Watch Videos on the Function of Management

Kindly click on the video below; or copy and paste the link on your browser. You may decide to download and play it offline Watch the video below and listen to Functions of Management.



1. <https://www.youtube.com/watch?v=8jxJOa1P0lY>

Management is very essential in any business organization including school libraries. The functions of management are key to the achievement of the objectives of the organization and as such managers, school librarians, and supervisors should endeavor to apply these functions in order to effectively and efficiently deliver their duties. Management in school libraries therefore involves the utilization of all school resources such as human resources, materials or collections and funding sources in the activities of planning, organizing, executing, and evaluating to make school library achieve its objectives (Rakhmayanti & Karwanto, 2019).

4.0 SUMMARY

In this unit, we have discussed the concept of management, characteristics of management and functions of management. We defined management in the context of school library as the efficient and effective utilization of material (information resources), machinery, human resources and money to achieve the set objectives of the library. Some of the functions of management include planning, organizing, staffing, directing, controlling and coordinating.

5.0 CONCLUSION

Management is an indispensable tool in every organisations including school libraries. Without management activities, it will difficult for school libraries to decipher their vision mission, and have a workable organizational structure.

SELF-ASSESSMENT EXERCISE

1. What is management?
2. List 5 characteristics of management

6.0 TUTOR MARKED ASSIGNMENT

1. Discuss the term 'Management' and its Characteristics?
2. Discuss 5 functions of management as applicable to school libraries.

7.0 REFERENCES AND FURTHER READING

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UNIT 2 PHYSICAL INFRASTRUCTURE/FACILITIES IN SCHOOL LIBRARIES/MEDIA CENTRES

- 1.0 Introduction
- 2.0 Objectives
- 3.0 Main Content
 - 3.1 Physical Infrastructure in School Libraries
 - 3.2 Library Furniture
- 4.0 Summary
- 5.0 Conclusion
- 6.0 Tutor-Marked Assignment
- 7.0 References and Further Readings

1.0 INTRODUCTION

In previous unit, we have discussed the concept of management, characteristics of management and functions of management. We defined management in the context of school library as the efficient and effective utilization of material (information resources), machinery, human resources and money to achieve the set objectives of the library. Some of the functions of management include planning, organizing, staffing, directing, controlling and coordinating. This unit will introduce you to the different facilities and infrastructure of school libraries.

2.0 OBJECTIVES

By the end of this unit, you will be able to

- List some equipment found in school libraries.
- List and discuss the furniture in school libraries.

3.0 MAIN CONTENT

3.1 Physical Infrastructure in School Libraries

School libraries are learning centres that house information resources such as book and non-book materials for students, teachers and the general community. The main aim of the school library is to provide information resources in different formats and in various subjects in order to meet the needs of students. In order for the libraries to achieve the objective of providing information and access to students, infrastructure is key. Infrastructures are facilities such as furniture, information resources, internet connectivity, and the library building. According to Omeluzor, Pelemo, Agbawe, Onasote, and Imam (2017), library infrastructure includes;

- Library building,
- Internet facilities,
- Power supply,
- Computer systems,
- Generator set,
- Catalogue cabinet,
- Book shelves,
- Air-conditions and fans among others.

3.1.1 Library Building: The essence of a library building is to provide a place or space where information resources can be stored, and where users and staff of the library staff to carry out academic activities. The building also allows students to interact among themselves. The building should be constructed in a conducive and spacious location. Space is important because students need it in order to their various educational activities such as assignments, independent reading, group work and other social activities. Stewart (2016) suggested that when designing a library building, spaces should be flexible in order to accommodate current and evolving pedagogies and for supporting different purposes. International Federation of Library Associations and Institutions (IFLA) (2015:32) the following need to be taken care into consideration when planning a school library facility;

- i. The building should be in a central location.
- ii. It should be accessible and closer to teaching areas.
- iii. Appropriate and sufficient lighting.
- iv. Appropriate room temperature to ensure good working environment and preservation of the library's information resources.
- v. Appropriately design for users with special needs.
- vi. Adequate space for books, reading areas, computer workstations, and work areas for library staff.
- vii. Flexibility to allow multiple activities and future changes in curriculum and technology.

Spaces in School Library Building include;

- **Administrative areas:** This is the area within the school library building where administrative functions are carried out. Some of these functions include management, clerical and technical functions.
- **Circulation Desk:** The circulation desk is usually situated at the entrance of the library. The circulation should have a waiting area for students' inquiries. It is a central point in the school library and it always look spacious and attractive. The main function of the circulation desk is to register new library users, attend to

students' inquiries, charging and discharging of books to students.

- **Computer Work Station:** There is need for a computer room to accommodate students who want to do research, assignments, or personal work using the internet. Although, with wireless technology or availability of WIFI, students are more comfortable using their individual gadgets. However, it is still important to have a computer work station and ensure that there is constant internet connectivity.
- **Storage:** The library building should also have some rooms reserve for storing of materials and equipment such as cameras, TV sets, projectors, a production room for audiovisual materials, seminar and workshop rooms among others

3.2 Library Furniture

1. Reading Carrels

These are partitioned tables and chairs used in libraries to allow students read and do all other academic activities independently. These are also called study carrels because they provide quiet atmosphere and private computer work stations for students in the library. Apart from the general study carrels that have can accommodate 4 to 5 students, there are other carrels that are made for one person only. These single carrels encourage students to have their privacy and carry out their assignment in a distraction free environment. The space requires silence and it is appropriate for students who wish to concentrate best in a soundless environment. There are new reading carrels that have good lightening and more enclosed to allow for privacy for students.



Figure 1: Reading Carrels

https://www.lib.washington.edu/images2/photos/suzzallo-assigned-study-carrels-b/image_preview

3. **Shelves and Shelf Guides:** Shelves are set of tinny, flat pieces of rigid materials set horizontally at right angles into a frame or wall, to hold books without drooping. It is important for the school librarian or media specialist to take into consideration the durability, movability, and flexibility of the type of shelves he or she purchase for the library. When purchasing shelves for the library, consideration should also be given to shelf guides. Shelf guides are labels written on the library shelves indicating the subject area covered on a particular shelf. They are used by users and staff to locate or trace information materials or books from the library's catalogue to the shelves.



Figure 2 : Library Shelves

https://schoollibrarybeyondsurvival.files.wordpress.com/2012/08/c_kilpatrick2012-7863.jpg



Figure 3: Shelf Guides

<https://www.sussex.ac.uk/wcm/assets/media/269/content/61566.460x345.jpg>

4. **Book Trolley:** This is a book rack that is used in school libraries to move books, magazines and other information materials from one area of the library to another.



Figure 4: Book Trolley

https://bciproduct.azureedge.net/media/7187/000_classic_line_book_trolley_wm10.jpg?crop=0,0,0,0&cropmode=percentage



Figure 5: Steel Book Trolley

https://images-na.ssl-images-amazon.com/images/I/41wjYVWmgwL._AC_SX355_.jpg

5. **Display Rack:** This rack is used to display newly acquired books, magazines, and bulletins. The essence of using this rack is to create awareness so that students and teachers will be informed about the newly acquired resources purchased by the university.



Figure 6: Display Rack

<https://3.imimg.com/data3/WO/NR/MY-9486659/a-500x500.jpg>

Library Catalogue (furniture): It is also referred to as a comprehensive list of books and non-books information materials or resources arranged in alphabetical order. The catalogue serves as the backbone of library operations as it simplifies the retrieval of books from the library shelves. The library catalogue furniture is a four-sided wooden cabinet made up of drawers, holes, and pin that holds the card catalogue. The pin is usually located at the centre each drawer and it helps in holding the card catalogues.

The following are the functions of a library catalogue:

- i. It provides a comprehensive list of all information materials owned by the library. That is to say, it shows the total number of print and non-print materials that a library has in its collection.
- ii. It makes it easier for library staff and users to easily locate information materials on the shelves.
- iii. It shows materials that a library has by a certain author, on a particular subject and on a specific title.
- iv. It enables library users to find information resources on the shelves using only author, title, or subject.

There are three approaches to a library catalogue and they are as follows:

- i. **Author Catalogue:** This is also called the main entry card. In the author catalogue, the cards are alphabetical order according to the author's name. In cases where the author is a corporate body, the first letter of alphabet of the corporate body is used. Hence, a library user that knows only the name of the author of a book can be able to find and locate the book using the author catalogue.
- ii. **Title Catalogue:** The title catalogue also referred to as added entries except cases where the title serves as main entry contains, that is the book or work has only title without authors or probably the book is written by more than three authors. Hence, a library user that knows only the title of a book can be able to trace and locate the book using the title catalogue.
- iii. **Subject Catalogue:** The subject catalogue entries are arranged according to the subject of a book. They are also known as added entry cards. This catalogue allows the library user who knows only the title of a book to be able to trace and locate a book using the title catalogue.



Figure 7: Library Catalogue Drawers

<https://www.google.com/url?sa=i&url=https%3A%2F%2Fwww.smithsonianmag.com%2Fsmart-news%2Fcard-catalog-dead-180956823%2F&psig=AOvVaw0l1nANudGs9hZSQchdo9cY&ust=1622049497979000&source=images&cd=vfe&ved=0CAIQjRxqFwoTCKCmkmr5fACFQAAAAAdAAAAABAU>

6. **Catalogue Card:** The card catalogue is a type of catalogue that is made up of 3x5 (7.5x12.5cm). It contains bibliographic record about a book in the library collection. The card catalogue is very popular among other types of catalogues in developing countries. The card in the card catalogue is alphabetically arranged in the catalogue wooden cabinet and they represent the entire holdings of the library. Some of the characteristics of the card catalogue includes:
 - i. The card catalogue is actually cheap to operate and maintain.
 - ii. Entries are easily added to the card catalogue.
 - iii. Entries are also easy to delete without stress.
 - iv. It is expensive due to the cost of stationery.

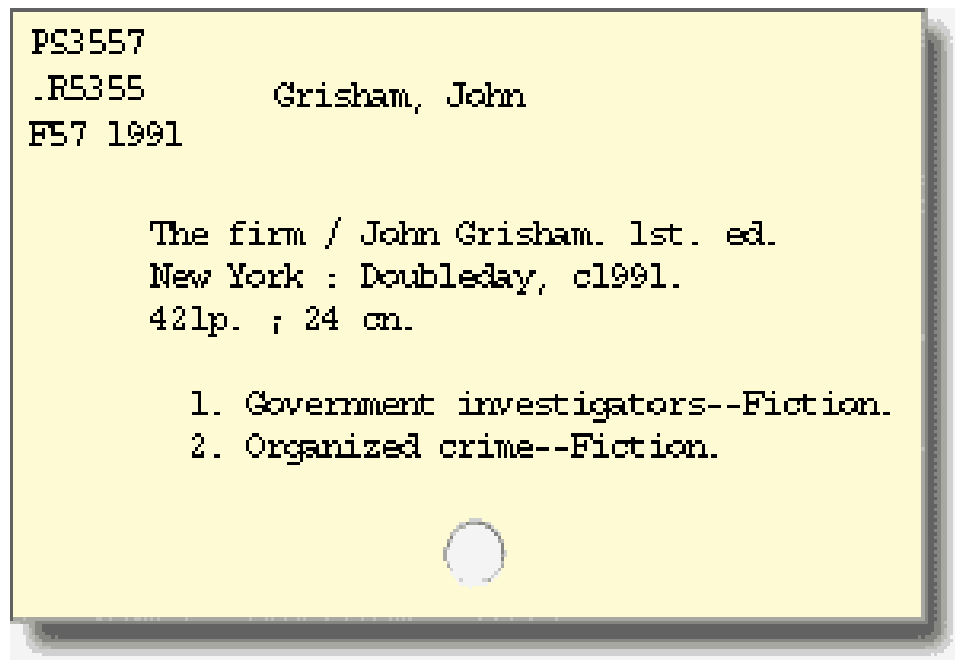


Figure 8: 3 by 5 Catalogue Card

https://www.usg.edu/galileo/skills/unit04/images/04_04b_author_card.gif

Library Equipment

Library equipment includes the following:

- Computers
- Photocopying machine
- Digital camera
- Printer
- Scanner
- Microform Reader

4.0 CONCLUSION

The school library is an important part of the school system be it primary or secondary school. Hence, the library should have the needed equipment, and facilities. The infrastructures of the school library go a long way to affect the quality of learning and education. It becomes important for the library to be well equipped, spacious, and acquire the needed information resources that meet the information, creational, research, and development needs of the students.

5.0 SUMMARY

In this unit, we have discussed the infrastructure, facilities or equipment in school libraries. For example, we discuss some furniture that are relevant in the library; this furniture includes;

- reading carrels
- shelves and shelf guide
- book trolley
- library catalogue
- catalogue card

Library equipment include the following:

- Computers
- Photocopying machine
- Digital camera
- Printer
- Scanner

SELF-ASSESSMENT EXERCISE

1. List 5 library furniture.

6.0 TUTOR-MARKED ASSIGNMENTS

1. List and explain the various infrastructure/facilities/equipment in school libraries.

7.0 REFERENCES AND FURTHER READING

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UNIT 3 STAFFING OF SCHOOL LIBRARIES/MEDIA CENTRES

- 1.0 Introduction
- 2.0 Objectives
- 3.0 Main Content
 - 3.1 Staffing in School Library
- 4.0 Summary
- 5.0 Conclusion
- 6.0 Tutor-Marked Assignment
- 7.0 References and Further Readings

1.1 INTRODUCTION

In this unit, we have discussed the infrastructure, facilities or equipment in school libraries. For example, we discuss some furniture that are relevant in the library; this furniture includes reading carrels, shelves and shelf guide, book trolley, library catalogue and catalogue card. We also discussed some library equipment that can be found in the library and they include computers, photocopying machine, digital cameras and printers. In this unit, you will be introduced to the various human resources we have in the school libraries. The quality of information resources or library collection and services is dependent on human resources or library personnel. In order to meet the teaching, learning, and research needs of teachers and students, knowledgeable and capable staff are indispensable. This unit will discuss categories of staff manning the school libraries and how the school library is been funded.

2.0 OBJECTIVES

At the end of this unit, you should be able to:

- Discuss the categories staff in school library.
- Discuss the duties of the different categories of staff in school library.

3.0 MAIN CONTENT

3.1 Staffing In School Library

Staffing is the most essential resource in school library because they carry out the all functions and operations of the school library. Staff acquires information resources in the library, engage in curriculum development, and provide various library services to meet users' needs. There are three categories of staff in school library namely;

- i. Professionals
- ii. Para-professionals
- iii. Non-professional staff

3.1.1 Professionals

Professional staff are those staff with graduate degrees in library science and other discipline. They are library workers who have undertaken professional training in library science, librarianship, or information science and hold a degree or postgraduate degree in these fields. These professionals are responsible for all the activities of the library. They are also responsible for;

- Charging and discharging of information resources,
- Identification of library users' needs,
- Analysis of identified problems,
- Defining of objectives of the library,
- Planning and organizing of library operations,
- Directing and supervising the departments, sections and divisions in the library, and
- Provision solutions to identified problems

Apart from these responsibilities, professional librarians or staff also perform the following duties;

- Selection
- Acquisition
- Cataloguing
- Classification
- Indexing
- Abstracting
- Information service
- Weeding

Professionals in library also need various soft skills in order to achieve the objectives of the school library. These skills include:

- i. **Listening Skill:** Library professionals must be a good listener. They listen to students or library users' complaints, and inquiries in order to proffer solution to solve problems or complaints of users. Listening is an indispensable skill for professional librarians

- ii. **Communication Skill:** This is a very important in every organization. Through communication, information and instructions are sent and feedback can be received. Effective communication with colleagues, suppliers, vendors, publishers, and library users. Communication can be done through various medium or channels such as email, and social media.
- iii. **Time management:** This skill allows librarians to prioritize the job assignment according to importance and ensure completion of task within a specific period of time. Time management enable employees to breakdown task into smaller tasks in order to complete these tasks in a timely manner.
- iv. **Customer service skill:** The way and manner in which library professionals treat the users is important to the achievement of the vision of the library. The users of the library are seen as kings and as such should be treated kindly. Kind words will always make a difference.
- v. **Multi-Tasking Skill:** This is the ability to move between one job task to another at a time. In this case, library professionals can be doing literature search at the same time provide answers to users' inquiries.
- vi. **Interpersonal Skill:** This also known as people skill, the library professionals must be able to interact with users, suppliers, vendors, family, and friends. Interpersonal skills are needed for our everyday interaction and communication with people both at work and at home. Good interpersonal skill to help build good relationship with people.
- vii. **Leadership Skill:** Library professionals need good leadership skills in order to manage other library staff and materials resources within the library. Library professionals should lead by example and encourage team spirit among staff.

In summary, professional staff of the library are those staff that manages the whole affairs of the library.

3.1.2 Para-Professional

The paraprofessionals are staff of the library that holds diploma/ OND certificate in library science or librarianship. They assist the professional librarians in the technical and other functions of the library; they carryout various activities on a daily basis under the supervision of the

professional librarians. This category of library staff work in all types of libraries, ranging from school libraries, National libraries, academic libraries to public libraries. Para-professionals perform numerous tasks ranging from charging and discharging of information materials in circulation unit, assisting the professionals in registering new library users, placing stamps and date use slips on newly acquired books, answering users' queries, monitoring users, shelving and re-shelving of library materials and supervising the use of books by users within the library.

For para-professionals to discharge their duties effectively, they need to acquire some skills and competencies. The following are some other duties and responsibilities of para-professional library staff:

- i. **Technological Support:** They assist library users on how to use library computers and internet to access and use information resources. This they do by providing login details of the library's databases and computer systems, helping users access web pages and electronic resources of the library. Para-professional library staff can also describe and explain to users how they can use various access tools to retrieve and use the library's information resources.
- ii. **Technical Support:** It is important for the para-professional library staff to have knowledge of cataloguing and classification of both print and electronic format of library materials. It is also essential that they are aware of the reasons why libraries organize their resources with the aid of classification scheme and assist users in locating needed information materials on the shelves.
- iii. **Assisting Library in Locating Information:** These library staff helps teachers and students in finding and locating information resources that they can use for assignments, class projects or for personal development. They also provide answers to short reference questions and other inquiries from users of the library.
- iv. **Circulation of Information Resources:** Para-professional library staff helps in circulating library resources to users. This involves loaning of library materials to users, re-shelving of returned books, updating users' records, collection of fines on overdue books, sending out notices to users for overdue books and compilation of statistics.
- v. **Maintenance of Library Collection:** Para-professional staffs are responsible for sorting and returning returned books and other materials back to their respective shelves. Organizing of library

materials, shelf revision, and ensuring neatness in library collection.

Watch Videos on the Overview of the Skills Needed to Become a Library Helper

Kindly click on the video below; or copy and paste the link on your browser or may decide to download and play it offline. Watch the video below and listen to the overview of the skills needed to become a library helper.



3.1.3 Non-Professional Staff: These are staff who carry out administrative activities in the library. They support the professional and para-professional librarians in discharging their duties. There are different categories of non-professional library staff and they are:

- i. **Administrative Staff:** These staff are not librarians but rather they are in charge of maintaining confidential records, minutes of meetings, personnel records regarding staff appointments, promotion, and leave among others, maintaining of files, registers, and correspondence records. They also offer secretarial assistance to the school librarian.
- ii. **Clerical officers:** These set of staff are usually secondary school certificate holders. They are support staff to the administrative staff in the library. Some of the duties they perform include;
 - Record keeping,
 - Word processing of documents
 - Photocopying
 - Scanning
 - Filing
 - Sorting received mails
 - Posting and delivering mails
 - Typing information on catalogue cards

- iii. **Library Attendants:** These are non-professional staff that assists the librarians in their duties. Some of the duties of the library attendants include;
- Dusting of books, and cleaning of library shelves and trolleys.
 - Arrangement of library tables and chairs in their various sections and units.
 - Assist in opening and Closing of the Library after the day's work.
 - Managing the Check Points and Properties of the library.
 - Pasting of labels and marks on library materials.
 - Attending to library users with special needs.
 - Replacement of returned books on the shelves/
 - Removal of damaged books from the shelves for onward repair by the bindery unit.
 - Inserting and pasting of book pocket, class mark, due date slip on library books.
 - Display of newly arrived information materials on the display rack.

4.0 CONCLUSION

Staffing is important in any organization including the school library. Personnel are needed to discharge or render services to meet the users' information needs. For professional library staff to effectively discharge their duties, they need some competencies and skills. The skills are needed for them to effectively render their duties and some of these duties include selection, acquisition, circulation, reference, interlibrary loan and maintenance of collection.

5.0 SUMMARY

In this unit, we have discussed the categories of staff in school libraries. There are 3 categories of library staff and they include:

- Professionals
- Paraprofessionals
- Non-professionals

These categories of staff are needed for smooth running of the library. For example, the professional staff work closely with the paraprofessional staff by assigning duties and at the same time supervising and managing the affairs of the library. Some of the duties of professional librarians include:

- Selection
- Acquisition

- Cataloguing
- Classification
- Indexing
- Abstracting
- Information service
- Weeding

The professional librarians also need to have some skills and competencies. Some of these skills include:

- Listening skill
- Communication skill
- Time management skill
- Customer service skill
- Multitasking skill
- Interpersonal skill
- Leadership skill

SELF-ASSESSMENT EXERCISE

1. List 5 duties of para-professional librarians.

6.0 TUTOR-MARKED ASSIGNMENT

1. List and discuss the categories of library staff in school library.
2. List and discuss the skills that professional librarians need to possess.

7.0 REFERENCES AND FURTHER READING

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UNIT 4 FUNDING OF SCHOOL LIBRARIES/MEDIA CENTRES

CONTENT

- 1.0 Introduction
- 2.0 Objectives
- 3.0 Main Content
 - 3.1 Funding of School Libraries/Media Centres
- 4.0 Summary
- 5.0 Conclusion
- 6.0 Tutor-Marked Assignment
- 7.0 References and Further Reading

1.0 INTRODUCTION

In the previous unit, we have discussed the categories of staff in school libraries. There are 3 categories of library staff and they include Professionals, Paraprofessionals and Non-professionals. These categories of staff are needed for smooth running of the library. For example, the professional staff works closely with the paraprofessional staff by assigning duties and at the same time supervising and managing the affairs of the library. Some of the duties of professional librarians include selection, acquisition and cataloguing among others. Finance is key for managing and running a library. The more the school library grows, the more money is needed to acquire additional resources and maintain it. This unit will discuss various ways through which school libraries/media centres are funded.

2.0 OBJECTIVES

At the end of this unit, you should be able to:

- Discuss funding
- Discuss the various sources of fund in school libraries

3.0 MAIN CONTENT

3.1 Funding In School Library

School libraries/media centres are institutions that provide services and do not make profit. As such, money is needed for acquisition of information resources, purchase of computers and other equipment like printers, scanners, projectors, and digital cameras among others. Funding is the means of providing financial resources which could be in the form of money or other values to finance a need, program, or

project, usually by an organization or institution (Madu, Gomna, Oname & Jubril, 2020). It is worthy to note that, most libraries in Nigeria be it academic, public, or school libraries are owned and funded by the federal or state or local government through the institutions. According to Anyanwu and Akanwa (2001), government owned institutions are funded through consolidated fund taken from budget that is done on a yearly basis. For school libraries owned by private bodies, they are funded by the owner of the institution.

The amount of money allocated to the school libraries to a great extent determines the quality of information resources, personnel, and services provided by the library. The following are some possible sources of funding to school libraries as Highlighted by Kumar (1997)

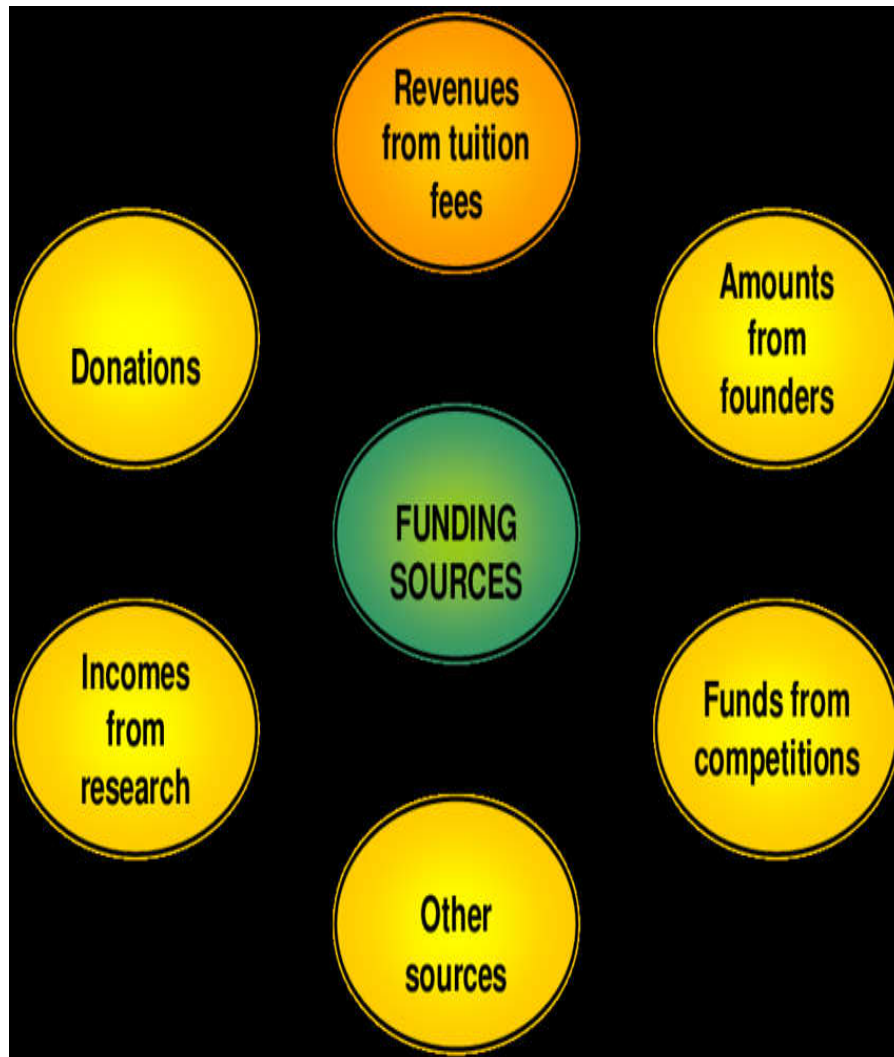


Figure 1: Sources of Library Funding

<https://www.researchgate.net/profile/Cristina-Dragusin-2/publication/271965222/figure/fig3/AS:392012902748162@1470474567216/Funding-sources-for-private-and-confessional-institutions-of-higher-education-Source-Own.png>

3.1.1 Government Allocation: This is one of the most popular and reliable way through which school libraries get financial assistance. At the start of every financial year, the federal government of Nigeria allocates some fund for primary and secondary education. Fund allocated to schools is meant for the smooth running of the school and maintenance of infrastructure and facilities such as laboratories, staff rooms, classrooms and libraries. However, there have been complaints that the government of Nigeria has not reciprocating due to lack of or paucity of fund.

3.1.2 Agencies: These are organisations that carry out specific services on behalf of an organization. Agencies could be government owned or non-government owned. In Nigeria, there are many agencies that have contributed immensely to the development and maintenance of school libraries. Examples of these agencies are;

- United Nation International Children Emergency Fund (UNICEF)
- Educational Trust Fund (ETF)
- Universal Basic Education Commission (UBEC)
- State Primary Education Board (SPEB)
- State Universal Basic Education Board (SUBEB)
- World Bank

3.1.3 Charitable organizations: These organisations whether private or government owned can provide funds to school libraries as part of their generous activities. These organisations can donate books, equipment or furniture and cash to support school libraries. For example:

- **Book Aid International:** This is a charity organization that donates books and other resources to Africa countries in order to support education for children in primary and secondary schools. On a yearly basis, this organization supply close to a million new books to school libraries, public libraries, community libraries university libraries, refugee camps and prisons to support readers in various countries. The essence of this kind gesture is to enable people read books and change their lives. In West Africa, they supply books to Cameroon, Ghana, Sierra Leone, and The Gambia.



Figure 2: Book Aid International

https://www.google.com/url?sa=i&url=https%3A%2F%2Fbookaid.org%2F&psig=AOvVaw30J9cvwp0glw5UmwC8PUcP&ust=1625965365823000&source=images&cd=vfe&ved=0CAoQjRxqFwoTCJiQj66n1_ECFQAAAAAdAAAAABAD

- Book2Africa:** This is a United Kingdom charity organization that donates books, computers, and other resources to support and improve quality education in Africa. For example, Bhamuson Foundation Charity, Nigeria received over 156 books from Book2Africa. These books were donated to Adeta Primary school and African Central Church School in Ilorin to help children read and also improve the teaching methods of the school. They also delivered 1,000 books to support 300 students in Federal School of Therapy Oshodi, Isolo, Nigeria. In Ibadan, Book2Africa supplied 64 books to 30 students and 2 teachers in support of “Catch Them Young Spelling Competition”.



Figure 3: Book2Africa

<https://i1.wp.com/books2africa.org/wpcontent/uploads/2020/04/Books2Africa-Full-Logo.png?resize=1024%2C449&ssl=1>

3.1.3 Donations / Gifts

School libraries can get donations from private individuals, groups and other organizations. Donations or gifts may not be in monetary form in some cases. For example, individuals can donate books, furniture such as shelves, chairs, and tables to the library. Some organisations may decide to donate books, computers, and other equipment to school libraries and make themselves anonymous while others will emboss their names on the books they donated. It is the responsibility of the school library management to decide how they want to make use of these donations or gifts. Funds can also be donated by individuals or private organisations. In most cases, the donor stipulates how the donated funds should be used, maybe for the purchase of computers, books or other resources needed by the library. Whatever the case, the school library selects and acquires these resources by taking into consideration the selection policy of the library.

There are alternative Sources of Funding for School Libraries. The following are other means through which school libraries can be funded according to Anyanwu and Akanwa (2001) and they are:

1. **Bindery Services:** The bindery unit of the school library can take up commercial services by printing and binding book materials for the public. This means that the library should purchase good binding machine and a staff needs to be trained solely to provide these services to people. The proceeds from these services can be used to fund the school library.
2. **Reprographic Services:** School libraries offer printing, photocopying, typing and duplicating services for a fee. Reprographic service is important in school library as it helps in disseminating information to patrons and between libraries. Examples of reprographic services also include duplication of catalogue records, documents, and reproduction of out-of-print materials. Through this service, school libraries can generate money to fund the library.
3. **Consultancy Services:** Consultancy services is the act of offering professional advice for library users in order to solve a problem in this case, school library can provide educational training, indexing service, abstracting services, and cataloguing services for a fee. The fees accrued from these services can be used to fund the library.

4. **Parent Teachers Association/ School Library Association:** These associations can help fund school libraries through their donations. For example, the Parent Teacher Association (PTA) consists of teachers and students' parents or guardian and they may voluntarily donate money in order to support school libraries. The school library association can also donate to support the library.
5. **Library Fines and Fees:** This is another way of generating revenue for the school library. For example, library charge a fee for registering new students or users who want to make use of the library. School library can also fine users for delay in returning library books. Proceeds from these fines and fees can also be used to fund the school library.

4.0 SUMMARY

This unit discussed funding of school libraries and sources through which school libraries can get fund. Some of these sources include government allocations, agencies, donations or gifts, and other alternative sources such as reprographic services, consultancy services, library fines and fees, and bindery services.

5.0 CONCLUSION

Funding is essential for the smooth operation of school libraries because of its roles in helping the school libraries in acquiring various information resources in different formats. Funds are needed to pay librarians and other personnel salaries, payment of electricity bills, and maintenance of library building and furniture. Therefore, without funding, there will be chaos and this will impact the effectiveness and efficiency. Hence, it is important for government and other donors to help in funding the library because of the library is aimed at helping children and students developing good reading habit, inculcating good attitudes and culture through books.

SELF-ASSESSMENT EXERCISE

1. List 5 sources of school library funding.

6.0 TUTOR MARKED ASSIGNMENT

1. List and discussed the various sources of fund in school library.
2. List and discuss some charitable organisations that provide fund and resources to school libraries in Africa.

7.0 REFERENCES AND FURTHER READING

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