

Chapter One

Introduction

1.1 Background to the Study

The world today is changing and it has become more sustainable through the aid of education. Teaching and learning are tools that cannot be undermined in not just the training of learners but also the growth of societies in the world today. On this note, education is therefore a developmental instrument that is dedicated to human and societal development¹. It further involves exposing learners to the right set of content that can build and empower them to face challenges in the world. This is why studying is important to “learning” as learners need to have access to study materials like books, online study resources, and a list of others.

The points are quite valid and cannot be undermined as Nigerian schools need to start building a strong reading culture in the process of improving the quality and standard of education. Another study stressed that up to 50% of learners do not read until they have internal and/or external examinations that they have to prepare for¹. In addition, poor reading culture often starts from the kinds of homes in that learners are raised, the attitude of parents towards reading, the rate at which parents provide books for their wards as well as the attention they give to the reading culture or habit of their children². Another factor that is worth mentioning is the case that schools have not been doing a good job of ensuring that learners have access to quality textbooks that can lead to develop their reading culture. Aside from this, Nigerian schools have not been doing enough by encouraging online libraries or e-libraries coupled with the fact that patronage for offline libraries is still relatively low². The ongoing study is therefore hinged on the investigation of library services not limiting this to a state. This study will be covering southwest Nigeria.

Not far from the ongoing, there is a limit to which reading culture in developed and developing countries can be compared due to awareness creation, increasing use of technology, teachers' readiness, school readiness, and parental participation³. It was stressed that developing countries often struggle with reading culture not just among pupils but also among teachers. This, of course, means that when teachers still struggle with reading, there is a limit to the rate they can encourage their pupils to read and study expensive³. In tandem with the social learning theory of Bandura, pupils learn through the aid of modeling and imitation which means that they learn by "doing". Hence, there is little or nothing that can be done when pupils fail to see their teachers reading or studying as the case may be. Reading culture is therefore not limited to how pupils perceive reading but also how educational stakeholders perceive it. Some of the factors that were found to encourage poor reading culture in developing countries in which Nigeria is one of them include poor funding, poor ICT infrastructure, poor staffing practices, poor library facilities, lack of a library policy and inadequate awareness of school libraries importance³.

In a study carried out in Jos, the act of reading among learners was seen from another perspective as it was noted to have been limited due to the increased rate of the use of social media tools and applications⁸. Here, reading was found to have become more difficult among learners due to the intensity in the rate by which they engage and use social media tools⁴. More than 65% of participants in the study supported the claim that they have limited opportunities to borrow books from libraries and they also have the feelings that reading and library materials are not sufficient in most schools in Jos where the study was carried out⁵. Taking a different look from the studies, it can be inferred that the government is also part of the bigger problem when it comes to quality reading in Nigeria as there is a low rate in the provision to libraries in public primary schools in the country¹¹. It has can be added that the problem with Nigerian education did not start with

poor library and reading culture but with the emerging issues in classroom settings and enrolment, especially in public schools⁴. For instance, most public primary schools in the North have an average of 101 pupils in one classroom which shows the rate at which learners struggle to have access to qualitative education as expected of them. As if this is not enough, there is a restraint to how these set of pupils in their various classes can have access to the same school libraries with their outrageous numbers such that quality reading will be achieved⁷. Therefore, if teachers will serve as agents of change, educational systems must be working and the government needs to play their parts in contributing to quality education⁷; hence, an assessment of Universal Basic Education (UBE).

Universal Basic Education (UBE) is a federal government educational programme in Nigeria that has been designed to guide the educational training and development of learners to the age of 15 years. UBE has also been noted to give room for learners' holistic development in Nigeria such as the provision of classroom blocks, reading materials, and training for educators amongst others¹⁶. The core objectives of UBE include ensuring the attainment of viable levels of numeracy, literacy, communicative and manipulative skills⁸. Other skill sets that UBE enables learners to gain include moral, civic, and life-long learning. Though there are myriads of quality objectives that UBE offers, the skepticism is if UBE has been able to implement these objectives over the years. In this light, the extent to which UBE objectives have been achieved for sustainable academic development was researched and findings showed it is still thriving to make efforts in achieving these objectives⁸. It was further found that free and compulsory education is achieved in Nigeria moderately, there is still an increasing rate at which primary schools still struggle the needed educational facilities and equipment⁸. UBE is faced with many problems which have not given room for the full exploration of its objectives; namely, declining

financial support, inadequate equipment and infrastructure, employment of unqualified personnel and inadequate government contribution and readiness to facilitate quality education⁷.

The implication for the objectives and roles of UBE is the case that it renders services to both public primary and private primary schools in Nigeria. More so, there is a higher rate of public-school pupils' enrolment compared to private schools. As of the year 2020, public elementary school pupils in Nigeria made up a total number of about 22.7 million while private schools' pupils were only 5.4 million⁹. The implication for this is more public schools' pupils will be affected by the weaknesses and shortcomings of UBE more, compared to private schools' pupils. That said, the purpose of public schools in the first place is to provide quality education for pupils at an affordable rate¹⁰. Henceforth, if quality education will be attained in public schools, the roles of library services cannot be undermined as part of the functions of UBE¹⁰. From a different perspective, that public primary schools have not been effective in carrying out their roles do not mean that all private schools have been effective too. Some of the leading issues that private schools often faced are inadequate funding, lack of well-equipped libraries, and insufficient learning materials such as textbooks, desks, tables, and basic instructional materials amongst others¹¹. The perfect march among both school types (private and public) in Nigeria is funding and library services. To this end, the State Universal Basic Education Library Services (SUBELS) has been designed to raise holistic learners regardless of whether they are from public or private primary schools.

Universal Basic Education Library Services (SUBEB) started operations in the year 1999 alongside the formation of the Universal Basic Education Programme as a way of promoting quality education and ensuring that more learners have access to sustainable education. SUBEB was therefore designed to show that truly, education for all is the responsibility of all. That is, if

all learners are provided with the needed educational materials, especially textbooks, it will be easier for them to experience dynamic and experimental learning. Experimental learning is the type of changes and transformation that occurs in the lives of learners such that they can “act” what they have learned and can exhibit their potential and creativity will little or no effort. If Universal Basic Education Library Services (SUBELS) will bring about or have brought about experimental learning, there is the need to check the facts and the extent to which it has been functional over the years¹³. Although the ongoing study covers a block of this, it is delimited to primary schools in South West, Nigeria.

Accordingly, there are extensive lists of the roles of libraries in the process of accomplishing schools’ curriculum and mission which include; sustenance and development of reading culture among learners; provision of experimental learning opportunities for learners by providing them with information that can expose them to building their skills and potentials; giving learners access to intellectual freedom and making them responsible citizens; relieving poor parents the obligation of buying books for the children; encouraging learners to have access to books independently and seek information that is best suitable for them; as well as teaching learners vital reading and study skills¹³. Library services are meant to be a blessing to the educational and moral development of pupils as SUBELS has been able to build a niche around this¹³. That is, reading is not just meant to keep pupils busy but a way of developing critical learning skills, attitudes, and values among learners¹⁴.

In their submission¹⁴ unveiled that UBEC still has a long way to go to achieve success in tune with its objectives, same as SUBELS as it has been less functional in Benue state where the study was carried out. It was added that a core problem that cannot be overlooked in primary

schools in Benue state is how the utilisation and availability of school library services resources have not been encouraging. Though the findings cannot be generalised to all states in Nigeria, it was found that UBE library services have not been effective in Lagos state². Another study further revealed that reading culture is limited in Jos³. All these are a pointer to the fact that there is a probability that more states that have SUBELS might still struggle with effective library services. The ongoing study is therefore set to be part of the empirical evidence to determine the availability and adequacy of state universal basic education library services in selected primary schools in South West, Nigeria. On this note, the adequacy and availability of library services are key variables in this study. It has been stressed that the quality of library services in primary schools in Oyo state alongside the roles of the State Universal Basic Education Board (SUBEB)¹³. The study found that library services in the state are available but not adequate. More so, the available books were not utilized by pupils and teachers due to inadequate awareness about library services. Although, the slogan for public primary schools in Oyo State is that “Oyo State education is free”, the responsibilities of educational stakeholders in letting pupils see the need to visit libraries cannot be abandoned¹³. On the other hand, the fact that the federal and state government has not been able to put education in the rightful position will not only have effects on learners but the country as a whole¹³.

1.2 Statement of the problem

A close observations, studies and previous researches have proven and shown that primary schools still struggle with the availability of quality school libraries before the State Universal Basic Education Board (SUBEB) came to the intervention of most of the schools^{13 14}. Classroom teaching material and the textbooks that were purchased by parents were the main tools that were used for the teaching and learning processes of the schools. Teachers had issues with finding the

needed educational resources and audio-visual facilities that can enable pupils to learn in their own space. As a result of this, the expression of the school curriculum and syllabus was a bit on the difficult side for both teachers and learners¹⁰. There was a limitation to the social, emotional, and physical academic expression of the kinds of content that learners have access to. This shows the need to investigate the extent to which learners have access to learning resources in their schools, as this is part of the focus of the present study. To this end, this study aims to evaluate the current state of SUBEB libraries in term of their availability, adequacy of resources and in order to identify areas for improvement and enhance their contribution to the educational development in South West Nigeria.

1.3 Aim and objectives of the study

The main aim of this study is to evaluate the level of availability and adequacy of state universal basic education library services in selected primary schools in Southwest, Nigeria. The specific aims of the study are to;

- i. examine the level of SUBEB library resources available in primary schools in Southwest Nigeria;
- ii. examine the level of awareness of teachers' of SUBEB library resources and uses in Southwest Nigeria;
- iii. examine the level of awareness of pupils' of SUBEB library resources and uses in Southwest Nigeria;
- iv. investigate the level of adequacy of SUBEB library resources in primary schools in Southwest Nigeria;

- v. ascertain the challenges mitigating against the success of SUBEB library resources in primary schools in Southwest Nigeria; and
- vi. determine the ways to improve SUBEB library services in selected primary schools in Southwest Nigeria
- vii. examine the relationship between teachers' awareness and the availability of SUBEB library resources in Southwest Nigeria
- viii. investigate the difference between teachers' awareness and availability of SUBEB library resources in the study region based on teachers' gender.
- ix. investigate the difference between pupils' awareness and availability of SUBEB library resources in the study region based on pupils' gender.

1.4 Research questions

The following questions was raised to guide the findings of this study.

- i. What is the level of SUBEB library resource available in primary schools in Southwest Nigeria?
- ii. What is the level of teachers' awareness of SUBEB library resources in primary schools in Southwest Nigeria?
- iii. What is the level of pupils' awareness of SUBEB library resources in primary schools in Southwest Nigeria?
- iv. What is the level of adequacy of SUBEB library resources in selected primary schools in Southwest Nigeria?
- v. What are the challenges mitigating against the success of SUBEB library resources in primary schools in Southwest Nigeria?

- vi. What are the ways to improve SUBEB library resources in primary schools in Southwest Nigeria?

1.5 Hypothesis

The following hypotheses were tested in the study.

Ho1. There will be no significant association between teachers' awareness and the availability of SUBEB library resources in Southwest Nigeria;

Ho2. There will be no significant difference between teachers' awareness and availability of SUBEB library resources in Southwest based on teachers' gender.

Ho3. There is will be no significant difference between pupils' awareness and availability of SUBEB library resources in Southwest based on pupils' gender,

1.6 Significance of the study

The importance of library services cannot be put aside in the holistic development of learners. Instead of having access to a few books and textbooks for learning, libraries aid the exclusive access of learners and their teachers to updated, viable, and quality books. This study is adds to the body of knowledge on themes related to SUBEB library services and resources. It will serve as an instrument to guide different educational stakeholders like the government, parents, teachers, schools, and pupils on the effective use of school libraries. The federal government will be provided with information on the range of SUBEB library services and resources available in selected primary schools in Southwest Nigeria and how they can be more involved in effective library resources provision. Parents and teachers will also find data on the relevance of SUBEB

library services in meeting the needs of pupils and teachers in selected primary schools in Southwest Nigeria useful in making decisions on books to use and buy for educational services. Primary schools will find information in the study useful on the challenges mitigating the success of SUBEB library services as well as the ways to improve SUBEB library services in selected primary schools as well as in the study region. This study is therefore an extensive check into the ways to better SUBEB library services and proffer ways towards effective reading culture among learners in the study region.

1.7 Scope of the study

The contextual scope of this study covers SUBEB library resources, adequacy, and availability. The study considers the relevance of SUBEB library resources, its level of adequacy, the challenges mitigating the success of SUBEB library services as well as the ways to improve SUBEB library services in selected primary schools. The geographical scope of the study, includes all primary schools in Southwest Nigeria. Three states were selected out of the six states in Southwest Nigeria; namely, Oyo, Ogun, Ekiti.

1.8 Operational definition of terms

The following terms have been operationally defined as adopted in this study;

SUBEB library services: These are the library resources arm of Universal Basic Education that has been designed to ensure that pupils and teachers have access to books in their educational activities in Southwestern Nigeria.

Primary School Pupils: As engaged in the present study, these are pupils in class 1-6 in a primary school wherein pupils get primary education from the age of 5 – 12.

Availability: This is the rate at which SUBEB library services are available and obtainable to pupils in primary schools in Southwestern Nigeria.

Adequacy: This is the rate at which SUBEB library resources meet the needs of all teachers and pupils in primary schools in Southwestern Nigeria.

Evaluation: A process of determine the value as well as the rate at which SUBEB library services are used in the study region.

Awareness: The level of teachers and pupils awareness of SUBEB library resources in primary schools in Southwest Nigeria

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Endnotes

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Chapter Two

Literature Review

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2.4 Summary of Literature Reviewed

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2.1. Conceptual review

In this section, the concepts that the study is hinged are discussed as follows.

2.1.1 Conceptualisation of education: implication for holistic development of learners

Education is as old as man itself. Education is one of the greatest tools to bring about progress in the world. Education makes people self-reliant and selfless. Education is a process that modifies human behaviour, and attitude which is later obvious in a person's attitude and character. Education brings about learning¹. Learning and education are poles that are not far from one another. Learning is the relative permanent changes that a person experiences after coming in contact with facts, figures, contents, beliefs, philosophies and methodologies through teaching. Education is a natural harmonious and progressive development of man's innate power. Education is the best legacy a man can acquire as it focuses on all round harmonious development of person, community or society. Education is therefore a tool for personal and national development- that is when the potential of learners is enhanced, they can be able to begin to think on how to contribute positively to their nation¹

Education is the way by which people acquire skills, attitude and knowledge. Education as a process of knowledge impartation and skill acquisition is majorly obtained through teaching-learning process². Education has also been recognised as the instrument for civilization and key to national development. The quality of education therefore depends on the methods and materials used in disseminating education instruction to the learners in the classroom. Education is the act of teaching and learning of facts, figures and contents under the supervision of a teacher. It is good to note that education basically is aimed at carrying out the act of teaching and

learning and the act of 'learning' has its source from the fact that human beings are social being and they need to interact with one another for the sake of survival²

Learning is best tested when a learner has been found effective with results gathered from several test that such learner has administered during a short or long period of time. Learning is the changes in the attitude and character of learners². Teaching and learning are activities that are practiced almost everywhere around the world; either consciously or unconsciously. Teaching and learning are rather referred to as unconscious when people learn informally, like greetings, dressing, eating, and many more. However, learning consciously is mainly an action attainable in the classroom under the guidance of a teacher. The classroom here then becomes everything to both teachers and learners³⁰. Learning takes place through different means depending on the strategy employed by the teacher. The pedagogical process employed by the teacher therefore determines the quality of education to be imparted and the undergraduate students learning outcomes. In their submission²¹, that education is a tool to develop the total learner³.

A professional teacher is such that has a good mastery of the subject, active, passionate, and always ready to make the learners learn at all times. That is, teachers need to be able to develop a good rapport between themselves and the learners as a way of making sure that they have fun learning. When this is achieved, learners will not only be interested in the lesson but they would be ready to respond to questions from the teachers about the lesson. Furthermore, the personality and teaching style goes a long way in this regard⁴. It should be noted that a classroom is a place that is comprised of different kinds of learners with their differences in terms of parents, tribes, intelligence, and many more; therefore, the teacher must be able to tolerate and accept the children with their differences. Furthermore, the teachers should endeavour to work with the

learners at their own pace as each learner is different; when this is achieved, learning of specific subjects as well as the core subjects would be done⁴.

Learning is a tool to solve problems in the world we live. Hereafter, the main purpose of education is to ensure that the total learner is trained and developed. In alignment with the aforementioned, teaching and learning can be said to be a crucial part of education that concern itself with the aim to facilitate the process of knowledge transmission and content output. Therefore, there is need for teachers to impact learners by engage the use of effective teaching methods. Teachers content as presented in the lesson note go a long way in determining results of students before and after examination⁵. Accordingly, questions about the characteristics of teacher on learning outcome of students in education research is necessary. It is not fallacious to mention that teaching methods are many and evolving, however, there are different teaching methods that are suitable and would best carry out teachers' effort for teaching than one another. So, there is not bad teaching method, there are errors in choosing teaching methods when the contents to be taught are not considered⁵. In fact, observations have shown that teaching method vary in applications, strategies, time, environment and other factors that are needed to be considered before adopting a teaching method for a theme, subject-matter or subject as the case maybe⁶.

Accordingly, teaching resources such as books and audio materials have been found not to be effective on their own, but they are highly determined by the expertise and professionalism of the teacher in question. Moreover, findings on teacher characteristics and student learning outcome constantly endeavour to determine how well to which different teaching methods enhance growth in student learning. This indicates that the love of teachers for teaching a particular subject is a valid determinant in assessing teaching methods⁵. Quite remarkably, regular poor

academic performance by the majority student is fundamentally linked to application of ineffective teaching methods by teachers who want to impart knowledge to the learners. There is need for using different methods in teaching different groups of students. This is necessary because student varies from gifted to slow learners, for example in teaching English, the teacher needs to have a practical class for his students and demonstration method was essential rather than lecturing method. However, the only way to find out different method is to observe their behavior in different ability levels in selecting method of teaching. Conclusively on teaching and learning, learning environment should be comfortable, noise free, security-inclined and friendly as the case maybe⁶ In the broad sense, learning outcomes such as the cognitive, affective and the psychomotor must be developed in primary education.

Cognitive domain: The cognitive domain can be referred to as the inbuilt capacity to understand, interpret, assimilate, memorise a piece of information and as well remember or recollect it when need arises. This is possible when a learner can flash the mind back on what has been taught in the classroom. The cognitive domain of a child is developed through constant exercise of the brain and the mind to reflect on past knowledge. This implies that the human cognitive is best developed through constant practices. This is one of the strategies educators (through questioning) employ to enhance learning outcomes. Cognitive strategies are internally organized skills that control learning behaviours, remembering, and thinking, which are learned by practice⁷.

Affective domain: This has to do with what produces a change in a person. Affective domain controls human behaviour or attitude which reveals your feeling or thinking about something or somebody. Learners' attitude towards learning or education in general affect their performance either positively or negative²⁵. A learners' right attitude to learning such as readiness to work,

attentiveness, emotional stability, cooperation in group works, punctuality, perseverance, confidence and so forth, will enhance his/her learning outcomes. The reverse is the case if a learner puts on negative attitude such as lateness to school, laziness, lack of cooperation, inattention, emotional instability, overplayed extra-curricular activities, procrastination, indifference and the like. Attitude affects a student's motivation to learn⁸.

Psychomotor domain: This has to do with motor skills of a person. To develop this domain, it takes regular practice or repetition. It requires practicalising what has been learnt theoretically. Motor skills are retained when a child is allowed to put into practice what is learnt verbally in the classroom. For example, if a student is taught the cultivation of a particular crop during class lesson, the student may not have the confidence to carry it out successfully until he/she is taken to the field where the practical aspect is demonstrated and he/she is allowed to practice same. So also, titration in chemistry is best learnt when students are allowed to engage in constant practice of the concept in the laboratory. Motor skills require repetitive practice⁸. The motor skills are powerful element of learning outcomes which serve as evidence of successful teaching – learning process.

2.1.2 Basic education in Nigeria: provisions and rationales

Education is a key that frees people from ignorance all over the world. Teaching and learning are vital to human development globally and Nigeria as a country is not an exemption. The Nigerian educational design is such that uses the 6- 3- 3- 4 system which implied six years of primary education, three years of Junior Secondary School Education, three years of Senior Secondary School Education and four years of tertiary education. According to the National Policy on Education of the Federal Republic of Nigeria, 2014, primary education is the education given to

children between the age of 6-11. It is the stage of given children fundamental literacy skills. Universal Basic Education (UBE) was launched as a fundamental tool for children skills' development⁹.

Basic education has been classified childhood into three categories viz; the early, middle and late childhood. Basic education captures age 0 to 6 years as it is the official pre-primary school period in Nigeria. That is, the age period before the official primary school age. This implies that early childhood actually only captures pre-school and nothing beyond that

There are divergent names for institutions responsible for taking care of children at this childhood stage; these include:

Day-care: This institution is established for kids below the age of three years as they are more prominent in urban areas of Nigeria. These are safe learning environments where mothers who are career inclined keep their kids while they go to work. This has been found to be home-based or centre-based. It is home based when the child is left at home, a relative's home or with someone else probably a baby sitter. On the other hand, the centre-based kind of day-care does not occur in the house of the child or a relative but in a formally organized centre as established by the government or private entities. Both kinds of day-care institutions may be established for profit or non-profit purposes.

Crèche: This is equally established for learners below the age of three. These are similar to day-care centres but are usually located where the mother works such as the hospitals, campuses of tertiary institutions, big factories or markets¹⁰.

The kindergarten: The kindergarten school is mostly considered to be a pre-primary school institution usually established for children between the age of three and five. These centres are prominent in urban areas in the country and are owned by private entities including religious institutions¹¹.

Nursery School: This school is usually for the kids between the age of five and six who are near the stage of enrolment into the primary school. However, most people assume that the kindergarten and the nursery school are the same but few educational institutions clearly separate them. This is why many children proceed to the primary school at the age of five after completing their nursery education¹². Primary education is provided at institutions where the children are aged between six and eleven. This implies that kids not up to six years old are not supposed to be admitted into the primary school. Age has been found relevant to educational status because of the physiological implications. That is, at the age of six, the child is expected to have become strong enough to handle the hassles of academic life including walking from home to and fro school¹³.

Psychologically, the child is equally prepared for formal learning. This is because prior to the primary school education, education has been taking place in an informal form. However, at the age of six, the child is expected to be matured enough to sit and learn through the formal means. Thus, the child can now concentrate than in previous years as he can be more independent of parents in the learning process¹⁴. Also, the child can now walk effectively with other kids and carry out some activities on his own like visiting the toilet. Hence, at the age of 12 when the child is done with the primary school, he is ready for secondary education while those who could not proceed to secondary school can then be ready for other advanced forms of informal education such as apprenticeship with artisans.¹⁵

Educators play various roles in basic education premised on the nature of the situation and legal relationship involved¹⁶. This is because instructors must engage in actions that will stimulate the superiority of the learners they produce. In the process of transmitting knowledge, they should extend honour and love to the children while values such as care, courtesy, determination, understanding and respect should be displayed. They also emphasized that for basic education to yield its best, instructors and educators must relate with one another as well as other relevant stakeholders such as the parents and children in an effective manner. Educators must be good at playing their roles which includes creation of an environment that can induce learning and holistic development in terms of language, communication and attitudes within an unbiased and multicultural framework¹⁶.

The benefits of parental involvement in childhood education as such benefits transcend academic success to achievement of life goals and objectives. The advantages among other include reduced rate in truancy, school drop-out and other bad behaviours. The increase in parental involvement generates a positive orientation about the children by the parents and as such guarantees the tendency to help the children further¹⁷. In addition, the parents are not kept in the dark about the performance and activities of the child in school and as such are empowered to act rightly at every point in time due to strong access to such information. This is because the foremost and most crucial educators of the children are the parents as they help to design the pattern for the value system and ideals of the children as well as their disposition towards learning¹⁷. Thus, parents can collaborate with educators to help them understand the peculiarities of the learners due to their divergent backgrounds because the parents know the children better. Such involvement of the parents enhances positive home -school relationship and reduces the changes of conflicts and misunderstanding while the school is effectively integrated into the community.

2.1.3 Basic Education Practices in Nigeria

The definition of early childhood learning and Early Education also known as basic education is to ensure that young children's complete wellbeing during the early years is monitored and guided, thereby providing the foundation development of adults who are healthy, socially and environmentally responsible, can be seen from different perspective. Basic education can be seen as a form of education that requires the use of play and other forms of educational techniques for bringing about learning among children¹⁸.

Here, "the child" is in the picture. Who then is a "child"? The definition of a "child" has been seen in different ways. Culturally, a child is seen in different ways. For instance, such culture as Yoruba culture sees a child as someone who has parents and is still subjected to such parents. Also, the definition of a child varies from one country to the other. Hence, "the child" and his or her "development" is not unconnected with the goals of "Basic education"¹⁹.

The history of Basic education refers to the development of care and education of children between zero and eight years old throughout history- from the time where parents would take care of their children for themselves, where women who take their children along to work because not too much demands were placed on them through the period where women became highly industrious and they were made to go to work in big companies and industries. The inclusion of women in high workload brought about the "formal" Basic education, where parents can take their children to while going to work and take them back when coming from work. From here, the Basic school came to stay in different parts of the world like United States of America, United Kingdom, Africa and many others^{20 21}.

Age-appropriate curriculum according to defined Basic education “as the provision of learning to children before the commencement of statutory and obligatory education, usually between the ages of zero and three or five, depending on the jurisdiction”. This kind of education is a post-colonial education which is a resemblance of the kindergarten and infant classes during the colonial periods²¹.

Basic education as early childhood programmes that have an intention of building up the child socially, psychologically, emotionally and in all aspect of life²². This shows that one of the basic aims of Basic education is to ensure that the child is trained and groomed to become an active part of the society. That is, children have to be exposed to activities that would give room for their “all-round” development. This implies that teachers and educationists in line of caring for children have to go miles in other to better understand trends and developments in the lives of the children they teach/groom. The quality of teachers’ performance goes a long way in the learning outcomes of children²².

The focus of basic education is to develop the child’s ability to face the world and its challenges without giving up on his/her abilities and potentials as expected. Further researches have shown that Basic education is linked to the young child’s cognitive, social, emotional and physical processes with care required to support their development²³. In another view, basic education ensures that young children’s complete wellbeing during the early years is monitored and guided, thereby providing the foundation development of adults who are healthy, socially and environmentally responsible. This is one of the reasons why the basic school has to be well-equipped and full of resources to aid the swift learning of learners.

Basic school is an educational setting that is made available for children between the ages of 0 and 6 years under the professionalism of caretakers, teachers as well as other para-professionals. A basic school could be public, private or voluntary. A standard Basic school must be able to bring about good cognitive, physical and socio-emotional development of children²⁴. This implies that basic schools are well-organised places where the needs of the child are meant socially, psychologically, emotional, academically and in other areas of life.

A basic school is an educational setting that allows for the learning processes of pupils under the tutelage of a teacher²⁴. It was also found that there is increasing evidence that these positive outcomes hinge on the quality of basic education²⁵. This implies that the need for Basic education to be qualitative is alarming- learners in basic schools need to be exposed to total learning qualities such as the affective, psychomotor and cognitive.

In other words, the need for basic school has become important and essential in the present-day world. This is connected with the reality that parents especially mothers now have jobs and works that they attend to that reduces the time that they are meant to use with their children at home. This is one of the reasons why there is need for basic education. The roles of professionals in basic schools are for them to show high level of professionalism when dealing with the children⁶⁶. The arrangement of the learning environment goes a long way with learning, how it is carried out and the effectiveness of learning. The physical environment entails all that happens in the learning environments such that the skills of the learners are displayed²⁵. The ability to think, read and write. The rooms where learning is carried out is divided into different segments. The play area, work area as well as the rest area. The early days of children are categorized with different development ranging from academic to social to psychological and many more. In other words, early development is a time where the child must be allowed to experience development

in the form of the cognitive, language, perceptual, socio-emotional. This is one of the reasons why the apt understanding of play goes a long way in the learning of the child. It was further stated that early years is a period in the lives of children that is seen as remarkable growth and development²⁶. This is a pointer to the fact that the need for adequate protection, care and stimulation is essential for the growth and development of these children. Hence, the need for the activities of the Basic schools.

The following are the objectives of Basic education in line with the National Policy of Education;

Bringing about a flexible transition of the child from home to school;

Grooming the child to be able to easily have access to primary education;

Making care available for children with the aim of supervising them by professionals;

Developing in the child team spirit, lovable acts as well as creative play;

Building cooperation and socialisation spirit in the child;

Breeding the societal norms as well as beliefs in the child;

Training the child to be well behaved in the society; and

Learning numbers, alphabets and all sort of figures through play.

The Basic education philosophy statement that guides the programme are as following: Creating acceptable and loving environment for the child under the supervision of the teachers and caregivers; Bringing about qualitative learning among the learners; Making sure that there are qualified teachers and caregivers to effect learning among learners; Developing the holistic child socially, physically and emotionally; Connecting the children with their social and cultural

lifestyle of the society; Getting and implementing trendy information about child development that would make the child globally relevant; and, evaluating and implementing learning among the learners²⁶.

The benchmark for basic education quality control in any early childhood environment flexible materials and equipment, simple, complex and super complex units, private places for fine and motor activities, functional early childhood environment, accommodating Children with special needs and including diversity²⁶ This indicates that the basic education classroom environment has to be able to allow for smooth learning among the learners and also expose them to viable learning content. Learners who have disabilities should also be allowed to learn with other regular learners through the use of inclusion.

To understand play, the form of education that is made available for children in their early lives under the supervision of teachers and caregivers who are to be well-grounded in the rudiment of education and basic education classrooms as the case maybe. This is where the reason for the use of environment comes in. The environment should be free from harm and allows the learners to be able to flow alongside the content been taught by the teachers. In other words, preschool is a form of educational establishment for the creation of learning space for children mainly through the help of play as a learning tool²⁶.

The classroom used for learning should be free from all forms of disturbance, external noise, pollution and other inconvenience. The basic education classrooms are expected to be furnished, developed through the right use of school resources²⁶. The classroom environment should be reinforcement-inclined; that is, learners should be encouraged when they display good level of performance. For effective classroom environment and management, there is the need for

professionalism as well as experience and other factors among teachers which is very germane to learning outcomes of learners. This aligns with the observation that teaching should not just be seen as a stepping stone into other profession, teachers should be able to use the environment for learning effectively. However, people who are passionate about the field of education should be employed and well reinforced for better teaching output.

The cognitive, behavioural, social and physical development of the teachers would go a long way in their teaching dispositions and the use of classroom environment. Factors such as teachers' academic qualification, experience, emotional disposition and attitude are key to teaching the pupils. As such, the teacher should be creative, passionate and able to convince the learners to learn. The physical environment should be made in such a way that it would be designed differently and for different purpose like playing area, singing area etc.²⁷. One of the basic characteristics for teachers of early childhood development is enthusiasm and passion for children in the case that they must be ready to guide and introduce the learners to play activities that would enable them to function well and learn effectively. Hence, when teachers are well saturated with the mastery of their content and are passionate to impact the learners, learning would be fun and interesting for them. In the same vein, this goes well beyond enjoying being with children, it connotes the ability of the teacher to make a difference to each and every child⁶.

The classroom environment should be made in such a way that the teachers must have the inner motivation to unlock every child's door to learning, overcoming any obstacle a child may have through the effective use of environment. Teachers are meant to be a form of guides for the learners to have thorough knowledge as well as understanding of the play for the learner to be efficiently exposed to content. In the same vein, teachers when planning lessons should be ready to put the classroom environment into consideration and actively engage young children and

educate them at the same time towards creativity. That is, when a lesson has been well packaged, the successful early childhood development would be achieved faster. For this to occur, teachers need to be creative and flexible to make every day a positive one for the learners²⁸.

The professional preschool educator is such that has good mastery of subject, active, passionate and always ready to make the learners learn at all times. As such, he or she must be ready to make the environment evolving and ready for the learners to learn at all times. The creativity of the learners would go a long way in the learning of the learners²⁹. That is, teachers need to be able to develop good rapport between himself and the learners as well as the physical environment as a way of making sure that they have fun learning. When this is achieved, the learners will not only be interested in the lesson but they would be ready to respond to questions from the teachers about the lesson. The classroom environment must be well saturated with the content that would be lively for learning to come through among the learners. The physical environment is expected to have eating, napping, diapering, toileting, and playing areas. In view of the above, the classroom environment should be free from objects that can hurt the learners should as “sharp-edge” chairs and tables²⁹.

On the other hand, the essence of play cannot be exaggerated among the learners for an effective and evolving classroom environment²⁹. The playground, equipment, toys, and other materials should always be safe for children to use and that teachers will carefully supervise their activities. The creative capacity of the teacher goes a long way in this regard. It influences the ability of the learner to relate with others and communicate as he/she learns. Also, there should be a considerable level of teacher to pupils' size in the basic school. This is when it is believed that there would be increase in the ability and potentials of the pupils. High staff-child ratios can also ensure safer environments for children since staff have a lower number of children to look after²⁹.

Another determinant of how well a classroom environment can be is the nutrition and healthcare that every child gets from home before coming to the school²⁸. For instance, children who are not well fed from home may not concentrate well on the lessons they are been taught in the school. Accordingly “Every living being needs food as an indispensable source of nutrient”. Nutrient in food supplies the body with energy, support growth, maintain the body and also repair worn out tissues.

The basic school environment should be such that will support every aspect of the life of the children in the centre including their health and well-being³⁰. Such facilities like toilets for teachers and children, sanitary facilities that are needed should be provided for care-givers in the centre. The toilet facilities like pit latrines or more sophisticated facilities must be taken care of. The basic school environment should look attractive and provide convenience for children of working-class mothers, create opportunities for employment and also achieve the purpose of making maximum profits³⁰.

Also, child protection must be taken seriously. This is one of the major fundamental human rights of children, that is, the right to safety and the right to live. For the early childhood centre as a whole, other needs like good toilet facilities, provision of drinkable water and many more must be met. Utilization is using the materials/facilities in practical terms in the Basic school. In this regard, the centre should be ready and able to provide facilities and equipment needed for learning for pupils. This can be in form of modern teaching aids and materials that would develop the affective, psychomotor and cognitive domain of pupils³⁰.

2.1.4 Conceptualisation of Universal Basic Education (UBE)

Ever since Nigeria gained independence in the year 1960, different government administrations have been making efforts to improve the nation's educational sector as well as address its many challenges³¹. These improvements have come in different forms such as reformation of the educational system, formulation, and implementation of new educational policies like the National Policy on Education in the year 1977. This policy entails the statement of the Nigerian government on the standards, requirements, expectations, and regulations to promote quality education in Nigeria. Section 3 of this policy stipulates the necessity of primary education for every Nigerian child. The section emphasizes that children between the ages of 6-11 must be provided access to free and quality education irrespective of their ethnicity, background, social status, disabilities, and tribe among others.

As established above, the Federal Government of Nigeria, through the National Policy of Education, recognizes the importance of basic education in Nigeria. Thus, this recognition led to the establishment of the Universal Primary Education, the first-ever scheme that was enacted to improve the nation's educational sector. This scheme was launched in September 1976 under the erstwhile President Olusegun Obasanjo's administration. This scheme was launched as a strategy to meet up with the global goals of the accessibility and standard of primary education as highlighted in the Millennium Development Goals. However, the implementation of Universal Primary Education was ineffective. Thus, it gave rise to the Universal Basic Education in the year 1999. Although the Universal Basic Education Programme was officially launched in the year 1999, its implementation was ineffective until 5 years later following the reviewed national educational policy of 2004³¹. The Universal Basic Education Programme took effect after the UBE Act was signed into the educational policy in April 2004.

It is pertinent to note that the Universal Basic Education was not introduced to complement the Universal Primary Education (UPE) Programme which was introduced by the Nigerian government in 1976 but to replace it and address the challenges that besieged the effective implementation of the erstwhile scheme –Universal Primary Education. Thus, the UBE is concerned with improving the quality of education in Nigeria particularly, the first nine years of formal education as well as addressing the challenges that besieged the effective implementation of the former scheme –UPE. It should also be noted that both schemes –Universal Basic Education and the erstwhile Universal Primary Education are to meet up with the ‘Education for All’ goal by the year 2015 as stipulated in the Millennium Development Goals.

The concept of Universal Basic Education refers to the ‘policy reform measure’ targeted at addressing the challenges impeding the provision of basic education to all Nigerian Children irrespective of their abilities/disabilities³¹. The objectives of Universal Basic Education are deeply rooted in the National Policy on Education which primarily stipulates that all Nigerian Children must have access to basic education irrespective of their challenges/disabilities³¹. Thus, the challenges impeding the actualization of the objectives are to be addressed by the Universal Basic Education scheme. UBE is a federal government scheme that is concerned with the improvement of basic education in Nigeria. Like the Universal Basic Education scheme, there are other government institutions saddled with the responsibility of improving the quality of education in Nigeria.

The concept of Universal Basic Education can be understood in three main dimensions which are, ‘Universal’ ‘Basic’, and, ‘Education’³². In this context, the term ‘Universal’ implies that the scheme of basic education should be made accessible for every Nigerian regardless of their social class, background, culture/race, ethnicity, tribe, or disabilities amongst other divisive

factors³². The second term, 'Basic' indicates essentiality. This shows that basic education is a fundamental part of the educational system that every Nigerian child must have. The term 'education' is a general term that has been defined by numerous scholars. Education as a process of adjustment that occurs continuously. Education is an experience as well as a process of adjustment³². Education can as well be seen as a process of transmitting accumulated knowledge of a society and its values³¹. In line with the afore-noted, the concept of Universal Basic Education connotes a type of education that is considered a fundamental right and not a privilege. Thus, every Nigerian must experience this type of education. The National Policy on Education that was enacted on the 18th of March, 2004 stipulates that basic education entails 9 years of formal education –primary and junior secondary school. By implication, the focus of Universal Basic Education is on the first 9 years of formal education. The National Policy on Education stipulates the goals and objectives of the Universal Basic Education which will be highlighted and discussed in the next section of the discourse¹³.

What are the objectives of Universal Basic Education?

The following are the objectives of Universal Basic Education as stipulated in the implementation guidelines³¹;

To develop a sense of commitment to education in the citizens as well as vigorous promotion of education.

To provide equal access to free 9-year formal basic education to all Nigerian children of school-going age.

To drastically mitigate the cases of 'drop out of formal school system' among students

To cater to young Nigerians in and out of school through complementary approaches to the provision of UBE.

To ensure that young Nigerians acquire appropriate levels of numeracy, literacy, moral, civic, and ethical values, life skills, manipulating communication, and many other skills required for building a solid foundation for long living.

Other objectives of Universal Basic Education include the promotion of ‘inclusive education’ where all children including those from disadvantaged or marginalized demography are provided equal access to quality education; to improve the quality of education that can meet the academic needs of all children through qualified teachers, provision of teaching aids and instructional materials, formulation of a well-rounded curriculum, and supportive learning environment; to promote gender equality in education by giving both girls and boys equal access to quality education, and to develop sustainability³¹.

In a bid to achieve the afore-noted objectives, the Universal Basic Act titled ‘Act to provide compulsory, free, universal basic education and other related matters’ was launched in May 2004. With the launching of this act, the Universal Basic Education Commission (UBEC) was formed and saddled with the role of actualizing the objectives of the Universal Basic Education scheme⁹⁷

Vision and Mission of the Universal Basic Education Commission

According to the federal agency that is saddled with the responsibility of implementing the Universal Basic Education scheme in Nigeria - Universal Basic Education Commission, the followings are their vision and mission;

Vision: “To be a world-class education intervention and regulatory agency for the promotion of uniform, qualitative, and functional basic education in Nigeria³²”.

Mission: To improve the states, local government agencies, and communities’ capacity in providing ‘unfettered access’ to quality 9-year formal education to Nigerians. The commission aims to achieve this by operating as an intervention, ‘coordinating and monitoring agency’⁵⁸

How Universal Basic Education Commission is funded

As established above, the Universal Basic Education Commission was launched following the enactment of the UBE Act in 2004. The responsibility of this commission is to actualize the objectives and goals of the Universal Basic Education programme. This section of the discourse focuses on how the commission is funded. As regards the funding of Universal Basic Education, the Universal Basic Education Act, of 2004, provides three ways by which the project should be funded. These are through; Federal Government Grants which must not be lower than 2 percent of the consolidated revenue fund, through contributions in the form of ‘Federal Guaranteed Credits’, including donor grants locally or internationally.

Achievements of the Universal Basic Education scheme

Universal Basic Education has recorded numerous achievements over the years. Some of these achievements include; an increase in the rate of school enrolment from 63 percent in 2000 to 70 percent in 2018; a reduction in gender-based impediments to education, improved teacher training and development programmes, improved community participation among others.

Major challenges of the Universal Basic Education scheme

Although the Universal Basic Education programme has recorded some achievements since it was launched, some issues are impeding the actualization of its objectives. Below are two major challenges;

Poor supervision and monitoring of schools: This is one of the major issues impeding the actualization of the UBE objectives. Nigerian schools are not adequately monitored to determine their level of compliance with the rules and guidelines³².

Inadequate funding: Some tiers of government have breached the funding arrangement with the Federal Government and this, often, leads to the recruitment of unqualified and untrained teachers, as well as inadequate provision of teaching and learning materials^{32,51}.

2.1.5 Conceptualisation of Reading Culture

To understand the concept of reading culture, it is crucial to explain related concepts like 'reading' and 'literacy. Reading refers to the active cognitive process of interpreting and processing information encoded in written form to extract meaning and comprehend the message conveyed. The act of reading requires two basic skills which are 'the ability to recognize words' and 'the ability to decode words. Reading is also said to have a symbiotic relationship with intelligence. Reading makes us more critical and more intelligent. This further underscore the significance of reading. On the other hand, literacy transcends reading. Literacy incorporates the ability and skills to write, speak, read, and listen³³.

Stages of reading

A U.S Scholar, Jeanne Sternlicht Chall in a study titled 'Stages of Reading Development' highlights 6 basic stages of reading which are; pre-reading/ pseudo reading stage, initial reading

and decoding stage, confirmation and fluency stage, reading for learning the new, multiple viewpoints stage, and construction and reconstruction stage. However, the stages are not age-dependent as the reader may experience different rates of progression based on various factors.

The pre-reading/pseudo reading stage: According to Jeanne, this is the first stage of reading. The pre-reader is often between the age of 6 months to 6 years old, depending on how early the child is exposed to education. This is the stage where the child begins to develop basic academic skills; writing, speaking, listening, and reading³⁴.

The initial reading and decoding stage: This is the stage where the reader begins to connect the dots between phonemes and graphemes. This implies that the child realizes in this stage that there is a relationship between sounds and letters. Reading at this stage does not necessarily translate into understanding the intended message. This stage may occur between the ages of 7 to 9³⁴.

Confirmation and fluency stage: This is the stage where the reader begins to comprehend the meaning of a text on the surface level. The reader, in this stage, develops their comprehension skills using some tools like outcome prediction, connecting past knowledge as well as drawing inferences. This stage often lasts for about 6 years.

Reading to learn the new: Here, the reader transits from 'learning to read to reading to learn'. The reader begins to develop and expand their vocabulary skills as they learn new words and terminologies.

Multiple viewpoints stage: This occurs when the reader begins to pay attention to the underlying meanings of the text. This stage often occurs between the ages of 9 to 15. With the

knowledge of the figurative language, the reader begins to discover new meanings that transcend the surface level of the text. Here, the reader no longer limits the comprehension to the surface level.

The stage of construction and reconstruction: This occurs when the readers begin to interact with texts and engage in critical analysis, interpretation, and appreciation of texts. The reader constructs new knowledge and synthesizes information.

What is Reading Culture?

Reading culture as an environment where the act of reading is promoted, and valued. This concept refers to the attitudes and practices of society towards reading. Thus, the responsibility of promoting a strong reading culture does not only lie on individuals but ever relevant stakeholders

Importance of reading culture

Reading fosters knowledge acquisition: Study has shown that an effective reading culture is capable of fostering knowledge acquisition. Reading enables individuals to expand their knowledge of the world, thereby making it possible for them to attain new heights. By implication, knowledge acquisition promotes critical thinking skills. Reading fosters personal growth: Reading culture can help an individual to attain new heights academically and beyond. Through reading, individuals get exposed to diverse experiences, cultures, and viewpoints.

Reading stimulates cognitive and creative ability: Reading helps individuals to think beyond the box as they explore different worlds. In line with this, reading aids envisioning new possibilities.

It promotes critical thinking: While reading, individuals learn to analyze, access, and question

ideas. This enables readers to think critically as they explore various experiences and perspectives.

Reading culture in Nigeria

Nigeria used to boast of having the finest set of authors in the Continent –Africa and reading used to be an innate passion for everyone -youth and old. However, there has been a decline in the reading culture in Nigeria. The World Culture Score Index rated Nigeria as one of the countries with the lowest reading cultures in the world. This is not unconnected with the fact that there ^{is} a high rate of non-literates in the country. About 38 percent of Nigerians are non-literate. This and many other factors that will be discussed in the next section are responsible for the poor reading culture in Nigeria³⁵.

Factors impeding the reading culture in Nigeria

As established by Innocent in his study titled ‘poor reading culture in Nigeria’, the reading culture in Nigeria is nothing to write home about³⁶. Thus, some of the factors impeding the reading culture in Nigeria will be discussed in this section of the study. The following are the factors that impede reading culture in Nigeria.

Limited access to books: One of the major challenges of reading culture that ultimately impedes educational progress in Nigeria is the inaccessibility of books³⁶. Limited access to appropriate reading materials in Nigeria is caused by the high cost of books, especially foreign books; poorly equipped libraries, and insufficient distribution channels for books among others.

Ineffective monitoring of readership promotion programmes in Nigeria: There are some programmes designed to promote reading culture in Nigeria. However, these programmes are not effective because there are not being monitored and evaluated properly.

High level of illiteracy: Additionally, poor reading culture can also be traced to the decline in the quality of education in Nigeria³⁶. Illiteracy creates reading barriers for individuals. Data that was provided by Onyedinefu shows that 38 percent of over 200 million Nigeria's population are non-literate. Although the government claimed to have recorded successes in increasing literacy levels, the rate of illiteracy is a major issue of concern.

The dearth of library infrastructure: There is a dearth of library facilities and infrastructures in Nigeria. In many Nigerian libraries, there is either inadequate reading resources or outdated reading resources³⁶. This affects the reading culture in Nigeria as it discourages individuals from reading.

Economic Constraints: Due to the high poverty rate in Nigeria, many Nigerian parents do not buy books for their children. For instance, someone who could barely afford three square meals daily would not consider using the little money to buy books. This economic hardship also tells on the reading culture in Nigeria.

Digital distractions: With the proliferation of technology, many students prefer other forms of entertainment like watching movies, listening to songs, and watching sports amongst others to reading³⁷.

Lack of motivation to read: many Nigerian children no longer have the drive to read due to the dwindling nature of the educational sector. The high rate of unemployment rate in Nigeria does not encourage people to read as they see no reason why they should read. In 2020, the rate of unemployment in Nigeria drastically increased to nine percent³⁷.

How to promote a robust reading culture in Nigeria

Below are some of the ways a robust reading culture can be achieved in Nigeria.

A collaborative effort between government, NGOs, and educators: There is a need for a collaborative effort between the government, non-governmental organisations, the educational industry, and other relevant stakeholders in the educational sector to promote the reading culture in Nigeria.

Improving library facilities and providing a suitable environment for reading: The government should consider providing better facilities and infrastructures at the library to encourage students to read¹¹⁴. Many students in Nigeria are not encouraged to read because of the poor infrastructural facilities in academic libraries. Many facilities in academic libraries are not up to date. They are not only old but also on the verge of dilapidating. Thus, the government, as well as relevant stakeholders, should equip the libraries to meet global standards to be able to entice readers.

Digital platforms and E-books: Although digital platforms can easily create distractions, especially for young learners, they can also be judiciously used to improve the reading culture in Nigeria. Since many Nigerians now have a disposition towards technology, the government should utilize this by incorporating e-books (online books) for learners. Reading materials should be made available and accessible to learners on the Internet. This will also facilitate the reading culture in Nigeria.

Establish more public libraries: There is a shortage of public libraries in the country. This issue boils down to poor funding. The government needs to provide more public libraries to promote the reading culture in Nigeria.

Creating awareness through seminars and readership promotion programme on the importance of reading: Many Nigerians do not read because they do not know the significance. Through the creation of awareness, individuals can be made to see the reason why they need to imbibe the reading culture³⁷.

2.2 Theoretical framework

This study is hinged on three theories which include the social learning of Skinner and Bandura, Vygotsky's sociocultural theory of cognitive development, Piaget's theory of cognitive development. These are discussed in line with the foci of this study.

2.2.1 Social Learning Theory

Social learning theory is a theory of learning and social behavior that was developed by B.F Skinner and Bandura which proposes that new behaviors can be acquired by observing and imitating others when performing a role or an action. The social constructivist theory of Bandura

is applied in explaining the efficacy of the intrapersonal and interpersonal development of the learners. Social theory of development means learning through observation, imitation as well as the guidance of adults in the society. The model could be a real or an object model¹. This theory was proposed with a critical and psychological view to look into the behaviour of learners and how they could be affected by the happening around them without any iota of confusion. Learning as well as verbal behaviour goes a long way in determining what becomes of a child at adulthood³⁸.

Social constructivist theory therefore connotes the fact that learning takes place better when reinforcement is put to stay. Reinforcement, like motivation is being able to put a learner to work by adding a factor referred to as 'echoic responses'³⁸. In the same vein, some of these factors might be to clap for a child when he or she answers a question in the classroom, encourage the child, etc. Vygotsky further proposed that learning is achieved in children and learner as the case maybe in the place of 'imitation'. And this is achieved to make children reach the zone of proximal development (ZPD)³⁸.

Imitation is a process whereby a person learns from another person by doings and carrying out actions respectively. Instinct is another key factor in this theory, children learn best when they do things on their own, and think on their own; however, the theory proposes that it is natural for children to look and watch adults do things and they practice likewise even when they have not been instructed to do so. Therefore, the focus of this theory is the questioning of how children learn certain things without being sat down by a person to be taught or educated. This is the central idea of the theory as it centres on the fact that the environment is a key factor in determining what a child learns or not. The kind of people in a particular environment would dictate the actions of the child shortly³⁹.

Therefore, students' improvement in learning is a continuous process that leads to a change in behaviour which becomes conditioned when reinforced. Social learning is an event that occurs unconsciously but inevitably, as a result of interaction with the environment. The deliberate applications of the principles help force the effects to manifest in more coordinated and specific ways. In the same vein, the human mind is mediated and Vygotsky posited that there are roles significant for what he calls tools in human understanding of the world and of themselves⁴⁰. Child interaction first of all start from the home then the school where he or she will relate with others under the supervision of the teacher as a way of becoming a better person. They learn from their peers, they learn school subjects, languages, and many more activities. Some academic tasks especially among young students may require more than instructions to be given by teachers as the language of the teacher may not be clear enough for them to grasp and may depend on their peers to explain in a different language in their level of understanding, this necessitates social interactions between peers⁴⁰.

The theory implies that children always learn depending on the kind of environment they find themselves. A child is a social entity that needs the support of the school, parents, and teachers to learn. The use of school resources cannot be disconnected from the learning of the child as far as quality education is concerned. Importantly, pupils do learn from one another and depend on one another in learning differently from what the teachers have taught in the classroom through social interactions. Acceptability among peers, interactions, and communication as social factors can be considered to be necessary as these are capable of influencing learning and by extension academic achievements of pupils of primary schools⁴⁰.

In this study, it is noted that the training and educational activities of the child are a joint effort that must be shared by all educational stakeholders which include the parents, teachers, schools,

government, community, and many more entities. In the same vein, the access of learners to library resources is linked with the ability of the government and schools to provide the needed materials such as books for learning³⁹. The human society must also be hospitable enough to accommodate the needs of learners regardless of their differences⁴⁰.

2.2.2 Vygotsky's sociocultural theory of cognitive development

Vygotsky's theory sees learning from the perspective of the individual and links the development of children to environmental factors, zone of proximal, scaffolding, and competence. He encourages learners to control their learning, construct meaningful learning, and be more active with interactions occurring face to face. The theory was developed in the year 1962 and was based on the understanding of children's development in line with their social and cultural experiences⁴². Learners take on the role and are allowed to ask questions, reflect get support, and participate actively in their learning when meaningful teaching methods are used. This learning theory requires teachers to allow freedom through full participation and practical demonstration of concepts taught in class, discourage rote learning, and make learners involved in the learning process⁴⁰. This is the case that children need to gain access to learning materials that can encourage them to develop their cognitive skills.

Constructivism is an innovative and interactive instructional theory that incorporates other desirable teaching strategies, such as concept mapping, collaborative and inquiry learning strategies, and the use of analogy among others. The interaction between the teacher and the

learners benefits the learners when they are helped by other learners (more skilled ones) who know more about the task. The more knowledgeable pupil benefits also, as the process of making their ideas more explicit renders the grasp of what they know clearer and more objective. During social interaction, these teaching methods support cognitive development, child participation, and learning ways of thinking and acting that were not previously available to the child⁴¹. The cognitive growth that emerges is initially intermental which occurs between two or more individuals and thus allows children of different ages to learn and develop skills and attitudes through participation and guided practical activities such as inquiry learning that will in turn make them self-reliant to analyse the world in which they live, justify their words through actions, encourage peers to join and respect opinions⁴¹.

In his submission, learners have prior knowledge of terminologies before classroom learning which may be partially correct or wrong. Students' level of terminology assimilation and application increases as their exposure and most importantly their age and academic achievement increases. Students acquire and learn new terminologies through social interaction with peers and more knowledgeable persons in and outside the learning environment. In the same vein, learners can also learn new terminologies when they have access to library facilities which helps in the promotion of learning⁴¹.

The theory of Vygotsky's Zone of Proximal Development can be applied to ensuring the proper use of library services in schools to improve the academic skills and abilities of learners. This theory emphasizes the need for a more knowledgeable teachers to help sharpen the thoughts of the learners. This means that for students' proactive use of library services, there is a need for teachers to also make consistent use of reading materials and textbooks during teaching and learning as the students directly or indirectly learn from their teachers as this is the end effect of

every school or subject curriculum⁴¹. The use of library services amongst students can also be linked to the social constructivist theory. Worthy of note is the fact that students' interaction in the classroom deepens their knowledge and broadens their ideas on specific terms that are expected in the explanation of concepts- and reading is a way to achieve this⁴¹.

2.2.3 The Evaluation Model (CIPP)

The model used for this research work is the evaluation model developed and propounded by Stufflebeam. The model is a comprehensive framework for guiding formative and summative evaluation of projects, programs, personnel, product and institutions. The CIPP model is a management-oriented evaluation designed to provide definitive and valid information for decision makers in typical business-minded managerial-type positions while taking into account the different levels of decisions, and decision makers. The CIPP model stands for context, input, product and process model of evaluation.



Figure 1: CIPP Model of Evaluation

Evaluation model is a process that involves delineating, obtaining, and applying descriptive and judgmental information, about some vital information⁴². This indicates that CIPP is based on providing information on decision-making. It is used to provide evaluative information on decision-making. Two basic dimensions form the matrix for this model. These include the vertical dimension which deals with delineating, obtaining, and providing information while the horizontal dimension deals with context, input, process, and output. The four dimensions can be said to broadly deal with planning, structuring, implementing, and recycling. It is on the basis of these evaluation procedures that this research will be attached.

The Context Evaluation

Context deals with the planning and determination of what is included in the curriculum as well as planning how these will be arranged, this deals with the aims and objectives of the curriculum. It is often regarded as a needs assessment⁴². In context, we identify the need for improved reading abilities and skills of learners, now relating it to this research work; context here deals with the aims and objectives of the library services in primary schools. This will provide information about the strengths and weaknesses of a total system to assist in planning, improvement-oriented objectives at each level of the system. The approaches could be described as follows: the context evaluation deals with how the questions will be answered, and what should we do. This is based on the main objective of the study which is to evaluate the level of availability and adequacy of state universal basic education library services in selected primary schools in Southwest, Nigeria

The Input Evaluation

The input aspect is asking a question on how we should do it. Input evaluation will provide information about the strengths and weakness of alternative strategies that might be chosen and structured for the achievement of given objectives⁴². This is now structured into aims and objectives which are stated below.

- i. To evaluate the level of availability and adequacy of state universal basic education library services in selected primary schools in Southwest, Nigeria.
- ii. To develop interest in learners in reading skills.

The aim and objectives above in terms of context are to be carried out through the input which will include the content of each of the themes, and the resources used needed to promote reading in state universal basic education library services in selected primary schools in Southwest, Nigeria. It is believed that the input will give structure to the aims and objectives of the study.

The Process Evaluation

The process will be carried out with the help of the teachers in the schools. The process aspect asks if we are doing it the right way and the product asks the question of if it was done well. Teachers will teach the pupils with the resources available. How effective this will be will now depend on the quality and how competent the teacher is will now have a great effect on the product which will now be the attained curriculum. Process evaluation monitors the project implementation process. In the process of gathering results in the process stage.

The Product Evaluation

The product is the outcome of objectives and is able to access the overall worth of the procedure in terms of effect. The main product that is engaged in this study is to increase the reading ability of learners. More efforts will be made to determine factors hindering learners' ability to read effectively. In the same vein, recommendations will be made in this bid.

Evaluation framework for evaluation of availability and adequacy of SUBEB library resources.

Evaluation Component	Variables of interest	Data Sources	Instruments	Objectives Indicators	Research Question Addressed
Context	Availability and Adequacy	Teachers and pupils	Questionnaire for Teachers(UBELST PQ) Questionnaire for Pupils(UBELPQ)	Evaluating the availability and adequacy of library resources	RQ1,RQ4
Input	Materials resources	Teachers Pupils	Questionnaire for Teachers(UBELST	Identify the resources needed	RQ1, RQ3

	Financial resources		PQ) Questionnaire for Pupils(UBELPQ)	to promote learners reading skills	
Process	Teachers awareness Teachers competency	Teacher pupils	Questionnaire for Teachers(UBELST PQ) Questionnaire for Pupils(UBELPQ)	To monitor and evaluate the program implementation process	RQ2, RQ3, Ho1, Ho2, Ho3
Product	Outcome of the program objectives Overall worth of the program	Teacher Pupils	Questionnaire for Teachers(UBELST PQ) Questionnaire for Pupils(UBELPQ)	To examine and increase learners reading habit To increase teachers awareness and attitude to SUBEB library resources.	RQ4, RQ5

2.3 Empirical Review

2.3.1 Studies on Evaluation of Availability and Adequacy of Basic Education Library Services Outside Nigeria

In a study conducted at the Konongo-Odumase Senior High School located in Asante-Akim North District of Ashanti Region, Ghana, it was discovered that even after new educational reforms have been implemented in Ghana, the educational sector, particularly school library services are still facing numerous challenges that require urgent attention from the relevant stakeholders. The findings of the study showed that the majority of the respondents (91.7%) reported that there are library services in their schools, however, the services do not effectively address their academic needs. The respondents noted that some of the reasons the library services do not address their academic needs include time constraints, uncomfortable library space, and poor reading materials among others. In line with the findings, the study concluded that despite government efforts and attempts to make the library services available and adequate, there are some challenges mitigating these objectives, such as understaffing, inadequate funding, poor logistics, out-of-date library materials and resources, lack of digital resources, among others. The study recommended that relevant stakeholders should work collaboratively and mount pressure on the government to improve the library services in the study area. Further, it was recommended that “a school library fund” should be organized to mitigate the issue of poor funding ⁴³.

In line with the ongoing, a study investigated the adequacy and quality of library services in some public services in the rural areas of Ghana such as Greater Accra, Upper East Regional, and Brong Ahafo. To obtain relevant information and data on the adequacy of the library services from regular patrons, head librarians as well as branch librarians, the study employed a purposive and conducive sampling technique. According to the survey, the librarians reported that the quality of the library services has significantly waned. One of the librarians said, “*Currently, as it stands, our collection is inadequate. Between the regional and branch libraries,*

we have about 40,000 books in our collection, which is supposed to meet the needs of a population of about 1,046,545 people in the regions (Pg 8)". In the same vein, the responses of the majority indicated that the library services in public libraries in Ghana are below par. The study noted that the major issue that contributed to this challenge is poor revenue streams. It was buttressed that there is inadequate revenue to sustain public libraries in Ghana. Instead of this, one of the respondents stated *"We used to receive a paltry sum of money from headquarters in the form of interests. However, these interests are no more forthcoming (Pg 10)"*. In line with this, the study suggested the implementation of fee-based services to boost the revenue generation of public libraries in the study area⁴³.

The adequacy and availability of library services in another African country –South Africa was explored. The researcher adopted mixed research methods using mind maps, interviews, journal reviews, and observation among others to gather relevant information in the study area. The survey included 29 teachers who work as "teacher-librarians" in different schools in the study area. They observed that all the participants were not professional librarians, however, they are studying towards an advanced certificate in education in school librarianship. The findings of the study indicated that the majority of the teacher-librarians do not have adequate knowledge of informational literacy education. One of the respondents –Participant #1 disclosed that, *"I expected to be taught how to be a librarian. I never imagined it would help me improve my teaching (page 4)."* The study further identified some major challenges mitigating the adequacies of library services in South Africa as poor reading habits, lack of library resources, limited/no access to school libraries, and uncomfortable library spaces among others. In tandem with the results of the survey, the study recommended that more professional and qualified librarians should be employed to manage school libraries. It was also recommended that training

and development opportunities should be provided to the librarians to improve their digital skills particularly⁴³.

Having examined different studies on the availability and adequacy of basic education library services in some African countries, it is pertinent to examine similar studies in other parts of the world to have a comprehensive view. The current state of basic education library services in the United Kingdom was examined. Although the study adopted a secondary data collection method, the researcher was able to gather relevant data and information on the availability and adequacy of library services in the UK. According to the findings, the findings of some of the surveys that were examined in the study showed that most primary schools in the United Kingdom have a library with adequate resources and facilities. However, the major limitation they experience is the poor reading habits of the pupils. It was gathered that new data from 2016 shows that about 675 pupils within the age brackets of 8-16 only visited the school library once a week. This is a different case from the studies conducted in African countries which showed that school libraries are not available in many institutions, particularly primary schools, and in some schools where libraries are available, the library services are worrisome. In conclusion, the study showed that there is no discrimination in library usage in terms of gender difference, socioeconomic background, or ethnicity among others⁴³.

A study was conducted to investigate children's access to school library services and materials across the United States of America during COVID-19. The respondents consist of parents of PreK-12 children (that is, children between the age range of 2 and 18) who were asked to describe their children's access to school library materials during the period of COVID-19. The study noted that it is important to understand how to bolster students' access to reading materials beyond the four corners of the traditional library in the event of any future school or library

closures. The research found that various factors such as age, and socio-economic background among others affect children's access to school library materials. However, the findings of the study showed that the rate of access to school libraries dropped significantly during and after the pandemic. About 30% of the parents reported that their children did not use the school library materials during the pandemic while only 8% reported that their children did not use the library services prior to the pandemic. The parents however stated that the library services are available and adequate and they are convinced that their children will return to a similar level of access before the pandemic. Furthermore, the result shows that 93.4% of public schools and 98.1% of private schools in the study area have adequate library materials and resources. Also, about 61.5% of home-school or parochial have library resources which enable the children to have access to library materials outside the school⁴⁴.

2.3.2 Studies on Evaluation of Availability and Adequacy of Basic Education Library Services in Nigeria

The availability, adequacy as well and effective utilization of library services, materials, and resources in primary schools under the "State Universal Basic Education Board (SUBEB)" in Atiba LGA of Oyo State was investigated. The primary objective of the study was to examine the learning resources that are available as well as the services provided in the SUBEB libraries in the aforementioned local government area. The findings of the study revealed that the library services, materials, and resources that are available in some of the schools are inadequate and ineffective. It was discovered that the majority of the respondents (65.4%) do not use the school library until during the examination period, while about 22.1% of the respondents only visit the library in their leisure time. This implies that the library services and resources that are available are not well utilized by the student. It was also discovered that the schools were unable to

employ trained librarians to effectively manage the library resources. Only two schools employed para-professional librarians (teacher-librarians) who do not have librarianship qualifications. This is similar to the findings of the survey that was carried out in South Africa by Hart and Zinn where it was also discovered that the teacher-librarians are not well-trained for the job ⁴⁵.

In a similar survey that was conducted in some selected schools in the urban areas of Makurdi, Nigeria. It was discovered that library resources are significantly inadequate, particularly digital tools that aid information in the 21st century. The survey conducted in 12 schools in the study area shows that only outdated materials and resources available at the libraries such as newspapers, textbooks, novels as well as magazines. The libraries lack electronic gadgets such as digital library catalogs, computers, laptops, Wi-Fi Access, charging stations, audio-visual equipment, and assistive technologies among others. All these are needed to enhance the library services provided to the patrons and simplify the process of interacting and accessing information. However, the libraries lack the aforementioned gadgets due to factors such as poor electricity, inadequate funding, lack of trained librarians, and poor attitude towards the use of digital tools among others among others. The study noted that the major issue is poor funding. Thus, it was recommended that the school authorities and other relevant stakeholders should invest more in school libraries to improve library services and integrate digital tools into the library. Furthermore, it was recommended that the library staff should be subjected to rigorous professional training to be able to carry out their tasks more effectively⁴⁵.

In line with the ongoing, the availability and use of school library materials, and resources in various schools in Gusau Local Government Area of Zamfara State was examined. Five hundred (500) library users from the aforementioned local government area were selected for the study,

however, only a 95% response rate was recorded. This implies that 450 library users chose to participate in the study. According to the data collected, there are no library resources or materials in most of the selected primary schools in the research area. Similar to the findings of Ternenge and Agipu, it was discovered that in the few primary schools where library resources are available, these resources are either inadequate or outdated. The study noted that there is also a lack of library premises in most of the primary schools. The few schools that have libraries only converted classrooms to create space for the pupils to read. Furthermore, the data showed that the majority of the library staff (95%) are Senior School Certificate Examination (SSCE) holders who were not properly trained in library management. Only a few of them have National Diploma and Ordinary Diploma degrees. In one of the schools, it was observed that there was no staff in the library. In line with these findings, the study concluded that the state of school libraries in the study area is worrisome. The study recommended that the Zamafara State Government should pay more attention to the development of basic education libraries, provide functional libraries, and employ trained librarians⁴⁵.

It was found that there is a disparity in the availability and adequacy of library services and resources in rural and urban areas, particularly in developing countries like Nigeria. Further, it was observed that primary schools in rural areas often lack financial support from the government. The study also noted that libraries in rural areas have been largely understudied when compared to urban areas. Thus, some of the challenges mitigating the effectiveness of libraries in rural areas have yet to come to the fore. However, the findings of the study show that libraries in rural areas significantly lag behind their urban and suburban counterparts. To gain a comprehensive insight into the condition of school libraries in rural areas, the study gathered data from the Public Library Technology and Access Study. The findings show that the

disparities do not only exist due to poor technological infrastructure but also other factors particularly funding mechanisms and understaffing. The study recommended the following ways to address the challenges; creation of awareness and outreach programmes to educate the people on the benefits of library services, improved funding, and provision of training and development programmes among others ^{46 50}.

Taking a cue from the studies examined above, it can be deduced that there was a regular pattern of issues facing library services in different parts of Nigeria. Although the surveys examined were carried out in different parts of the country such as Zamfara, and Oyo State, among others, it was discovered that basic education libraries are either not available or the materials and resources in the libraries are inadequate. This pattern is prevalent in all the states where the surveys were conducted by the researchers. The findings of the studies also pointed out some of the challenges associated with primary school libraries in Nigeria. Some of these challenges include insufficient funding with little or no support from the government leaving most of the burden on the schools or parents, lack of infrastructure, poor maintenance culture, irrelevant library materials, theft, limited resources, lack of awareness, curriculum misalignment, and poor library management systems. Ternenge and Agipu, however, noted that the most prevalent issue mitigating the effectiveness of library services in Nigeria is inadequate funding. The studies stated that most of the issues affecting library services such as outdated materials, insufficient library materials, lack of internet connectivity, and uncomfortable library space among others stemmed from poor funding. Thus, it was recommended that the government and other relevant stakeholders should consider investing more in school libraries, particularly in rural areas. This is in line with the findings of Uba and Eni which pointed out that there is limited library management in rural areas⁴⁶.

The comparative analysis of basic library services within and outside Nigeria that was done in the above sections also indicates that many African countries such as Ghana and South Africa face similar challenges as Nigeria. In the studies of Agyekum, Hart and Zinn, and Baada et al., that were reviewed above, it was discovered that school libraries in Ghana and South Africa are also embattled with different challenges such as understaffing, inadequate funding, poor logistics, out-of-date library materials and resources, lack of digital resources, poor reading habit, limited/no access to school libraries, uncomfortable library spaces among others. These issues also mitigate the effectiveness of school libraries in Nigeria. This is evident in the results of the surveys conducted in different parts of Nigeria by Chukwuji et al. However, in advanced countries such as the United Kingdom and the United States of America, most of the issues above are not prevalent. In the study conducted in the United Kingdom, it was discovered that most primary schools in the United Kingdom have a library with adequate resources and facilities. However, the major limitation they experience is the poor reading habits of the pupils. Similarly, in a study carried out in the United States of America by Soulen and Tedrown, it was gathered that 93.4% of public schools and 98.1% of private schools in the study area have adequate library materials and resources^{47 48 49}.

2.4 Summary of the literature Review

The literature review for 'Evaluation of Availability and Adequacy of State Universal Basic Education Library Resources in Primary schools in Southwest, Nigeria' covers various aspect related to education, Universal basic education, learning, and reading habit.

The conceptual review discussed the importance of education as a greater tool in learner's development. Education brings about progress in the world as well as societal development. Learning and education are poles that are not far from each other. It modifies human behavior

and attitude. Education bring about learning. In this context, learning environment should be conducive, comfortable, noise free, security inclined and friendly in a broad sense, learning outcomes such as cognitive, affective and psychomotor must be developed in higher education. The three learning outcomes were discussed to foster teaching and learning outcomes. Basic education in Nigeria was explored such as 6-3-3-4 education system which implies six years of nursery/ primary education, three year of Junior Secondary School Education, three year of Senior Secondary School Education and four year of tertiary education. Basic Education Practice was discussed, which talks about the definition of early childhood learning and early education also known as basic education is to ensure that young children's complete wellbeing during the early years is monitored and guided, thereby providing the foundation development of adults who are healthy, socially and environmentally responsible, can be seen from different perspective. Basic education can be seen as a form of education that requires the use of play and other forms of educational techniques for bringing about learning among children. Some the objectives, mission and vision of universal basic education as well as their roles to learner's development was discussed.

Theoretical Review explored theories which include the social learning of Skinner and Bandura, Vygotsky' sociocultural theory of cognitive development. It shows how learning takes place better when reinforcement is put in place. Reinforcement like motivation is being able to put a learner to work by adding a factor referred to as 'echoic responses' Vygotsky's theory sees learning from the perspective of the individual and links the development of children to environmental factors, zone of proximal, scaffolding, and competence. He encourages learners to control their learning, construct meaningful learning, and be more active with interactions occurring face to face. According to Vygotsky, learners have prior knowledge of terminologies

before classroom learning which may be partially correct or wrong. Students' level of terminology assimilation and application increases as their exposure and most importantly their age and academic achievement increases. Students acquire and learn new terminologies through social interaction with peers and more knowledgeable persons in and outside the learning environment. In the same vein, learners can also learn new terminologies when they have access to library facilities which helps in the promotion of learning. Piaget believes that learners have prior knowledge of terms and concepts before classroom learning which may be averagely correct or wrong. Student's level of assimilation and accommodation increases as they grow most importantly, as their academic achievement increases. Piaget's cognitive development theory emphasizes the importance of a well-organized and designed learning environment that will gear the curiosity and interest of students. A well-designed classroom, according to Piaget must make available explorative and interesting materials for students to explore.

Empirical review examined the relationship between availability and adequacy of Universal Basic Education resources on learner's academics development. It investigated the empirical evidences regarding State Universal Basic Education Library Resources, how available and adequate some of these resources are such latest books, Newspaper, textbook among others. It also explored studies on Evaluation of Availability and Adequacy of State Universal Basic Education in Nigeria and outside Nigeria.

Overall, this literature review provides a comprehensive overview of relevant theoretical framework and empirical evidence to support the investigation of evaluation of State Universal Basic Education Library Resources in primary Schools in southwest Nigeria.

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Chapter Three

Methodology

This chapter discussed the research design for this study, population of the study, sample size and sampling technique, research instruments as well as its validity and reliability. It also discusses the procedure for data collection; the statistical tool which was used for analyzing the data collected which was used in testing the research question.

3.1 Research Design

This research used descriptive survey design. Questionnaire was used to collect data on the availability of teaching materials, class enrolment and physical facilities. The study is designed

to explore the many sides to SUBEB library services in Southwest Nigeria; its availability and adequacy.

3.2 Population of the Study

The study population was made up of all pupils and teachers from primary schools in Southwest Nigeria. There are six states in Southwest Nigeria which include Ondo, Osun, Oyo, Ekiti, Lagos and Ogun States. The statistics of the senatorial districts, number of public primary schools, number of pupils in each senatorial districts, number of teacher in each state in the Southwest part of Nigeria is well presented in table 3.1

Table 3.1: Study Population (N=8,484 Schools, 248, 1777 Pupils and 82,576 Teachers)

S/N	Southwest States	Senatorial District	No. of Public Primary Schools in Each District	No. of Pupils in Each District	Number of Teachers in Each District		Total
					Male	Female	
1	Lagos State	Lagos Central	2265	62060	900	1042	1942
		Lagos East	211	180531	952	1324	2776
		Lagos West	539	218992	2946	5020	7965
		Subtotal	3015	461583	4797	7386	12183
2	Osun State	Osun Central	304	63822	1865	3275	5143
		Osun East	517	68346	1147	1985	3132
		Osun West	461	90996	1249	2625	3874

	<i>Subtotal</i>	1282	223164	4261	7888	12149
3 Ogun State	Ogun	468	168798	1264	2716	3970
	Central					
	Ogun East	576	186410	2698	3116	5811
	Ogun West	518	151186	2015	3174	5189
	<i>Subtotal</i>	1564	506394	5967	9003	14970
4 Oyo State	Oyo Central	880	195779	2195	5626	7621
	Oyo North	987	218525	3320	5634	8954
	Oyo South	585	148620	1937	2819	4756
	<i>Subtotal</i>	2452	562924	7452	14074	21531
5 Ekiti State	Ekiti	380	98924	1230	2065	3295
	Central					
	Ekiti South	241	148386	925	1565	2489
	Ekiti West	269	49462	1009	1582	2591
	<i>Subtotal</i>	890	296772	3164	5212	8375
6 Ondo State	Ondo North	345	149646	1248	2249	3497
	Ondo	416	204470	1561	2823	4384
	Central					
	Ondo South	520	76824	2001	3486	5487
	<i>Subtotal</i>	1281	430940	4810	8558	13368
	<i>Grand Total</i>	8484	2481777	30451	52121	82576

Source : Basic Education Profile for Southwest States, Nigeria¹

3.3 Sample and Sampling Techniques

Multistage sampling procedure was used for the study. Out of the six states in Southwestern Nigeria, three states were randomly selected for the study. Stratified random sampling was used based on how they are geographically located and in accordance to an even number of two that is, for every two alternate states in close proximity with each other, one state was chosen. For instance, between Lagos and Ogun state, Ogun state was chosen; Oyo and Osun state, Oyo state was chosen and between Ekiti and Ondo, Ekiti state. In each of the state, one senatorial district was selected randomly. From the selected senatorial district, three (3) Local Government Area (LGA) were selected using simple random sampling technique, making a total of 9 LGAs. From

the Local Government selected, a total of five (5) schools were purposively selected from each local government. A total of 2,070 respondents formed the sample for this study, consisting of 180 teachers and 1890 pupils which were randomly drawn from states in Southwestern Nigeria, making a total of 45 schools. In each of the schools, 4 teachers and 42 pupils were selected. The purposive sampling was selected for the study as only schools that have SUBEB libraries were engaged for the study. The eventual sample size for this study was 179 teachers and 1886 pupils, meaning that one teacher and four pupils did not cooperate eventually. The table below shows the states, senatorial districts and local government engaged for this study

S/N	Southwest State	Senatorial District	LGAs	No of Schools
1	Oyo state	Oyo Central	Akinyele Local Government	
			Lagelu Local government	5
			Oyo East Local government	5
2	Ogun State	Ogun Central	Abeokuta South	5
			Abeokuta North	5
			Odeda	5
3	Ekiti State	Ekiti Central	Ado Ekiti Local Government	5
			Efon Local Govenment	5
			EkitiWestLocal Government	5
Total				45

Source: fieldwork, 2024

3.4 Research Instruments

Two research instruments were used in the study. They are; State Universal Basic Education Library Services Questionnaire for Teachers (UBELSQ); State Universal Basic Education Library Services Questionnaire for Pupil (UBELPQ)

3.4.1 State Universal Basic Education Library Services Questionnaire for Teachers (UBELSQ)

The UBELSQ was divided into two sections. Section A of the questionnaire was structured to cover the basic socio-demographic characteristics of the respondents including school type, age, gender, academic qualification (education level), area of specialization and years of experience. Section B contained descriptive items used to gather information on the level of SUBEB library services and resources available in selected primary schools in Southwest Nigeria, the relevance of SUBEB library services in meeting the needs of pupils and teachers in selected primary schools; the level of adequacy of SUBEB library services in selected primary schools; the challenges mitigating the success of SUBEB library services in selected primary schools; as well as the ways to improve SUBEB library services in selected primary schools in the study region.

3.4.2 State Universal Basic Education Library Services Questionnaire for Pupils (UBELPQ)

The UBELPQ was divided into two sections. Section A of the questionnaire was structured to cover the basic socio-demographic characteristics of the respondents including school type, age, and gender. Section B contains items will be used to gather information on the range of SUBEB library services and resources available in selected primary schools in Southwest Nigeria, the

relevance of SUBEB library services; the level of adequacy of SUBEB library services in selected primary schools; the challenges mitigating the success of SUBEB library services in selected primary schools; as well as the ways to improve SUBEB library services in selected primary schools in the study region.

3.5 Validation of the Instruments

The research instruments were subjected to proper validation with the assistance of the supervisor to ensure the face and content validity of the instrument. Draft copies were given to the supervisor and other experts in department. The supervisor and other experts assessed the suitability or otherwise of the items in the instruments. Expert's objective suggestion were integrated in the final copy.

3.6 Reliability of the Instruments

The reliability of the instruments were determined statistically with the use of Cronbach Alpha in order to ensure and establish the internal consistency of the items. Universal Basic Education Library Services Questionnaire for Teachers (UBELSQ) yielded a reliability coefficient of 0.89; and State Universal Basic Education Library Services Questionnaire for Pupils (UBELPQ) yielded 0.76 which showed that the instruments were fit for the study.

3.7 Procedure for Data Collection

The researcher visited the sampled schools after obtaining approval from the department. The researcher sought the consent of the school authorities to engage their teachers and pupils as respondents for the study. With the help of a research assistants trained by the researcher, the

instruments were administered on the teachers and pupils. The instruments were collected by the researcher before leaving each school.

3.8 Method of Data Analysis

The data collected from the research instruments were analysed using descriptive, inferential statistics. Specifically, the frequency counts and simple percentage will be used for the descriptive analysis while T-test and regression served as the inferential statistics. Results on the teachers' awareness of SUBEB library services and uses in the study region was analysed using thematic analysis. Research question one, two, three, four and five were analysed using frequency counts, simple percentages and mean scores. The hypothesis one was on association between teachers' awareness and the availability of SUBEB library resources in the study region which was analysed using regression. Hypothesis Two on difference between teachers' awareness and availability of SUBEB library resources in the study region based on teachers' gender was analysed using the independent sample T-test. Hypothesis Three on the difference between pupils' awareness and availability of SUBEB library resources in the study region based on pupils' gender was analysed using the independent sample T-test.

Endnote

1. Basic Education Profile for Southwest States, Nigeria Primary education Board 2020

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Chapter Four

Results and Discussion of Findings

In this chapter, the findings of the study are presented in line with the specific objectives that have been raised earlier, as well as the discussion of the findings. In all of these, descriptive and inferential analyses was engaged in the study and was done systematically. The chapter is

therefore divided into three sections which include demographic representation of participants, results and interpretation, and discussion of findings.

4.1. Socio-demographical Analysis of Respondents

In this section, the gender and age of the respondents was analysed. This will be done in two phases to include pupils and teachers as they were the participants in the study. These are represented in Tables 4.1 and 4.2 as follows.

Table 4.1. Socio-demographical Analysis of Pupils

Socio-demography	Descriptive Items	Frequency (F)	Percent (%)
Gender	Male	772	40.9
	Female	1114	59.1
Age range	less than 5	130	6.9
	5-10	858	45.5

Above 10

898

47.6

Table 4.1 above shows the demographic information of the respondents (students). From the table, 59.1% of the respondents were female, while 40.9% were male. The age range of the respondents shows that 47.6% of the respondents were above 10 years of age, and 45.5% were between 5-10 years, while, only 6.9% were less than 5 years.

Table 4.2. Socio-demographical Analysis of Teachers

Socio-demography	Descriptive Items	Frequency (F)	Percent (%)
Gender	Male	65	36.3
	Female	114	63.7
Age range	less than 30	46	25.7

31-40	101	56.4
41-50	26	14.5
51+	6	3.4

From Table 4.2 above, the sociodemographic analysis revealed that the majority (63.7%) of the teachers in the study area were female, while 36.3% of them were male. The teachers between the age group 31-40 years were 56.4%, while 25.7% were less than 30 years, 14.5% were between the ages 41-50 years, and only 3.4% were above 51 years.

4.2. Results and Interpretation

This section is geared towards analyzing, presenting, and interpreting findings. These are presented as follows in tune with the research questions and hypotheses.

Research Question One: What is the level of SUBEB library resources available in primary schools in Southwest Nigeria?

The level of SUBEB library resources available in primary schools in Southwest Nigeria is analysed through the aid of mean and standard deviation scores. This is a way of showing the prominent services and resources available in the schools. These are presented in Table 4.3. and Table 4.4. (below).

Table 4.3. Descriptive Analysis of the Level of SUBEB Library Resources Available in Primary Schools in Southwest Nigeria according to the view of Pupils

Descriptive Items	N	Min.	Max.	Std. Dev.	Mean	Remarks
Books	1886	1.00	4.00	.96	3.36	Highly Available

Fun games and brain teasers	1883	1.00	4.00	1.18	3.09	
Dictionaries	1884	1.00	4.00	1.09	2.73	Moderately Available
Calculators	1886	1.00	4.00	1.15	2.73	
Latest books	1886	1.00	4.00	1.07	2.72	
Online books	1886	1.00	4.00	1.06	2.70	
Cool pictures about science	1883	1.00	4.00	1.02	2.68	
Mixed-up things to learn from like videos, sounds, and pictures	1886	1.00	4.00	1.14	2.68	
Newspapers	1886	1.00	4.00	1.52	2.67	
Storytelling materials	1886	1.00	4.00	1.09	2.66	
Verbal and Qualitative Reasoning	1884	1.00	4.00	1.46	2.63	
Picture Stories	1886	1.00	4.00	1.12	2.62	
Sound recordings	1886	1.00	4.00	1.18	2.61	
Encyclopedia (Book of facts)	1886	1.00	4.00	1.13	2.59	
Silence floors	1886	1.00	4.00	1.16	2.56	
Video cameras	1886	1.00	4.00	1.16	2.56	
Computer learning games for languages	1884	1.00	4.00	1.15	2.54	
Books to learn other languages	1885	1.00	4.00	1.36	2.53	
Creative art materials	1882	1.00	4.00	1.15	2.52	
Weighted Average mean=2.55						

Keys: 4.00-2.99 (Highly Available), 3.00-2.49 (Moderately Available), 2.50-1.49 (Available)

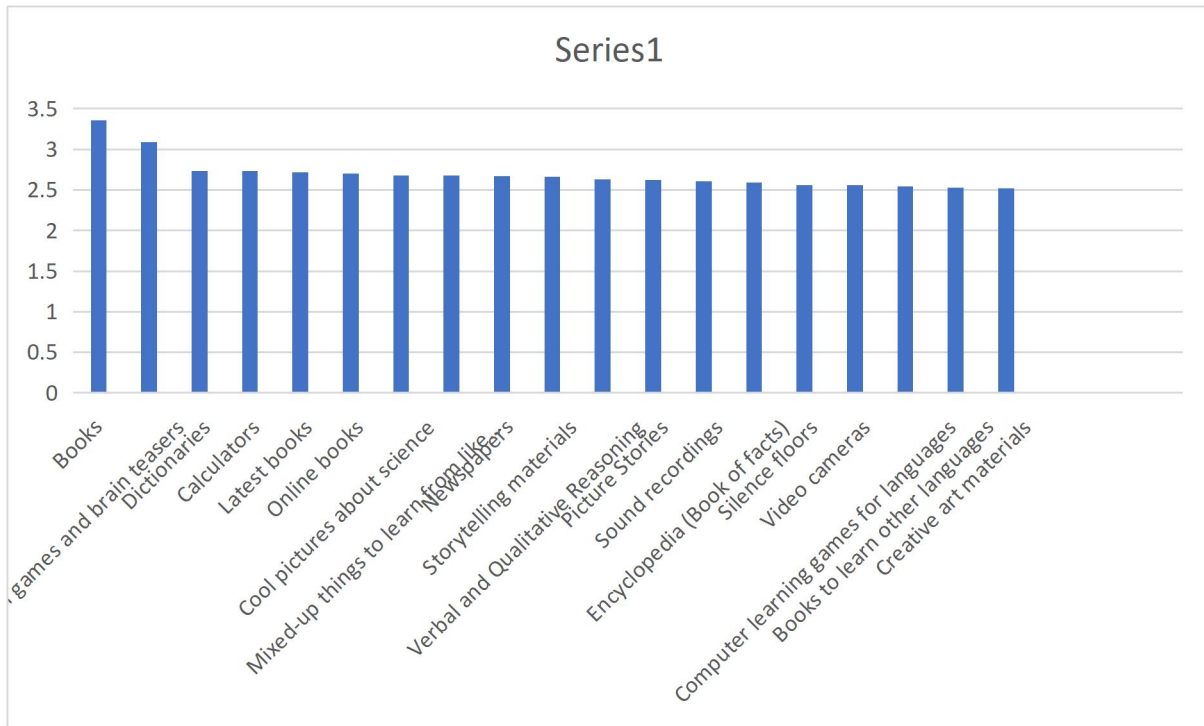


Figure 4.1: Level of SUBEB Library Resources Available in Primary Schools in Southwest Nigeria according to the view of Pupils

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Findings on the descriptive analysis of the level of SUBEB Library services and resources available in selected primary schools in southwest Nigeria according to the view of pupils show that the library services and resources in the selected primary schools are books ($\bar{x}=3.36$), fun games, and brain teasers ($\bar{x}=3.09$). Other resources in the schools were moderately available; these are dictionaries ($\bar{x}=2.73$), calculators ($\bar{x}=2.73$), latest books ($\bar{x}=2.72$), online books ($\bar{x}=2.70$), cool pictures about science ($\bar{x}=2.68$), mixed-up things to learn from like videos, sounds, and pictures ($\bar{x}=2.68$), newspapers ($\bar{x}=2.67$), storytelling materials ($\bar{x}=2.66$), verbal and qualitative reasoning (2.63), picture stories ($\bar{x}=2.62$), sound recordings ($\bar{x}=2.61$), reference services ($\bar{x}=2.60$), encyclopedia (book of facts) ($\bar{x}=2.59$), silence floors ($\bar{x}=2.56$), video cameras ($\bar{x}=2.56$), computer learning games for languages ($\bar{x}=2.54$), books to learn other languages ($\bar{x}=2.53$), creative art materials ($\bar{x}=2.52$). In the same vein, a total weighed average mean score of 2.55 was found. These infer that SUBEB Library resources in the selected schools were moderately available.

Table 4.4. Descriptive Analysis of the Level of SUBEB Library Resources Available in Primary Schools in Southwest Nigeria according to the view of Teachers

Descriptive Analysis	N	Min.	Max.	Std. Dev.	Mean	Remarks
Science Charts	179	1.00	4.00	1.13	3.13	Highly Available
Computer, Tablets, and Interactive Learning Tools	179	1.00	4.00	1.09	2.97	Moderately Available
Latest books	179	1.00	4.00	1.05	2.95	
Calculators	179	1.00	4.00	1.11	2.90	
Foreign language books and materials	179	1.00	4.00	1.17	2.88	
Newspapers/Magazines	179	1.00	4.00	1.18	2.83	
Language learning software and applications	179	1.00	4.00	1.14	2.81	
Storytelling Props	179	1.00	4.00	1.13	2.78	
Virtual reference service	179	1.00	4.00	1.07	2.77	
Sensory-friendly Books and Materials	179	1.00	4.00	1.12	2.75	
Dictionaries	179	1.00	4.00	1.14	2.73	
Video cameras	179	1.00	4.00	1.16	2.73	
Information literacy skills training	179	1.00	4.00	1.19	2.70	
Verbal and Qualitative Reasoning	179	1.00	4.00	1.09	2.70	
Multimedia Materials	179	1.00	4.00	1.12	2.69	
Graphic Novels and Comics	179	1.00	4.00	1.09	2.68	
Educational Toys and Manipulatives	179	1.00	4.00	1.19	2.68	
Silent floors	179	1.00	4.00	1.17	2.64	
Sound recordings	179	1.00	4.00	1.16	2.63	
Art Supplies	179	1.00	4.00	1.15	2.62	

Children's Encyclopedia	179	1.00	4.00	1.19	2.58	
Board Games and Puzzles	179	1.00	4.00	1.17	2.49	Available
Valid N (listwise)	179					

Weighted Average Mean=2.75

Keys: 4.00-3.00 (Highly Available), 2.99-2.50 (Moderately Available), 2.49-1.49 (Available)

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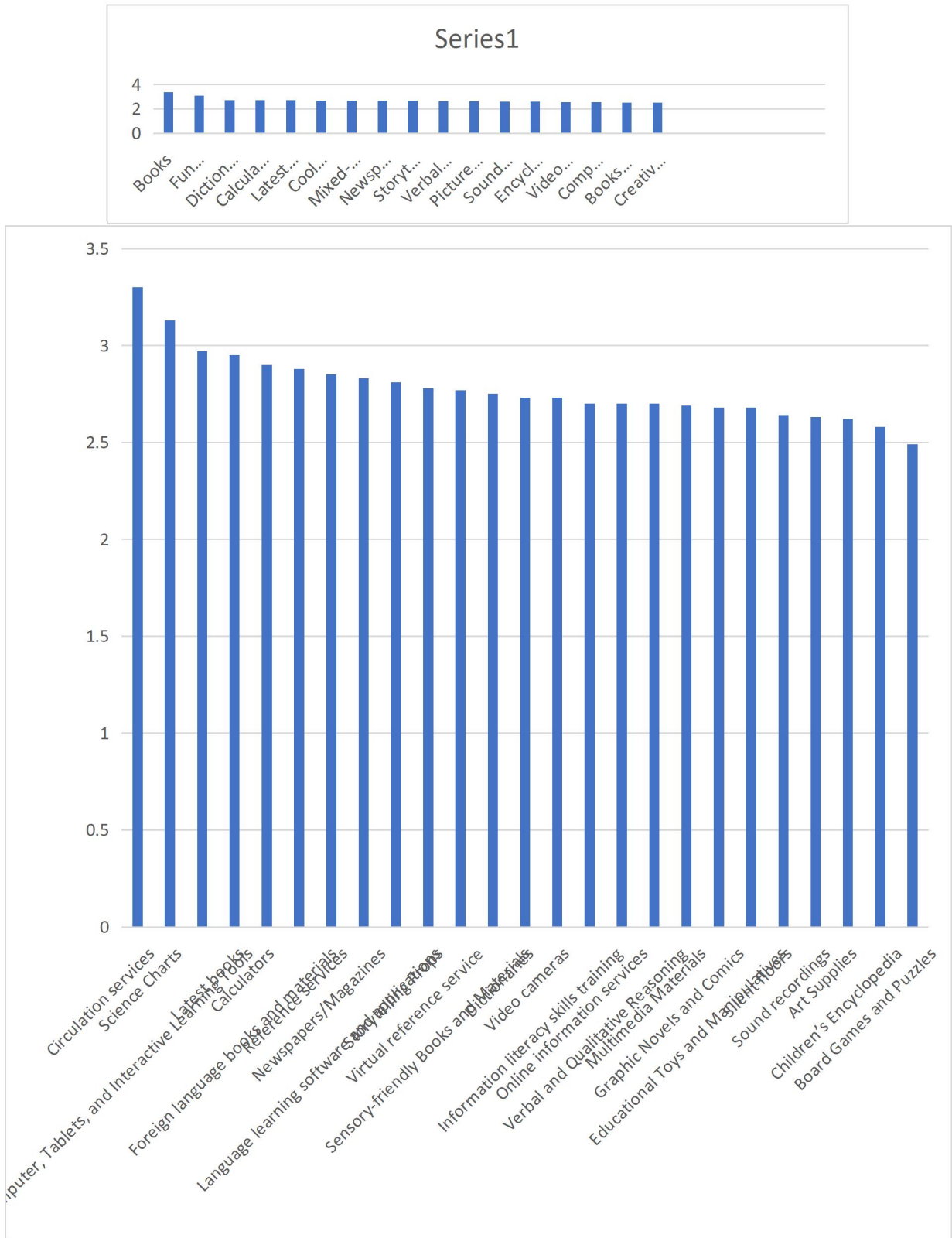


Figure 4.2: Level of SUBEB Library Resources Available in Primary Schools in Southwest Nigeria according to the view of Teachers

Results on the descriptive analysis of the level of SUBEB library services and resources available in selected primary schools in southwest Nigeria according to the view of teachers are reported as follows. Only two resources were found to be highly available were circulation services ($\bar{x}=3.30$) and science charts ($\bar{x}=3.13$). The resources that were found to be moderately available were latest books ($\bar{x}=2.95$), calculators ($\bar{x}=2.90$), foreign language books and materials ($\bar{x}=2.88$), reference services ($\bar{x}=2.85$), newspapers/magazines ($\bar{x}=2.83$), language learning software and applications ($\bar{x}=2.81$), storytelling props ($\bar{x}=2.78$), virtual reference service ($\bar{x}=2.77$), sensory-friendly books and materials ($\bar{x}=2.75$), dictionaries ($\bar{x}=2.73$), video cameras ($\bar{x}=2.73$), information literacy skills training ($\bar{x}=2.70$), online information services ($\bar{x}=2.70$), verbal and qualitative reasoning ($\bar{x}=2.70$), multimedia materials ($\bar{x}=2.69$), graphic novels and comics ($\bar{x}=2.68$), educational toys and manipulatives ($\bar{x}=2.68$), silent floors ($\bar{x}=2.64$), sound recordings ($\bar{x}=2.63$), art supplies ($\bar{x}=2.62$), and children's encyclopedia ($\bar{x}=2.58$). In the same vein, a total weighed average mean score of 2.75 was found. The findings imply that most of the resources were moderately available such as latest books, calculators, foreign language books and materials, reference services, and newspapers/magazines among others.

Research Question Two: What is level of teachers’ awareness of SUBEB library resources and uses in Southwest Nigeria?

Teachers’ awareness of SUBEB library resources and uses in the study region is analysed through the aid of simple percentages and frequency scores. This is presented in Table 4.5. (below).

Table 4.5. Descriptive Analysis of Teachers’ Awareness of SUBEB Library Resources and Uses in Southwest Nigeria

	Descriptive Items	Strongly Agree (SA)	Agree (A)	Disagree (D)	Strongly Disagree (SD)	Decisions
1	I believe the SUBEB library in my region has enough resources to support my pupils.	120 (67.0%)	29 (16.2%)	9 (5.0%)	21 (11.7%)	Very high
2	I believe the SUBEB library in my region is easily accessible to my pupils.	72 (40.2%)	67 (37.4%)	28 (15.6%)	12 (6.7%)	High
3	I am aware of the benefits of SUBEB library for my pupils.	85 (47.5%)	34 (19.0%)	46 (25.7%)	14 (7.8%)	High
4	I have used the SUBEB library in my region to support my lesson planning	80 (44.7%)	34 (19.0%)	20 (11.2%)	45 (25.1%)	High

Keys: If “Strongly Agree” is Above 65% (Very High), 40%-45% (High), 30%-40% (Moderate) Below 40% (Low)

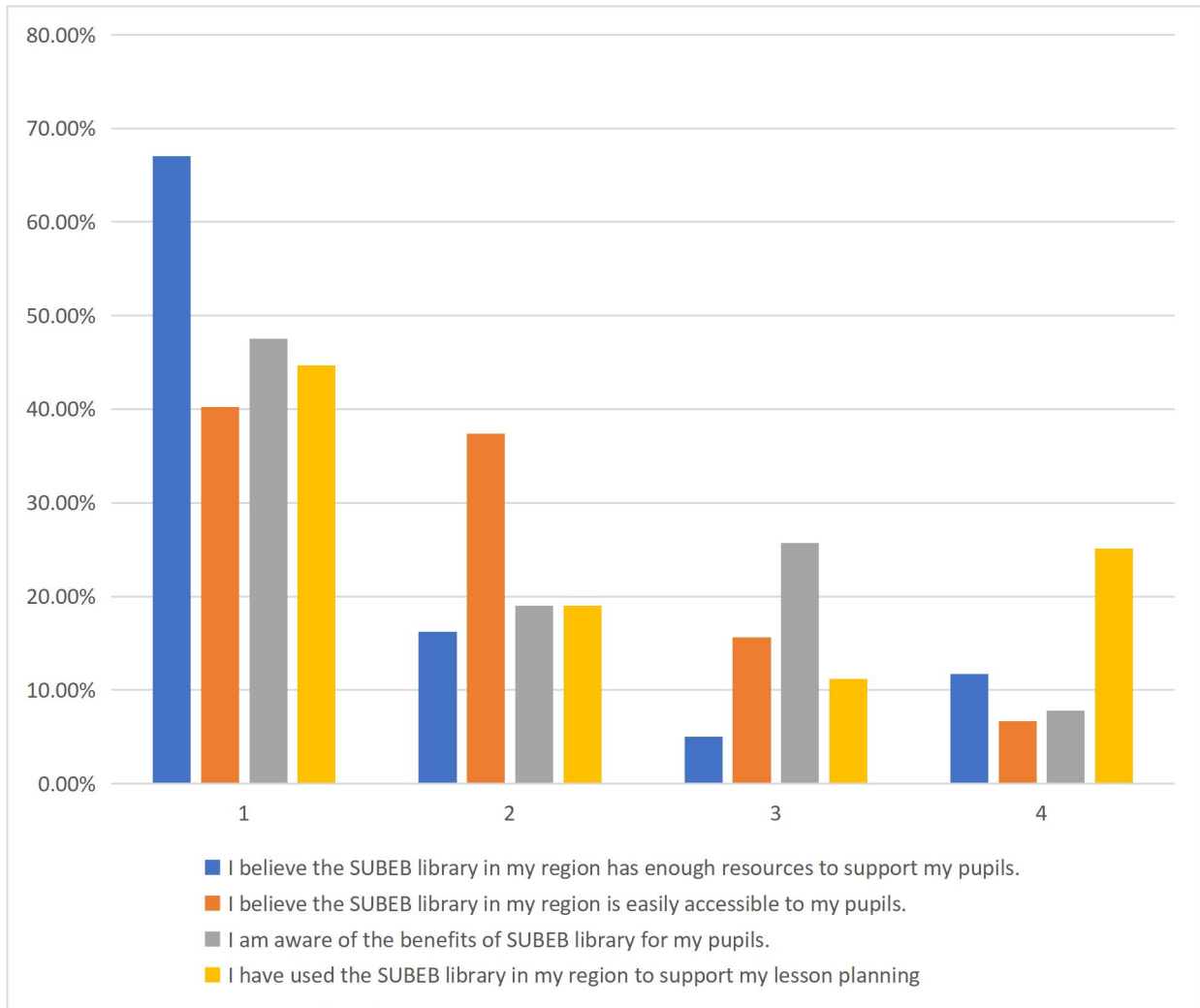


Figure 4.3: Teachers' Awareness of SUBEB Library Resources and Uses in Southwest

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The descriptive analysis of teachers' awareness of the SUBEB library and its uses in the study region is displayed in Table 4.5 and Figure 4.3 above. From the analysis, 67% of the respondents strongly agreed that the SUBEB library in the region has enough resources to support their student's learning, while, 11.7% strongly disagreed. In the same vein, 40.2% strongly agreed and 37.4% of the teachers also agreed that the SUBEB library in their region is easily accessible to students and only 6.7% disagreed with that claim. The respondents who acclaimed to have used the SUBEB library in their region to support their lesson planning were 44.7%, while 36.3% disagreed that it supported their lesson planning.

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Research Question three: What is the level of pupils’ awareness of SUBEB library resources and uses in Southwest Nigeria?

Pupils’ awareness of SUBEB library resources and uses in the study region is analysed through the aid of simple percentages and frequency scores. This is presented in Table 4.6. (below).

Table 4.6. Descriptive Analysis of Pupils’ Awareness of SUBEB Library Resources and Uses in Southwest Nigeria

	Descriptive Items	Strongly Agree (SA)	Agree (A)	Disagree (D)	Strongly Disagree (SD)	Decisions
1	I know the location of the SUBEB library in my region	1089 (57.7%)	365 (19.4%)	178 (9.5%)	254 (13.5%)	Very high
2	I always visit the SUBEB library in my region	495 (26.2%)	779 (41.4%)	363 (19.2%)	249 (13.2%)	High
3	I am aware of the hours of operation of SUBEB library in my region	611 (32.4%)	527 (27.9%)	509 (27.0%)	239 (12.8%)	Moderate
4	The SUBEB library in my region has helped me with my studies	568 (30.1%)	529 (28.0%)	435 (23.1%)	354 (18.8%)	Moderate
5	I know the kind of resources available in the SUBEB library in my region	568 (30.1%)	501 (26.6%)	457 (24.2%)	360 (19.1%)	Moderate

Keys: If “Strongly Agree” is Above 65% (Very High), 40%-45% (High), 30%-40% (Moderate) Below 40% (Low)

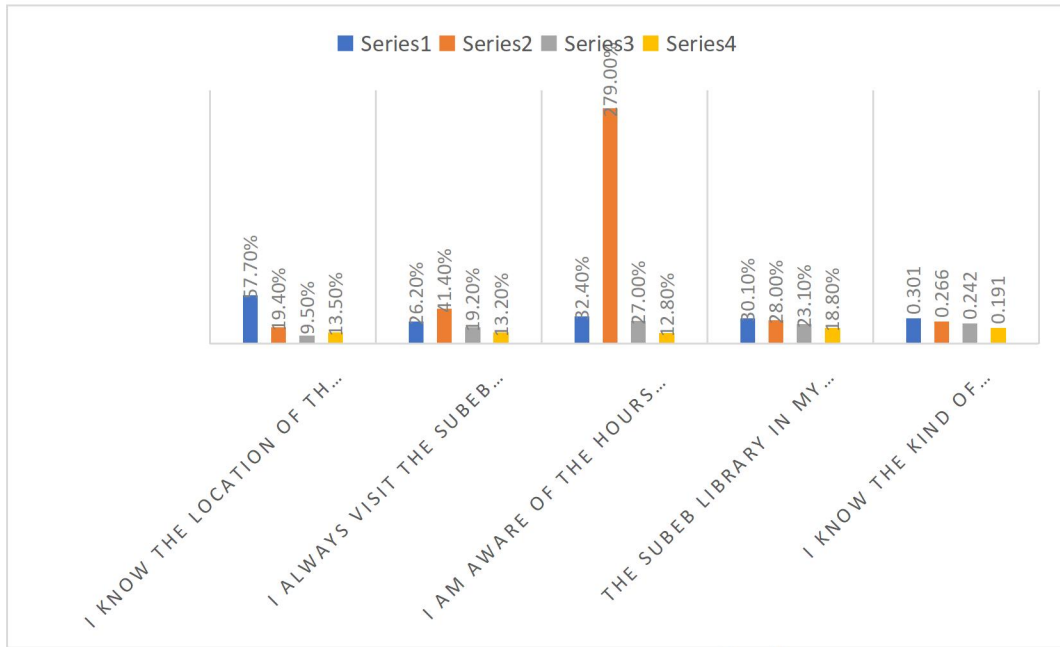


Figure 4.4: Pupils' Awareness of SUBEB Library Resources and Uses in Southwest Nigeria

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The descriptive analysis of pupils' awareness of the SUBEB library and its uses in the study region is displayed in Table 4.4 above. From the analysis, 57.7% of the pupils strongly agreed that they know the location of the SUBEB library in their region. Though 41.4% of the pupils agreed that they always visit the SUBEB library in their region, only 26.2% of the pupils strongly agreed with the item. In the same vein, 32.4% and 27.9% of the pupils strongly agreed and agreed respectively that they are aware of the hours of operation of SUBEB library in my region. In all, 30.1% of the pupils strongly agreed that they SUBEB library in their region has helped them with their studies and 30.1% also strongly agreed that they know the kind of resources available in the SUBEB library in their region.

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Research Question Four: What is the level of adequacy of SUBEB library resources in primary schools in Southwest Nigeria?

The level of adequacy of SUBEB library resources in primary schools in Southwest Nigeria is analysed through the aid of mean, standard deviation scores, frequency, and percentages respectively. This is a way of showing the adequacy of the available services and resources in the schools. These are presented in Table 4.7. and Table 4.8. (below).

Table 4.7. Descriptive Analysis of the Level of Adequacy of SUBEB Instructional and Book Resources in Primary Schools in Southwest, Nigeria

	N	Min	Max.	Std. Dev.	Mean	Rating
Descriptive Analysis						
Historical/Cultural/Geographical Charts	1885	1.00	4.00	1.48	3.13	Highly Adequate
Physical and Health Education Textbooks	1885	1.00	4.00	2.48	2.88	Moderate Adequate
Mathematics Textbook	1885	1.00	4.00	1.03	2.84	
Elementary Science Textbook	1884	1.00	4.00	1.55	2.83	
Computer Science Textbook	1883	1.00	4.00	1.41	2.81	
English language Textbook	1885	1.00	4.00	1.12	2.81	
Science Charts	1886	1.00	4.00	1.04	2.75	
Yoruba language Textbook	1883	1.00	4.00	1.46	2.74	
Storytelling materials	1885	1.00	4.00	1.21	2.64	
Verbal and qualitative Reasoning	1886	1.00	4.00	1.33	2.62	
Verbal and Qualitative Reasoning	1883	1.00	4.00	1.29	2.59	
Literature Textbook	1885	1.00	4.00	1.16	2.54	
Weighted Average Mean=2.88						

Keys: 4.00-3.00 (Highly Adequate), 2.99-2.50 (Moderately Adequate), 2.49-1.49 (Adequate)

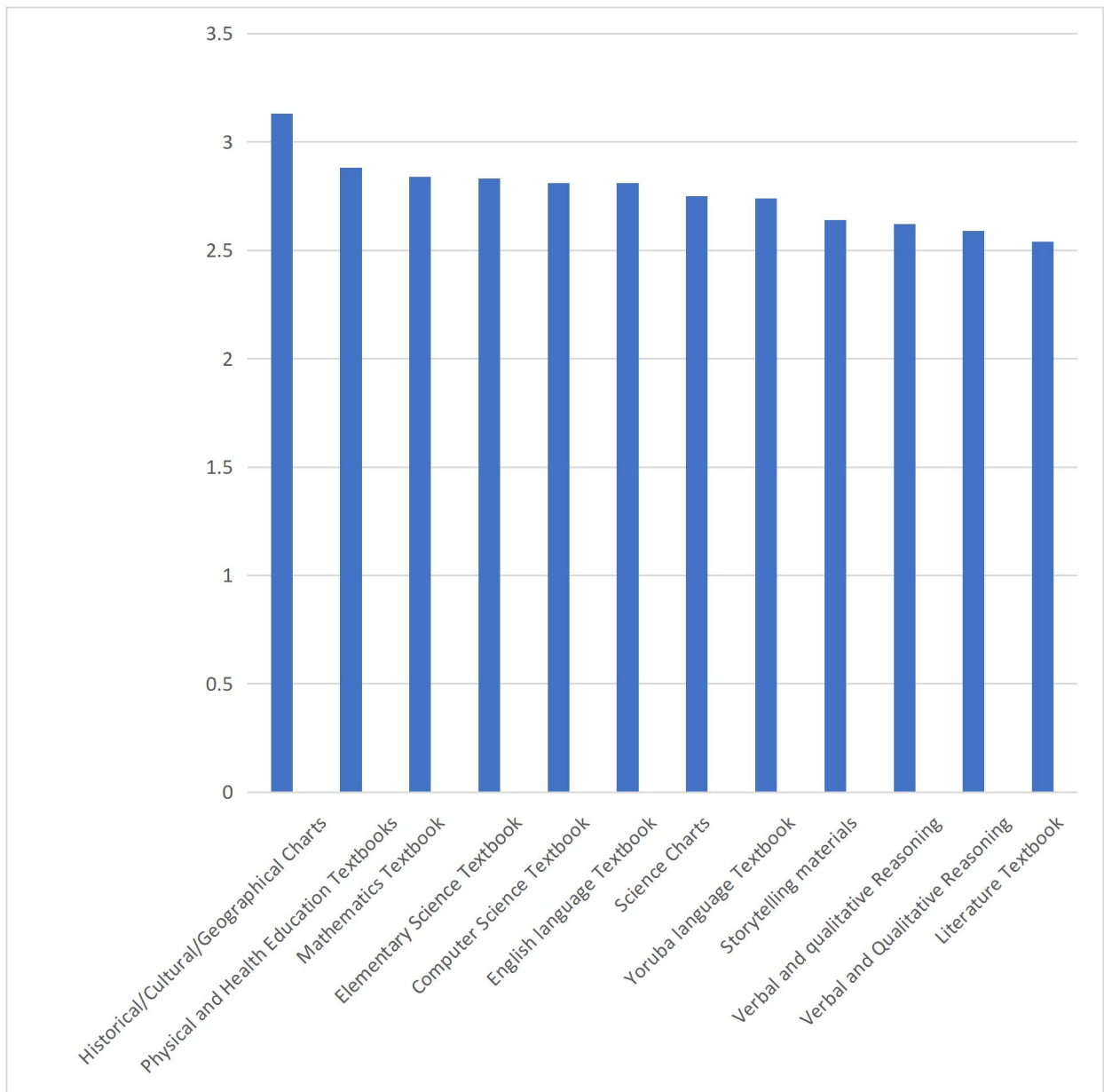


Figure 4.5: Level of Adequacy of SUBEB Instructional and Book Resources in Primary Schools in Southwest Nigeria

The level of adequacy of SUBEB library services in selected primary schools in the study region is reported as follows based on the views of pupils. It was only historical/cultural/geographical charts that were found to be highly available in the selected schools ($\bar{x}=3.13$). Other resources were moderately adequate which include Mathematics Textbook ($\bar{x}=2.84$), Elementary Science Textbook ($\bar{x}=2.83$), Computer Science Textbook ($\bar{x}=2.81$), English language Textbook ($\bar{x}=2.81$), Science Charts ($\bar{x}=2.75$), Yoruba language Textbook ($\bar{x}=2.74$), Storytelling materials ($\bar{x}=2.64$), Verbal and Qualitative Reasoning ($\bar{x}=2.62$), Verbal and Qualitative Reasoning ($\bar{x}=2.59$) as well as Literature Textbook ($\bar{x}=2.54$). Hence, to answer the question on level of adequacy of SUBEB library services in selected primary schools in the study region is reported as follows based on the views of pupils, it has been found that the library services were moderately adequate (showing weighted average mean score is 2.88) for use in the schools.

Table 4.8. Descriptive Analysis of the Level of Adequacy of SUBEB Library Resources in Primary Schools in Southwest Nigeria Based on the Responses of Pupils

Descriptive Items		Strongly Agree (SA)	Agree (A)	Disagree (D)	Strongly Disagree (SD)
1	Library space is adequate	1012 (53.8%)	361 (19.1%)	271 (14.4%)	240 (12.7%)
2	Library seating furniture is adequate	482 (25.6%)	769 (40.8%)	422 (22.4%)	210 (11.1%)
3	Pupils have free access to books in the library	621 (33.1%)	466 (24.7%)	503 (26.7%)	291 (15.4%)
4	Organization of books follows the specific scheme	509 (27.0%)	501 (26.6%)	403 (21.4%)	468 (24.8%)
5	The number of school visits is very low	605 (32.2%)	476 (25.2%)	427 (22.6%)	375 (19.9%)
6	The accession number is used to arrange the library books	560 (29.8%)	597 (31.7%)	473 (25.1%)	253 (13.4%)
7	There is a need to strengthen the collection of books and current sources in the library	666 (35.4%)	551 (29.2%)	430 (22.8%)	237 (12.6%)
8	Teacher can borrow books on behalf of their school	529 (28.0%)	525 (27.8%)	459 (24.3%)	370 (19.6%)
9	Need for appointment of qualified librarians and library officers	681 (36.1%)	536 (28.4%)	436 (23.1%)	232 (12.3%)
10	Need for training and retraining of teachers and librarians to be computer and information literate	625 (33.2%)	544 (28.8%)	402 (21.3%)	313 (16.6%)
- Weighted Average Mean: 2.80					

From the Table 4.6 above, the analysis revealed 72.9% of the respondents agreed that the library space is adequate, in the same vein, 67.4% agreed that Library seating furniture is adequate in the region. The respondents who agreed that Pupils have free access to books in the library were 57.8%, while 42.1% disagreed to the claim that pupils have free access to the books in the library. 53.6% of the respondents agreed that Organization of books follows the specific scheme, while 46.2% disagreed. The analysis also revealed that 57.4% of the respondents agreed that the number of school visits is very low, and 42.5% disagreed. The majority (61.5%) of the respondents agreed that the accession number is used to arrange books in the library, while the rest (39.5%) disagreed that the arrangement of books was in accession in the library. Further analysis also revealed that 64.6% of the respondents pointed out that there is a need to strengthen the collection of books and current sources in the library, 35.4% saw no need for this. The percentage of teachers who agreed that they could borrow books on behalf of their school was 55.8%, while 43.9% disagreed that they could borrow books from the library on behalf of their school. Respondents who attested that there is a need for the appointment of qualified librarians and library officers were 64.5%, and 35.4% saw no need for this. The majority (62%) agreed that there is a need for training and retraining of teachers and librarians to be computer and information literate.

Research Question Five: What are the challenges mitigating against the success of SUBEB library resources in primary schools in Southwest Nigeria?

The challenges mitigating the success of SUBEB library services in primary schools in Southwest Nigeria are analysed through mean scores and standard deviation scores respectively.

These are presented in Table 4.7. and Table 4.8. (below).

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Table 4.9. Descriptive Analysis of Challenges Mitigating against the Success of SUBEB Library Resources in Primary Schools in Southwest Nigeria Based on the Responses of Pupils

Descriptive Analysis	N	Min.	Max.	Std. Dev.	Mean	Rating
a. The government does not provide a conducive learning environment.	1886	1.00	4.00	1.44	3.22	Always
b. I cannot read for a long time.	1883	1.00	4.00	7.12	3.03	
c. I need my parent to guide me when I read	1885	1.00	4.00	1.07	2.92	Often
d. There is a need to introduce ICT in primary school libraries.	1884	1.00	4.00	1.27	2.89	
e. I do not know how to use digital resources like computers in the library.	1883	1.00	4.00	1.31	2.89	
f. Books are not enough.	1884	1.00	4.00	1.17	2.88	
g. The government does not promote library usage.	1884	1.00	4.00	1.09	2.82	
h. My teachers do not use library resources to teach us in class.	1885	1.00	4.00	1.57	2.81	
i. The books are too old.	1884	1.00	4.00	1.44	2.80	
j. The library environment is not conducive to learning.	1885	1.00	4.00	1.05	2.80	
k. The books do not go along with what we are taught in class.	1885	1.00	4.00	1.07	2.75	
l. The library closes too early.	1886	1.00	4.00	1.88	2.75	
m. I do not have access to the library services.	1883	1.00	4.00	1.26	2.74	

n. The librarians do not manage the books in the library well.	1884	1.00	4.00	1.68	2.70
o. My school librarians are not experts.	1884	1.00	4.00	1.30	2.70
p. There are only a few books in the library because of frequent borrowing and damage.	1884	1.00	4.00	1.05	2.69
q. I do not have time to use the library.	1883	1.00	4.00	1.21	2.68
r. My teachers do not always guide me when I read.	1885	1.00	4.00	1.11	2.68
s. My parents do not encourage me to use the library services.	1885	1.00	4.00	1.63	2.63
t. The library is not comfortable for me to read.	1883	1.00	4.00	1.11	2.54
Valid N (listwise)	1876				

Keys: 4.00-3.00 (Always), 2.99-2.50 (Often), 2.49-1.49 (Seldom)

The challenges that always mitigate the success of SUBEB library services in selected primary schools in Southwest Nigeria according to the view of pupils are unconducive learning environment ($\bar{x}=3.22$) and the fact that pupils cannot read for a long time ($\bar{x}=3.03$). Other challenges were found to occur often which are poor parental guidance ($\bar{x}=2.92$), the need to introduce ICT in primary school libraries ($\bar{x}=2.89$), poor digital literacy ($\bar{x}=2.89$), insufficient books ($\bar{x}=2.88$), poor promotion of library usage ($\bar{x}=2.82$), inadequate use of library resources ($\bar{x}=2.81$), books are old ($\bar{x}=2.80$), unconducive learning environment ($\bar{x}=2.80$), using unmatched books to teach ($\bar{x}=2.75$), the library closes too early ($\bar{x}=2.75$), poor access to the library services ($\bar{x}=2.74$), poor library management ($\bar{x}=2.70$), poor professionalism on the part of school librarians ($\bar{x}=2.70$), a few books ($\bar{x}=2.90$), poor time management ($\bar{x}=2.68$), teachers fail to guide pupils ($\bar{x}=2.68$), poor encouragement from parents ($\bar{x}=2.63$), uncomfortable library environment ($\bar{x}=2.54$). These show that there are a lot of challenges to look into as the use of library services and facilities are concerned in the selected schools.

Table 4.10. Descriptive Analysis of Challenges Mitigating against the Success of SUBEB library Resources in Primary Schools in Southwest Nigeria Based on the Responses of Teachers

Descriptive Items	N	Min.	Max.	Std. Dev.	Mean	Remarks
Inadequate promotion of library services to pupils, teachers, and parents.	179	1.00	4.00	.97	3.30	Always
Frequent borrowing and damage lead to a scarcity of resources and materials.	179	1.00	4.00	1.13	3.11	
There is a need to introduce ICT in primary school library	179	1.00	4.00	1.07	3.07	
Limited integration of library resources into classroom teaching and learning activities.	179	1.00	4.00	.93	3.06	
Personnel need knowledge, training, and retraining	179	1.00	4.00	1.08	3.06	
Inadequate parental engagement and support for library usage.	179	1.00	4.00	1.07	3.05	
Curriculum overload leaves little time for library use.	179	1.00	4.00	1.06	3.05	
Lack of clear and effective policies for library operations and management.	179	1.00	4.00	1.00	3.05	
Many of the books are obsolete	179	1.00	4.00	.97	3.02	
Socioeconomic factors such as poverty and lack of resources affect pupils' ability to engage with the library.	179	1.00	4.00	1.05	3.01	
Lack of community involvement and support in library initiatives.	179	1.00	4.00	1.01	3.00	
Insufficient number of trained and qualified librarians and support staff.	179	1.00	4.00	1.06	3.00	

Unequal access to digital technology among the student.	179	1.00	4.00	1.04	2.98	Often
Lack of maintenance culture in the library.	179	1.00	4.00	1.02	2.96	
Restricted library hours.	179	1.00	4.00	1.09	2.96	
Uninviting physical library space.	179	1.00	4.00	1.07	2.95	
Absence of accreditation body.	179	1.00	4.00	1.08	2.94	
Growing mistrust of government.	179	1.00	4.00	1.04	2.93	
There is decline in reading among learners.	179	1.00	4.00	1.07	2.92	
Inadequate teacher support.	179	1.00	4.00	1.12	2.89	
Reference books are insufficient	179	1.00	4.00	1.06	2.88	
Fact that library is not located within each of the schools hinders the effective use of the resources	179	1.00	4.00	1.02	2.86	
Library resources are not closely aligned with the school's curriculum.	179	1.00	4.00	1.14	2.84	
Lack of parental support to learners	179	1.00	4.00	1.08	2.84	
Inaccessibility of library services.	179	1.00	4.00	1.07	2.82	
Books are short supply	179	1.00	4.00	1.04	2.82	
Inadequate infrastructure.	179	1.00	4.00	1.11	2.82	
Parental/ cultural beliefs that discourage the use of library services.	179	1.00	4.00	1.06	2.81	
Limited availability of materials in local languages.	179	1.00	4.00	1.08	2.79	
Valid N (listwise)	179					

Keys: 4.00-3.00 (Always), 2.99-2.50 (Often), 2.49-1.49 (Seldom)

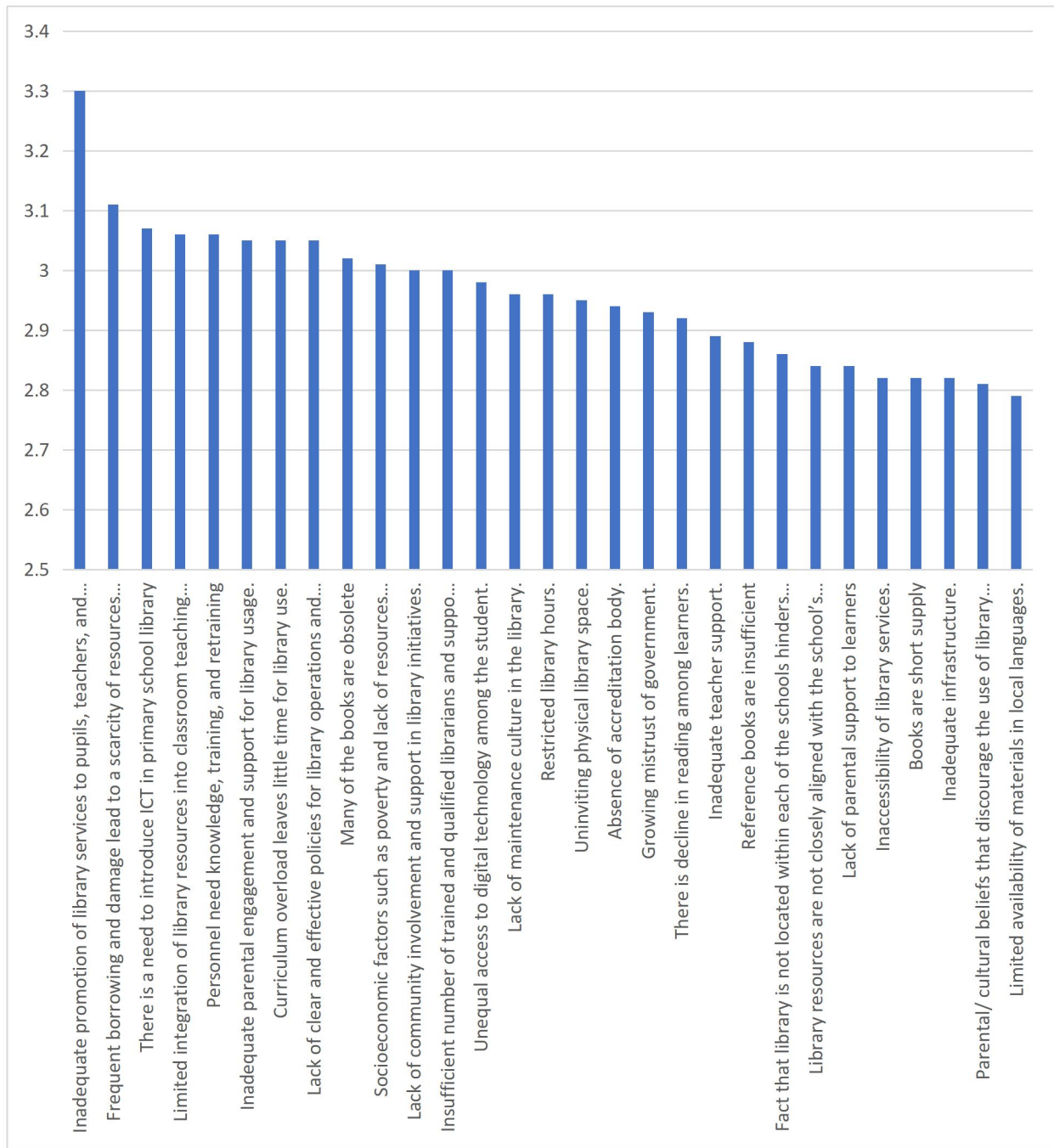


Figure 4.7: Challenges Mitigating the Success of SUBEB library Resource in Primary Schools in the Study Region Based on the Responses of Teachers

Some of the challenges mitigating the success of SUBEB library services in selected primary schools in the study region based on the responses of teachers were found to always reoccur. These are inadequate promotion of library services ($\bar{x}=3.30$), frequent borrowing leads to damages ($\bar{x}=3.11$), a need for ICT services ($\bar{x}=3.07$), limited integration of library resources in school works ($\bar{x}=3.06$), personnel need knowledge, training, and retraining ($\bar{x}=3.06$), inadequate parental engagement and support for library usage ($\bar{x}=3.05$), curriculum overload leaves little time for library use ($\bar{x}=3.05$), lack of clear and effective policies for library operations and management ($\bar{x}=3.05$), many of the books are obsolete ($\bar{x}=3.02$), socioeconomic factors ($\bar{x}=3.01$), lack of community involvement and support in library initiatives ($\bar{x}=3.00$), insufficient number of trained staff ($\bar{x}=3.00$), and unequal access to digital technology among the students ($\bar{x}=2.98$).

Further findings showed that the challenges mitigating the success of SUBEB library services in selected primary schools in the study region based on the responses of teachers were found to often reoccur are lack of maintenance culture in the library ($\bar{x}=2.96$), restricted library hours ($\bar{x}=2.96$), uninviting physical library space ($\bar{x}=2.95$), absence of accreditation body ($\bar{x}=2.94$), growing mistrust of government ($\bar{x}=2.93$), there is decline in reading among learners ($\bar{x}=2.92$), inadequate teacher support ($\bar{x}=2.89$), reference books are insufficient ($\bar{x}=2.88$), the fact that library is not located within each of the schools hinders the effective use of the resources ($\bar{x}=2.86$), library resources are not closely aligned with the school's curriculum ($\bar{x}=2.84$), lack of parental support to learners ($\bar{x}=2.84$), inaccessibility of library services ($\bar{x}=2.82$), books are in short supply ($\bar{x}=2.82$), inadequate infrastructure ($\bar{x}=2.82$), parental/ cultural beliefs that discourage the use of library services ($\bar{x}=2.81$) and limited availability of materials in local languages ($\bar{x}=2.79$).

Research Question Six: What are the ways to improve SUBEB library resources in primary schools in Southwest Nigeria ?

The ways to improve SUBEB library resources in primary schools in Southwest Nigeria are analysed through mean scores and standard deviation scores respectively. These are presented in Table 4.11. and Table 4.12. (below).

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Table 4.11. Descriptive Analysis of the Ways to Improve SUBEB Library Resources in Primary Schools in Southwest Based on the Responses of Pupils

Descriptive Items	N	Min.	Max.	Std. Dev.	Mean	Rating
New books should be provided in the library.	1882	1.00	4	1.19	3.45	Always
Noise should be reduced in the library.	1882	1.00	4	2.31	3.13	
My teachers should supervise me when I read.	1883	1.00	4	1.13	3.05	
Incentives like awards should be given to pupils who frequent the library to encourage them.	1882	1.00	4	1.51	3.03	
I need to learn more about reading.	1882	1.00	4	.96	3.03	
Trained librarians should be employed.	1880	1.00	4	1.35	3.02	
The library needs to be more conducive for learning.	1883	1.00	4	1.23	3.01	
Teachers should use library resources in the classroom.	1882	1.00	4	.99	3.01	
The seating arrangements in the library should be more conducive.	1883	1.00	4	1.07	3.01	
Internet access should be promoted.	1882	1.00	4	1.98	3.01	
Older pupils should guide and inspire younger pupils on how to use the library.	1882	1.00	4	1.34	2.99	Often
Interesting materials should be added to the library.	1880	1.00	4	1.42	2.98	

Pupils should be taught how to use digital resources that are available in the library like computers.	1883	1.00	4	1.31	2.97
The government should provide more money to manage the library.	1879	1.00	4	.96	2.97
Books and other resources should be well managed.	1881	1.00	4	1.31	2.96
The library should be assessed regularly.	1879	1.00	4	1.03	2.95
The library resources should be related with the curriculum.	1881	1.00	4	1.41	2.93
The librarians should consider the needs of the pupils.	1882	1.00	4	1.27	2.92
The library hours should be increased.	1881	1.00	4	1.37	2.91
Teachers should inform pupils about the importance of using the library.	1883	1.00	4	1.08	2.88
Valid N (listwise)	1874				
Weighted Mean Average=	3.01				

Keys: 4.00-3.00 (Always), 2.99-2.50 (Often), 2.49-1.49 (Seldom)

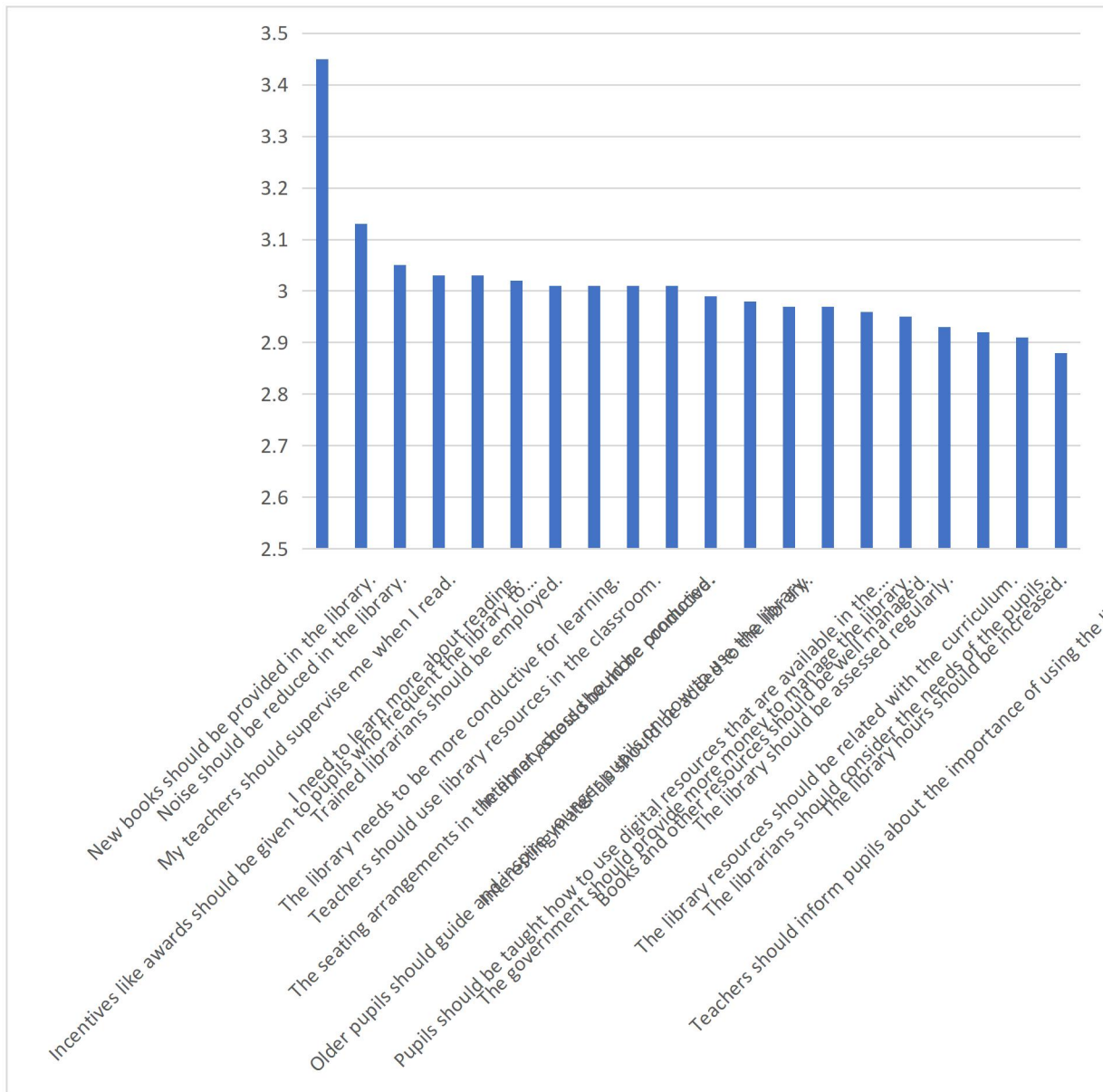


Figure 4.8: Ways to Improve SUBEB Library Resources in Primary Schools in Southwest Based on the Responses of Pupils

Results on the ways to always improve SUBEB library services in selected primary schools in the study region based on the responses of pupils include new books should be provided in the library ($\bar{x}=3.45$), noise should be reduced in the library ($\bar{x}=3.13$), teachers should supervise pupils when they read ($\bar{x}=3.05$), incentives like awards should be given to pupils who frequent the library to encourage them ($\bar{x}=3.03$), pupils need to learn more about reading ($\bar{x}=3.03$), trained librarians should be employed ($\bar{x}=3.02$), the library needs to be more conducive for learning ($\bar{x}=3.01$), teachers should use library resources in the classroom ($\bar{x}=3.01$), the seating arrangements in the library should be more conducive ($\bar{x}=3.01$) and internet access should be promoted ($\bar{x}=3.01$).

Further findings on the ways to often improve SUBEB library services in selected primary schools are as follows; older pupils should guide and inspire younger pupils on how to use the library ($\bar{x}=2.99$), interesting materials should be added to the library ($\bar{x}=2.98$), pupils should be taught how to use digital resources that are available in the library like computers ($\bar{x}=2.97$), the government should provide more money to manage the library ($\bar{x}=2.97$), books and other resources should be well managed (2.96), and the library should be assessed regularly ($\bar{x}=2.95$), the library resources should be related to the curriculum ($\bar{x}=2.93$), the librarians should consider the needs of the pupils ($\bar{x}=2.92$), the library hours should be increased ($\bar{x}=2.91$), and teachers should inform pupils about the importance of using the library ($\bar{x}=2.88$).

Table 4.12. Descriptive Analysis of the Ways to Improve SUBEB Library Resources in Primary Schools in Southwest Nigeria Based on the Responses of Teachers

Descriptive Items	N	Min.	Max.	Std. Dev.	Mean	Rating
Automated library management.	179	1.00	4.00	.93	3.40	Always
Improve library facilities, lighting as well as seating arrangements to create an inviting learning environment.	179	1.00	4.00	.93	3.35	
High-quality teaching staff should be encouraged through promotion and incentives	179	1.00	4.00	.93	3.21	
Introduce incentives such as awards, and recognition for frequent library users.	179	1.00	4.00	.91	3.18	
There is a need for awareness creation on the use of library	179	1.00	4.00	1.01	3.14	
Library hours should be extended to accommodate different schedules.	179	1.00	4.00	1.01	3.13	
Empower pupils to take an active role in the promotion of library services.	179	1.00	4.00	1.04	3.12	
Enlist older pupils as library mentors to inspire and guide younger pupils to use the library.	179	1.00	4.00	1.03	3.12	
Conduction of training sessions and workshops for teachers on how to integrate library resources in their teaching.	179	1.00	4.00	1.05	3.10	
Assess the effectiveness of library services regularly and adjust accordingly.	179	1.00	4.00	1.01	3.07	
Organize reading clubs, storytelling sessions, and literary events to foster a penchant for reading.	179	1.00	4.00	1.00	3.07	
Funding of library services.	179	1.00	4.00	.98	3.06	
Maintenance of library material	179	1.00	4.00	.99	3.06	
Solicit feedback from pupils, pupils, and parents on how to improve library services to satisfy their needs.	179	1.00	4.00	.98	3.06	
Relevant stakeholders should sensitize the library the teachers, parents, and pupils on the importance of library services.	179	1.00	4.00	1.03	3.05	
Provide internet access, and computers to enhance digital literacy.	179	1.00	4.00	1.06	3.05	

Establish mobile library units to reach schools with limited resources or remote locations.	179	1.00	4.00	1.05	3.04	
Expansion of the varieties of materials, books, and digital resources to cater for diverse interests.	179	1.00	4.00	1.05	3.03	
Provide an online platform for teachers and pupils to access library materials.	179	1.00	4.00	1.07	3.03	
Provide library materials in local languages to cater to diverse languages and encourage reading.	179	1.00	4.00	1.07	3.03	
Collaborate with teachers to align library resources with classroom activities as well as curriculum.	179	1.00	4.00	1.09	3.03	
Address cultural beliefs and practices that might impact library usage.	179	1.00	4.00	1.04	3.01	
Qualified librarians who can manage the library effectively should be employed.	179	1.00	4.00	.92	2.99	Often
Develop clear policies to manage library resources.	179	1.00	4.00	1.06	2.93	
Stock verification and weeding of unwanted material.	179	1.00	4.00	1.03	2.93	
Valid N (listwise)	179					

Weighted Mean Average= 3.08

Keys: 4.00-3.00 (Always), 2.99-2.50 (Often), 2.49-1.49 (Seldom)

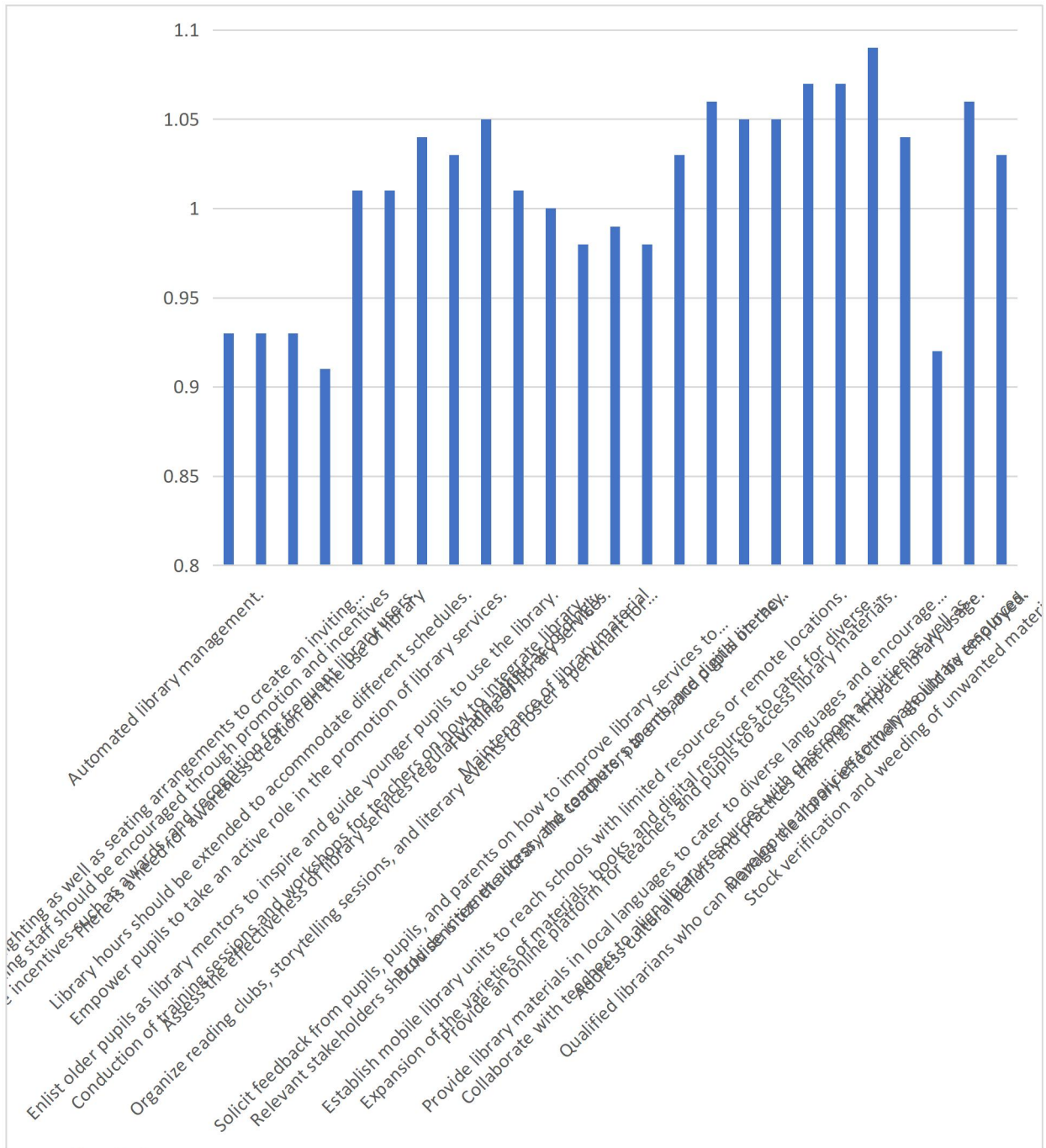


Figure 4.9: Ways to Improve SUBEB Library Services in Selected Primary Schools in Southwest Based on the Responses of Teachers

Results on the ways to always improve SUBEB library services in selected primary schools in the study region based on the responses of teachers include automated library management (3.40), improve library facilities, lighting as well as seating arrangements to create an inviting learning environment (3.35), high-quality teaching staff should be encouraged through promotion and incentives (3.21), introduce incentives such as awards, and recognition for frequent library users (3.18), there is a need for awareness creation on the use of library (3.14), library hours should be extended to accommodate different schedules (3.13), empower pupils to take an active role in the promotion of library services (3.12), enlist older pupils as library mentors to inspire and guide younger pupils to use the library (3.12), conduction of training sessions and workshops for teachers on how to integrate library resources in their teaching (3.10), assess the effectiveness of library services regularly and adjust accordingly (3.07), organize reading clubs, storytelling sessions, and literary events to foster a penchant for reading (3.07), funding of library services (3.06), maintenance of library material (3.06), solicit feedback from pupils, pupils, and parents on how to improve library services to satisfy their needs (3.06), relevant stakeholders should sensitize the library the teachers, parents, and pupils on the importance of library services (3.05), provision of internet access, and computers to enhance digital literacy (3.05), establishment of mobile library units to reach schools with limited resources or remote locations (3.04), expansion of the varieties of materials, books, and digital resources to cater for diverse interests (3.03), provision of an online platform for teachers and pupils to access library materials (3.03), the provision of library materials in local languages to cater to diverse languages and encourage reading (3.03), collaboration with teachers to align library resources with classroom activities as well as curriculum (3.03), and addressing cultural beliefs and practices that might impact library usage (3.01).

Further findings on the ways to often improve SUBEB library services in selected primary schools are as follows; qualified librarians who can manage the library effectively should be employed (2.99), development of clear policies to manage library resources (2.93), stock verification and weeding of unwanted material (2.93).

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Hypothesis One: There will be no significant association between teachers' awareness and the availability of SUBEB library resources in the study region

Table 4.13: Analysis of Variance (ANOVA) of the association Between Teachers' Awareness and The Availability of SUBEB library Resources in the Study Region

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	53.677	25	2.147	2.475	.000 ^b
	Residual	132.725	153	.867		
	Total	186.402	178			

a. Dependent Variable: teachers' awareness

b. Predictors: (Constant), Availability of SUBEB library service

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Table 4.13 shows the model summary of the association between teachers' awareness and the availability of SUBEB library services in the study region. The F-value obtained in the test of the model for significance was 2.475 at $p = 0.000$. Since the p-value is less than 0.05, it can be concluded that the model is significant. By implication, there is a significant association between teachers' awareness and the availability of SUBEB library services in the study region. Therefore, the null hypothesis H_0 is rejected

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Hypothesis Two: There will be no significant difference between teachers' awareness and availability of SUBEB library resources in the study region based on teachers' gender

Table 4.14: Independent Sample T-Test Analysis of the difference between teachers' awareness and availability of SUBEB library resources in the study region based on teachers' gender

	Gender	N	Mean	Std. Deviation	F	Sig.	T
Teachers' awareness and availability of SUBEB library services	Male	65	3.36	.99	.251	.617	-.126
	Female	113	3.38	1.04			

Table 4.14 shows the model summary of the difference between teachers' awareness and availability of SUBEB library resources in the study region based on teachers' gender. The F-value obtained in the test of the model for significance was 0.251 at $p = 0.617$ and $t = -.126$. Since the p-value is greater than 0.05, it can be concluded that the model is not significant. By implication, there is no difference between teachers' awareness and availability of SUBEB library resources in Southwest based on teachers' gender. The null hypothesis H_02 is rejected.

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Hypothesis Three: There will be no significant difference between teachers' awareness and availability of SUBEB library resources in the study region based on pupils' gender

Table 4.15: Independent Sample T-Test Analysis of the difference between pupils' awareness and availability of SUBEB library resources in the study region based on pupils' gender

	Gender	N	Mean	Std. Deviation	F	Sig.	T
Pupils' awareness and availability of SUBEB library services	Male	768	3.22	1.08	.192	.661	-.301
	Female	1109	3.24	1.40			

Table 4.15 shows the model summary of the difference between pupils' awareness and availability of SUBEB library resources in the study region based on teachers' gender. The F-value obtained in the test of the model for significance was 0.192 at $p = 0.661$ and $t = -.301$. Since the p-value is greater than 0.05, it can be concluded that the model is not significant. By implication, there is no difference between pupils' awareness and availability of SUBEB library resources in the study region based on pupils' gender. The null hypothesis H_03 is accepted.

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4.3. Discussion of Findings

Findings showed that the level of SUBEB library services and resources available in the selected primary schools in Southwest Nigeria according to the views of pupils and teachers was moderate. Based on the responses of pupils, most of the SUBEB library services and resources were moderately available, such as dictionaries, calculators, latest books, online books, cool pictures about science, and a list of others. The teachers also asserted that the following resources were moderately available, namely; up-to-date books, calculators, foreign language books and materials, reference services, and newspapers/magazines among others. This aligns with a study that was done in Konongo-Odumase Senior High School located in Asante-Akim North District of Ashanti Region, Ghana where it was found that though library services play prominent roles in the learning of pupils, not all the resources are always available¹. In most cases, the likes of books and picture tools are always available. In a related study, it was shown that there were more than 40,000 books to enhance the quality of service delivery in the selected public schools' libraries². However, there is a need for the provision of more resources such as calculators, maps, and ICT facilities in schools. This shows the need for more resources aside from books in public schools' libraries.

The findings showed that most of the respondents strongly agreed that the SUBEB library in the region has enough resources to support their student's learning. In a related study, it has been revealed that the majority of the respondents (91.7%) reported that there are library services in their schools, however, the services do not effectively address their academic needs³. The level of adequacy of SUBEB library services in selected primary schools in the study region based on the views of pupils showed that only historical/cultural/geographical charts that were found to be highly available in the selected schools. Other resources were moderately adequate which

include Mathematics Textbook, and Elementary Science Textbook among others. The analysis revealed majority of the respondents agreed that the library space is adequate according to the views of teachers. In a study that was done in Ghana, it was suggested that the implementation of fee-based services to boost the revenue generation of public libraries in the study area⁴. On the other hand, in South Africa, the majority of teacher-librarians do not have adequate knowledge of informational literacy education.

The challenges that always mitigate the success of SUBEB library services in selected primary schools in Southwest Nigeria according to the view of pupils are the unconducive learning environment and the fact that pupils cannot read for a long time. The challenges according to the views of pupils are the inadequate promotion of library services, frequent borrowing leads to damages, a need for ICT services, and a list of others. In addition, the challenges that have been found that can affect the availability of library services are understaffing, inadequate funding, poor logistics, out-of-date library materials and resources, and lack of digital resources, among others³. The ways to always improve SUBEB library services in selected primary schools in the study region based on the responses of pupils include new books should be provided in the library. According to the views of teachers, there should be automated library management in the schools.

There is a significant relationship between SUBEB library services and pupils' reading culture in the selected primary schools in Southwest Nigeria. Also, there is a significant relationship between challenges mitigating the success of SUBEB library services and teachers' contribution to improvement in selected primary schools in Southwest Nigeria. In a survey that was done in Makurdi, Nigeria, the libraries lack electronic gadgets such as digital library catalogs, computers, laptops, Wi-Fi Access, charging stations, audio-visual equipment, and assistive technologies

among others. More so, the libraries lack the aforementioned gadgets due to factors such as poor electricity, inadequate funding, lack of trained librarians, and poor attitude towards the use of digital tools among others among others⁵. In Oyo State, it was discovered that basic education libraries are either not available or the materials and resources in the libraries are inadequate ². in advanced countries such as the United Kingdom and the United States of America, most of the issues above are not prevalent⁵. Hence, there should be more focus on ensuring that school libraries in Nigeria are more effective.

There is a significant association between teachers' awareness and the availability of SUBEB library services in the study region. This aligns with a study that was done in Atiba LGA of Oyo State, it was revealed that the library services, materials, and resources that are available in some of the schools are inadequate and ineffective⁶. In addition to this, the majority of the respondents (65.4%) do not use the school library until during the examination period, while about 22.1% of the respondents only visit the library in their leisure time⁶. Another study found that there is a disparity in the availability and adequacy of library services and resources in rural and urban areas, particularly in developing countries like Nigeria ⁷. All these are a pointer to the fact that there is a need for more awareness as far as the use of library services should be done.

There is a is no difference between teachers' awareness and availability of SUBEB library services in the study region based on teachers' gender. In the same vein, there is no difference between teachers' awareness and availability of SUBEB library services in the study region based on teachers' gender. In the UK, it was also revealed that the study showed that there is no discrimination in library usage in terms of gender difference, socioeconomic background, or ethnicity among others ⁷⁷. In the present study, there is a significant relationship between the level of adequacy of SUBEB library services and pupils' reading culture in the study region. In a

related study that was done in Gusau Local Government Area of Zamfara State, it was discovered that in the few primary schools where library resources are available, these resources are either inadequate or outdated⁸. This implies that educational stakeholders should pay more attention to the development of basic education libraries, provide functional libraries, and employ trained librarians.

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Endnotes

1. I, Alih, *Challenges Of Effective Implementation Of Universal Basic Education Policy In Kogi State, Nigeria*: <https://afribary.com/works/challenges-of-effective-implementation-of-universal-basic-education-policy-in-kogi-state-nigeria-2023>
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Chapter Five

Conclusion

The chapter focuses on the summary of the study. It includes the conclusion and recommendations. In the same vein, the contribution to knowledge and suggestions for further studies will also be discussed.

5.1 Summary

This study examined the level of SUBEB library services and resources available in selected primary schools in Southwest Nigeria; examined if teachers and pupils are aware of SUBEB library services and uses in the study region; investigated the level of adequacy of SUBEB library services in selected primary schools in the study region; ascertained the challenges mitigating the success of SUBEB library services in selected primary schools in the study region; and determined the ways to improve SUBEB library services in selected primary schools in the study region. Five research questions were raised. They are presented as follows.

- i. What is the level of SUBEB library resource available in primary schools in Southwest Nigeria?
- ii. What is the level of teachers' awareness of SUBEB library resources in primary schools in Southwest Nigeria?
- iii. What is the level of pupils' awareness of SUBEB library resources in primary schools in Southwest Nigeria?
- iv. What is the level of adequacy of SUBEB library resources in selected primary schools in Southwest Nigeria?

- v. What are the challenges mitigating against the success of SUBEB library resources in primary schools in Southwest Nigeria?
- vi. What are the ways to improve SUBEB library resources in primary schools in Southwest Nigeria?

Furthermore, and in line with the focus of the study, six hypotheses were raised and tested. These are presented as follows.

Ho1. There will be no significant association between teachers' awareness and the availability of SUBEB library resources in Southwest Nigeria;

Ho2. There will be no significant difference between teachers' awareness and availability of SUBEB library resources in Southwest Nigeria based on teachers' gender.

Ho3. There is will be no significant difference between pupils' awareness and availability of SUBEB library resources in Southwest Nigeria based on pupils' gender.

The study adopted the descriptive survey research design. The study population is made up of all pupils and teachers from primary schools in Southwest Nigeria. The total of 2,065 respondents formed the sample for this study, consisting of 179 teachers and 1886 pupils which were randomly drawn from states in Southwestern Nigeria. Two research instruments were used in the study which are self-developed questionnaire titled; State Universal Basic Education Library Services Questionnaire for Teachers (UBELSQ); State Universal Basic Education Library Services Questionnaire for Pupil (UBELPQ) and Teachers' Awareness Interview Guide (TAIQ) were used in the study. The data collected from the research instruments were analysed using appropriate descriptive, inferential statistics and thematic analysis.

Findings showed that the level of SUBEB library services and resources available in the selected primary schools in Southwest Nigeria according to the views of pupils and teachers was moderate. Based on the responses of pupils, most of the SUBEB library services and resources were moderately available, such as dictionaries ($\bar{x}=2.73$), calculators ($\bar{x}=2.73$), latest books ($\bar{x}=2.72$), online books ($\bar{x}=2.70$), cool pictures about science ($\bar{x}=2.68$), and a list of others. The teachers also asserted that the following resources were moderately available, namely; latest books ($\bar{x}=2.95$), calculators ($\bar{x}=2.90$), foreign language books and materials ($\bar{x}=2.88$), reference services ($\bar{x}=2.85$), newspapers/magazines ($\bar{x}=2.83$), language learning software and applications ($\bar{x}=2.81$) and storytelling props ($\bar{x}=2.78$) among others. Teachers' awareness of SUBEB library resources in primary schools in Southwest Nigeria was high while pupils awareness was moderate.

The level of adequacy of SUBEB library services in selected primary schools in the study region based on the views of pupils showed that only historical/cultural/geographical charts that was found to be highly available in the selected schools ($\bar{x}=3.13$). Other resources were moderately adequate which include Mathematics Textbook ($\bar{x}=2.84$), and Elementary Science Textbook ($\bar{x}=2.83$) among others. The analysis revealed 72.9% of the respondents agreed that the library space is adequate according to the views of teachers. The challenges that always mitigate the success of SUBEB library services in selected primary schools in Southwest Nigeria according to the view of pupils are unconducive learning environment ($\bar{x}=3.22$) and the fact that pupils cannot read for a long time ($\bar{x}=3.03$). The challenges according to the views of pupils are inadequate promotion of library services ($\bar{x}=3.30$), frequent borrowing leads to damages ($\bar{x}=3.11$), a need for ICT services ($\bar{x}=3.07$) and a list of others.

The ways to always improve SUBEB library services in selected primary schools in the study region based on the responses of pupils include new books should be provided in the library ($3.45 \bar{x} =$). According to the views of teachers, there should be automated library management (3.40) in the schools. There is a significant association between teachers' awareness and the availability of SUBEB library services in the study region ($p < 0.05$). There is a is no difference between teachers' awareness and availability of SUBEB library services in the study region based on teachers' gender ($p > 0.05$). There is a is no difference between pupils' awareness and availability of SUBEB library services in the study region based on pupils' gender ($p > 0.05$).

5.2 Conclusion

The study has shown that most of the SUBEB library services and resources were moderately available, such as dictionaries, calculators, latest books, online books, cool pictures about science, and a list of others. However, there is a need for the provision of more resources such as calculators, maps, and ICT facilities in schools. It has also been stressed that the way to always improve SUBEB library services in selected primary schools in the study region based on the responses of pupils include new books should be provided in the library. In conclusion, the level of availability and adequacy of state universal basic education library services in selected primary schools was moderate.

5.3 Recommendations

The following recommendations will be presented based on the findings of this study. These are presented as follows.

- i. It is recommended that “a school library fund” should be organised to mitigate the issue of poor funding. The Nigerian government should also deploy more money into the educational sector as this will help in increasing the quality of education in the country and the study area respectively.
- ii. There should also be the creation of awareness and outreach programmes to educate the people on the benefits of library services. Teachers and parents should be carried along in this kind of awareness. Pupils should also be educated on how they can use library services creatively.
- iii. More professional and qualified librarians should be employed to manage school libraries. It was also recommended that training and development opportunities should be provided to the librarians to improve their digital skills.
- iv. Training and development opportunities should be provided to the librarians to improve their digital skills particularly.
- v. School authorities and other relevant stakeholders should invest more in school libraries to improve library services and integrate digital tools into the library.

5.4 Delimitations of the Study

This study has been delimited to three states in Southwestern Nigeria. In the same vein, 2,065 respondents formed the sample for this study, consisting of 179 teachers and 1886 pupils. The

areas of coverage include how library services can be improved in the selected study region. However, findings in the study were only delimited to the views of teachers and pupils.

5.5 Contribution to Knowledge

Information has been provided on the importance of library resources to learner's development. Instead of having access to a few books and textbooks for learning, libraries aid the exclusive access of learners and their teachers to updated, viable, and quality books. The study also provided more information about the level of awareness of SUBEB library resources to teachers, pupils and parents in Southwest. More information has been added to the body of knowledge on themes related to SUBEB library services and resources. The study has been done to serve as a guide to different educational stakeholders like the government, parents, teachers, schools, and pupils on the effective use of school libraries.

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Appendices

State Universal Basic Education Library Services Questionnaire for Teachers (UBELTQ)

This discourse is a tool to add value to the subject of “Evaluation of Availability and Adequacy of State Universal Basic Education Library Services and Resources in Selected Primary Schools in South West, Nigeria”. You are therefore invited to participate in this study as it is going to be used for academic purposes alone.

Section A: Socio-demographics features

Instruction: Please tick () and fill in the gap(s) and fill in other details as appropriate.

Gender: Male () Female ()

Age range: less than 30 () 31-40 () 41-50 () 51+ ()

Section B: Items on SUBEB library services and resources available in selected primary schools in Southwest Nigeria;

Kindly tick the SUBEB library services and resources that are available in the schools.

Keys: Highly Available = 4 Moderately Available = 3, Available = 2 Not Available = 1

S/N	Descriptive Items	4	3	2	1
1	Circulation services				
2	Reference services				
3	Online information services				
4	Information literacy skills training				
5	Silent floors				
6	Virtual reference service				
7	Video cameras				
8	Calculators				
9	Sound recordings				
10	Latest books				

11	Children's Encyclopedia				
12	Newspapers/Magazines				
13	Verbal and Qualitative Reasoning				
14	Dictionaries				
15	Science Charts				
16	Graphic Novels and Comics				
17	Multimedia Materials				
18	Board Games and Puzzles				
19	Art Supplies				
20	Language learning software and applications				
21	Foreign language books and materials				
22	Educational Toys and Manipulatives				
23	Computer, Tablets, and Interactive Learning Tools				
24	Sensory-friendly Books and Materials				
25	Storytelling Props				

Section C: Items on the challenges mitigating the success of SUBEB library services in selected primary schools in the study region

Keys: Strong Agree (SA) = 4, Agree (A) = 3, Disagree (D) = 2, Strong Disagree (SD) = 1

S/N	Descriptive Items	4	3	2	1
1	Frequent borrowing and damage lead to a scarcity of resources and materials.				
2	Many of the books are obsolete				
3	Books are short supply				
4	There is decline in reading among learners.				
5	Inadequate teacher support.				
6	Lack of parental support to learners				
7	Absence of accreditation body.				
8	Personnel need knowledge, training and retraining				
9	Inadequate infrastructure.				
10	Uninviting physical library space.				

11	Insufficient number of trained and qualified librarians and support staff.				
12	Restricted library hours.				
13	Library resources are not closely aligned with the school's curriculum.				
14	Reference books are insufficient				
15	There is need to introduce ICT in primary school library				
16	Limited availability of materials in local languages.				
17	Inadequate promotion of library services to pupils, teachers, and parents.				
18	Limited integration of library resources into classroom teaching and learning activities.				
19	Inadequate parental engagement and support for library usage.				
20	Parental/ cultural beliefs that discourage the use of library services.				
21	Socioeconomic factors such as poverty and lack of resources affect students' ability to engage with the library.				
22	Fact that library is not located within each of the schools hinders the effective use of the resources				
23	Lack of clear and effective policies for library operations and management.				
24	Growing mistrust of government.				
25	Lack of maintenance culture in the library.				
26	Unequal access to digital technology among the student.				
27	Curriculum overload leaves little time for library use.				
28	Lack of community involvement and support in library initiatives.				
29	Inaccessibility of library services.				

Section D: Items on ways to improve SUBEB library services in selected primary schools in the study region

Keys: Strong Agree (SA) = 4 Agree (A) n=3 Disagree (D) = 2, Strong Disagree (SD) = 1

S/N	Descriptive Items	4	3	2	1
1	Automated library management.				
2	Funding of library services.				
3	There is a need for awareness creation on the use of library				
4	High-quality teaching staff should be encouraged through promotion and incentives				
5	Maintenance of library material				
6	Stock verification and weeding of unwanted material.				
7	Expansion of the varieties of materials, books, and digital resources to cater for diverse interests.				
8	Improve library facilities, lighting as well as seating arrangements to create an inviting learning environment.				
9	Qualified librarians who can manage the library effectively should be employed.				
10	Library hours should be extended to accommodate different schedules.				
11	Collaborate with teachers to align library resources with classroom activities as well as curriculum.				
12	Provide internet access, and computers to enhance digital literacy.				
13	Provide library materials in local languages to cater to diverse languages and encourage reading.				
14	Relevant stakeholders should sensitize the library the teachers, parents, and pupils on the importance of library services.				
15	Conduction of training sessions and workshops for teachers on how to integrate library resources in their teaching.				
16	Address cultural beliefs and practices that might impact library usage.				
17	Establish mobile library units to reach schools with limited resources or remote locations.				
18	Organize reading clubs, storytelling sessions, and literary events to foster a penchant for				

	reading.				
19	Provide an online platform for teachers and pupils to access library materials.				
20	Enlist older pupils as library mentors to inspire and guide younger pupils to use the library.				
21	Solicit feedback from pupils, students, and parents on how to improve library services to satisfy their needs.				
22	Assess the effectiveness of library services regularly and adjust accordingly.				
23	Introduce incentives such as awards, and recognition for frequent library users.				
24	Empower pupils to take an active role in the promotion of library services.				
25	Develop clear policies to manage library resources.				

Section E: Items on awareness of SUBEB library in selected primary schools in the study region

Keys: Strong Agree (SA) = 4 Agree (A) n=3 Disagree (D) = 2, Strong Disagree (SD) = 1

S/N	Descriptive Items	4	3	2	1
1	Am aware that there is SUBEB library in my region				
2	I believe the SUBEB library in my region is easily accessible for my students				
3	I am aware of the benefits of SUBEB library for my students				
4	I have used the SUBEB library in my region to support my lesson planning				
5	SUBEB library in my region has enough resources to support my students				

Lead City University Ibadan DO NOT COPY

State Universal Basic Education Library Services Questionnaire for Pupils (UBELPQ)

This discourse is a tool to add value to the subject of “Evaluation of Availability and Adequacy of State Universal Basic Education Library Services and Resources in Selected Primary Schools in South West, Nigeria”. You are therefore invited to participate in this study as it is going to be used for academic purposes alone.

Section A: Socio-demographics features

Instruction: Please tick () and fill in gap(s) and fill in other details as appropriate.

Gender: Male () Female ()

Age range: less than 5 () 5 - 10 () above 10 ()

Section B: Items on SUBEB library services and resources available in selected primary schools in Southwest Nigeria;

Kindly tick the SUBEB library services and resources that are available in the schools.

Keys: Highly Available = 4, Moderately available = 3, Available = 2 Not available =1

S/N	Descriptive Items	4	3	2	1
1	Books				
2	Online books				
3	Video cameras				
4	Calculators				
5	Sound recordings				
6	Latest books				
7	Silence floors				
8	Picture Stories				
9	Mixed-up things to learn from like videos, sounds and pictures				
10	Storytelling materials				
11	Encyclopedia (Book of facts)				
12	Reference services				
13	Newspapers				
14	Dictionaries				
15	Verbal and Qualitative Reasoning				
16	Computer learning games for languages				
17	Books to learn other languages				
18	Fun games and brain teasers				
19	Cool pictures about science				

20	Creative art materials				
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Assessing the Adequacy of Available Instructional or Books Resources

Keys: Highly Adequate = 4, Moderately Adequate = 3, Adequate = 2 Not Adequate = 1

S/N	Descriptive Items	4	3	2	1
1	Historical/Cultural/Geographical Charts				
2	Science Charts				
3	Mathematics Textbook				
4	English language Textbook				
6	Elementary Science Textbook				
7	Computer Science Textbook				
8	Physical and Health Education Textbooks				
9	Verbal and qualitative Reasoning				
10	Storytelling materials				
11	Yoruba language Textbook				
15	Verbal and Qualitative Reasoning				
16	Literature Textbook				

Assessing the Adequacy of Library services

Keys: Strong Agree (SA) = 4, Agree (A) = 3 Disagree (D) = 2, Strong Disagree (SD) = 1

S/N	ITEMS	4	3	2	1
1	Library space is adequate				
2	Library seating furniture is adequate				
3	Pupils have free access to books in the library				
4	Organization of books follow specific scheme				
5	Number of school visit are very low				
6	Accession number is used to arrange the library books				
7	There is need to strengthen collection of books and current sources in the library				
8	Teacher can borrow books on behalf of their school				
9	Need for appointment of qualified librarians and library officers				
10	Need for training and retraining of teachers librarians to be computer and information literate				

Section C: Items on the challenges mitigating the success of SUBEB library services in selected primary schools in the study region

Keys: Strong Agree (SA) = 4, Agree (A) =3 Disagree (D) = 2, Strong Disagree (SD) = 1

S/N	Descriptive Items	4	3	2	1
1	The government does not provide conducive learning environment.				
2	Books are not enough.				
3	I can not read for a long time.				
4	My teachers do not always guide me when I read.				
5	I need my parent to guide me when I read				
6	The library environment is not conducive for learning.				
7	The books are too old.				
8	My school librarians are not experts.				
9	The library closes too early.				
10	The books do not go along with what we are taught in class.				
11	There is need to introduce ICT in primary school library.				
12	My parents do not encourage me to use the library services.				
13	My teachers do not use library resources to teach us in class.				
14	The government does not promote library usage.				
15	The librarians do not manage the books in the library well.				
16	I do not have time to use the library.				
17	I do not know how to use digital resources like computers in the library.				
18	I do not have access to the library services.				
19	There are only a few books in the library because of frequent borrowing and damage.				
20	The library is not comfortable for me to read.				

Section D: Items the ways to improve SUBEB library services in selected primary schools in the study region

Keys: Strongly Agree (SA) = 4, Agree (A) = 3 Disagree (D) = 2, Strongly Disagree (SD) = 1

S/N	Descriptive Items	4	3	2	1
1	New books should be provided in the library.				
2	My teachers should supervise me when I read.				
3	I need to learn more about reading.				
4	The library needs to be more conducive for learning.				
5	Noise should be reduced in the library.				
6	The government should provide more money to manage the library.				
7	Trained librarians should be employed.				
8	Interesting materials should be added to the library.				
9	The seating arrangements in the library should be more conducive.				
10	The library hours should be increased.				
11	Teachers should use library resources in the classroom.				
12	The library resources should be related with the curriculum.				
13	Internet access should be promoted.				
14	Incentives like awards should be given to pupils who frequent the library to encourage them.				
15	Older pupils should guide and inspire younger pupils on how to use the library.				
16	The librarians should consider the needs of the pupils.				
17	The library should be assessed regularly.				
18	Books and other resources should be well managed.				
19	Pupils should be taught how to use digital resources that are available in the library like computers.				
20	Teachers should inform pupils about the importance of using the library.				

Section E: Items on the awareness of SUBEB library in selected primary schools in the study region

Keys: Strongly Agree (SA) = 4, Agree (A) = 3 Disagree (D) = 2, Strongly Disagree (SD) = 1

		4	3	2	1
1	I know the location of the SUBEB library in my region				
2	I always visit the SUBEB library in my region				
3	I am aware of the hours of operation of SUBEB library in my region				
4	The SUBEB library in my region has helped me with my studies				
5	I know the kind of resources available in the SUBEB library in my region				

Section F: Items on Reading Culture

Keys : Always = 4, Often = 3, Sometimes =2, Rarely =1

		4	3	2	1
1	I make reading schedule for each term				
2	I know how to find the information in the library				
3	I make use of dictionary to check the meaning of new words				
4	I study my note book at least 3 times a week				
5	I read for fun				
6	I have a particular place for reading				
7	I allocate equal time for all my subjects				