

Comparative Study of School Libraries' Resources and Services in Public and Private Secondary Schools in Imo State, Nigeria

Chizoba Doris Nnadozie¹ & Adaeze Jude-Iwuoha²

¹⁻² University Library,

Michael Okpara University of Agriculture, Umudike, Abia State, Nigeria

Abstract

The purpose of this study was to assess the provision of library resources and services in public and private secondary schools in Owerri Municipality in Imo State of Nigeria. The survey research design was used. The population of the study was the entire 38,042 students in twenty-two (22) public and private secondary schools in Owerri Municipality. The sample size was 650 which is 5% of the 13,802 students in the six (6) secondary schools selected for this study. The instrument was validated and its reliability was confirmed using Cronbach Alpha reliability technique, which yielded a reliability coefficient of 0.72. Three (3) research questions were answered, while corresponding number of hypotheses were tested using t-test statistical technique at 0.05% level of significance. Data were analyzed using IBM SPSS version 25 software to calculate the mean, standard deviation, and testing of hypotheses. The findings revealed that although libraries in public and private secondary schools in Owerri Municipality, Imo State of Nigeria, provided resources and services, the level of dissatisfaction by patrons was higher in public secondary schools. The hypotheses tested revealed that library resources and services in private secondary schools are significantly greater than the criterion mean score of 2.5 while those of public secondary schools were mostly lower than the criterion mean score. Based on these findings, the following recommendations were made: provision of relevant print and non-book information resources, provision of efficient library services, recruitment of adequate number of competent staff, provision of basic working tools and facilities, provision of comfortable accommodation for library services and adequate funding of libraries in secondary schools.

Keywords: Information resources, assessment, library resources, library services, school libraries,

Introduction

The school library is among the types of libraries that have emerged in the course of the evolution of libraries and librarianship. Bappah and Ashiru (2020) defined school library as a library within a school where students, staff, and even parents have access to a variety of information resources carefully acquired and organized to support formal teaching and learning at lower level of education. It is necessary to clarify that the term 'school' as used in this paper to refer to those institutions of learning at the lower rung of the academic ladder. The libraries that operate in these institutions of learning are therefore technically and professionally classified as school libraries.

The quality of the school library is measured by the size of the collection, level of funding, seating capacity, quality of staff, and the extent to which the collection is utilized by its primary clientele made

up of teachers and students. This means that effective use of the information resources available in the school library is a guide to the adequacy of its resources and services. That is why the primary motive of the school library is the provision of materials that would help in achieving the objectives of its parent institutions. This includes the creation of relevant programmes and facilities to support the school's teaching-learning activities, as well as research programmes. Nnadozie (2007) reports that school libraries vary according to the environment and type of school served. The type of school library can be inferred from the comments of Amarabe (2012) to the effect that a school library is an information service center located in a primary, post-primary school, or in a Teachers' Training College (TTC) whose objective is to provide information services in support of learning activities in the school. Several scholars have pointed out that school libraries are the most underdeveloped of all types of libraries in Nigeria. This is particularly true of secondary school libraries, most of which are burdened with the problem of inadequate information resources, lack of professional librarians and non-existent working tools (Udoh & Akwang, 2023). Specifically, school libraries have shown serious lapses in the areas of provision of adequate reading materials, funding, staffing, organization of documents and other reading materials. It is therefore part of the problem of this study to investigate, comparatively, the available school library resources in the selected public and private secondary schools, as well as, find out the extent to which the available resources and facilities affect the level or quality of library and information services provided in Owerri Municipality, Imo State, Nigeria.

Research Questions

The study answered the following research questions:

1. To what extent do public and private secondary schools in Owerri Municipality differ in mean scores on printed information resources?
2. To what extent do public and private secondary schools in Owerri Municipality differ in mean scores on non-printed information resources?
3. To what extent do public and private secondary schools in Owerri Municipality differ in mean scores on the relevance of library resources?

Hypotheses

The following null hypotheses were tested at a 5% significance level in this study:

1. There is no significant difference between public and private secondary schools in the mean scores on the availability of information resources.
2. There is no significant difference between public and private secondary schools in the mean scores on the provision of information resources.
3. There is no significant difference in the mean scores on the relevance of library resources between public and private secondary schools.

Literature Review

There are many definitions of school libraries, and these definitions highlight salient features of school libraries such as their ownership, environment, information offerings, and the level of users. That is why experts talk about school libraries in the nursery/kindergarten, primary, secondary, and even Teachers' Training Colleges (TTCs). Another common feature of these expert opinions is that they are concerned with the provision of information resources and services at the foundational and intermediate levels of education. School libraries are characteristically saddled with the responsibility of providing

quality services, current, reliable, and relevant information resources that support the school curriculum (Illinois School Library Media Association, as cited in Mulauzi & Mwansa, 2014). They exist to enhance the learning experience by providing space (physical and digital), and access to resources and services, as well as to encourage and support students, teachers, and community learning (Nwachi et al., 2020). School libraries also serve as stores of materials that cut across books, films, recorded sound, periodicals, and digital media whereby students and teachers can utilize for many purposes such as reference, study, and recreational reading (Udoh & Akwang, 2023).

School libraries are types of libraries that support school programmes by enhancing the teaching and learning process through the provision of materials to meet the reading and learning needs of the students (Oyetola & Adio, 2020). Nyam and Nyipila (2015) described the school libraries as parts of the school where a collection of books, periodicals, magazines and newspapers, films, and filmstrips, videotapes, recordings of all types, slides, computers, study kits, realia, and other information bearing resources are housed for use of teachers and pupils for learning, recreational activities, personal interest and inter-personal relationships of children in school. Underscoring the importance of the school libraries, the International Federation of Library Associations and Institutions (IFLA) school libraries guidelines (2015) offered that school libraries aim to develop information-literate students who are responsible and ethical participants in society. This guideline buttresses that information literate students are competent and self-directed learners who are aware of their information needs and actively engage in the world of ideas.

It is specifically underpinned that the school libraries are established to attain several objectives. These objectives may be identified to include: teaching students necessary skills in the use of books and libraries so that they will be able to use reference and research materials; complementing classroom instructions by exposing the students to a wide range of books and other resources; inculcating in students the habit of reading for pleasure; providing students with vocational information which will help them in their selection of suitable careers; and helping students to discover and develop their special gifts and talents. The school libraries also help in developing students' attribute of responsibility through the sharing of public property, recognition of the rights of others, and observance of democratic principles; providing users of the library with information on current issues through the use of display materials; and making available to teachers, materials on their instructional programmes and their professional growth.

Moreover, school libraries exist to provide library resources to students, teachers, and other users. Accordingly, Nnadozie (2007) defined library resources as those possessions or property that facilitate routine operations of the library, which he categorized into five (5) groups, namely; accommodation, library collection in book and non-book materials, finance, staff and equipment/furniture. A good and well-equipped school library also acquires and available periodicals, films, filmstrips, video tapes, recordings of all types, slides, computers, study kits and other information-bearing sources. These resources help in enhancing learning, recreational activities, personal interest, and inter-personal relationships of teachers and students. It is equally important to note that other library information resources in school libraries broadly consist of print and non-print media. Thus, while print information resources are those materials in a printed or paper-based format such as fiction, non-fiction, reference books, interpersonal textbooks, and supportive books; non-print materials include audio books, e-books,

compact discs (CDs), cassettes, videotapes, digital video discs (DVD), realia, games, simulations, teaching aids, as well as computers

Library services are the totality of the assistance and help that the library provides for the benefit of its clientele (Amadi et al., 2020). These services are provided by the school libraries on the understanding that the material resources in the school libraries will be meaningless to the pupils, students, and teachers if they are not organized, arranged and interpreted in a way that will encourage usage by the students and the teachers. The school library personnel, therefore, performs various activities and services to make these resources readily available for use. It is on this basis that Mbagwu and Akanwa (2012) considered school library services as the activities or duties carried out for the benefit of the library users so that the library resources can be adequately utilized. Such services include the acquisition of materials based on the school curriculum; proper organization or processing of library materials to enhance effective and easy retrieval; periodic evaluation through statistics of books consulted to know the materials that are mostly used and those that are not frequently consulted, to help the teacher-librarian weed out irrelevant materials from the school collections. Library services of the school libraries also include reservation services for use on request, information literacy training, and reading guidance through the provision of assistance to students and staff on the choice of library materials to be used in teaching and learning.

Furthermore, Muhammad and Abubakar (2023) investigated study on the utilization of information resources and services in private secondary school libraries in Jigawa State, Nigeria. The study revealed that a variety of information resources and services were made available to students, while the most utilized resources were textbooks, dictionaries, encyclopedias, globes and atlases, and displays or chalkboards. It showed the most utilized services to include user education services, storytelling services, current awareness services and community information services. The study indicated that inadequate funds, space, furniture, inconvenience distance of the library, lack of trained personnel to facilitate easy access to resources, and obsolete information resources were the challenges affecting the utilization of school library resources and services in private secondary schools' libraries in Jigawa State. It therefore recommended that budgetary allocation to school libraries should be enhanced to provide, relevant and adequate resources and services for effective and efficient library services.

Similarly, Iruoma et al. (2022) examined the use of school library resources in enhancing childhood education in primary schools in Idemili South Local Government Area, Anambra State. The study indicated that textbooks, newspapers, novels and magazines are the library resources available to enhance childhood education in primary schools in, Idemili South. It showed that pupils and teachers use library resources for education purpose, information and reading purpose, while lack of professional librarians, poor orientation about library use, and lack of current reading materials were the problems that hinders effective use of school library resources. It recommended that professional librarians should be employed, and proper training should be given to school librarians on how to guide the library users to effective use of reading materials that have been provided for use.

Harisanty (2019) surveyed senior high school students' use of library resources and services in Indonesia. The study showed that the students' major need of information relates to entertainment and educations after graduating from high schools. It indicated that majority of high school students perform passive attention through magazines, passive search related to hobbies mostly done through magazines, active search by considering the accuracy as the criteria in choosing information sources, and continuous

search through friends as a channel of information exchange. Ternenge and Agipu (2019) also evaluated the availability and utilization of school library resources in selected secondary schools in Makurdi Metropolis. The study found that textbooks, newspapers, novels and magazines were the common library resources found in the school libraries. It showed that students used the library resources for information, study and educational values, while the library resources were grossly inadequate especially electronic gadgets that aid information and learning in schools in this modern age of technology. It recommended that school management should fund the library adequately to purchase resources and train the library staff professionally to carry out their tasks of dissemination of information to the user community.

Also, Mulauzi and Mwansa (2014) conducted a comparative study on the impact of school libraries on the reading habits of children in government and private schools in Lusaka, Zambia. The study that the age at which children are introduced to library use, the types of reading materials children prefer, the performance of library users, and the role school libraries play in inculcating a reading culture in pupils are factors influencing the use of library resources and services. It recommended that the government should employ qualified librarians to run the school libraries and harmonize library services with the school curriculum, while the principal should ensure collaboration between the class teachers and the librarian in the implementation of reading programmes in the school.

Benard and Dulle (2014) further investigated access and use of school library information resources by secondary schools' students in Morogoro Municipality, Tanzania. The study revealed that the most frequently used library information resources by students are books and novels, while atlas, maps, dictionaries, novels, audiovisuals, and poetry were not accessible by students, and those resources were not satisfactory to meet their information needs. It showed that students face many constraints in using the school library such as a lack of current and up-to-date reading materials, restricted reading hours, lack of sitting facilities, and lack of informational professionals/librarians for processing of materials. The study concluded that for effective use of schools' libraries by students, there is a need for current and adequate school library information resources, provision of accommodation facilities, provision of professional school librarians to manage libraries and a conducive reading environment.

From these reviews, no study was conducted on the comparative study of school libraries' resources and services in public and private secondary schools in Imo State, Nigeria. Thus, this study was motivated to fill the gap.

Methodology

The research design used in this study was survey research. The population of the study comprised thirty-eight thousand and forty-two (38, 042) students in the twenty-two (22) secondary schools in Owerri Municipality, Imo State. The sample size used for this study was derived from the total number of students in the six (6) secondary schools covered in this survey. A sample of 650 which is 5% of 13,802 was subsequently used for the study. The sample size for this study is made up of 511 respondents from public schools and 139 students from private schools. This sample size was chosen in line with Gall, Gall, and Borg's (2007) recommendation that when the population is 1000, use 20%; for 5000, use 10% and for 10,000, use 5%. Since the population of the study is more than 10000, 5% was considered closest to the recommendation (i.e. Gall, Gall, and Borg, 2007) considering that it covered a larger percentage of the population under study. The stratified random sampling technique was used to select the sample.

Table 1: Distribution of Population and Sample in Each Secondary School

Secondary Schools	Number of Students	Sample of Students (5%)
Federal Government Girls College, Owerri.	3295	165
Govt. Secondary School, Owerri.	5326	266
Comprehensive Development Secondary School, Owerri	2401	120
Alvana Model Secondary School, Owerri.	705	35
Lighthouse Secondary School, Aladinma, Owerri.	554	28
Rochas Foundation Secondary School, Owerri.	1521	76
Total	13,802	650

Source: *Researcher's Fieldwork, 2024*

Furthermore, the major instrument used to collect data for this study was a rating scale. This instrument titled '*Rating Scale for Resources and Services of Secondary School Libraries*' (RSRSSSL) was designed by the researcher based on the objectives of the study. Descriptive statistics (frequency counts, simple percentage, mean and standard deviation) were used to analyze the research questions and the independent sample test was used to test the hypothesis at a 0.05% level of significance.

Data Analysis and Discussion

Research Question 1: To what extent do public and private secondary schools differ in mean scores on printed information resources?

Table 2: Mean and Standard Deviations of Responses on Printed Information Resources in Public and private Secondary Schools under study

S/N	Availability of Printed Information Resources	$\bar{X}_{\text{Pub.}}$	$\bar{X}_{\text{Priv.}}$	$\bar{X}_G$	S.D	Remark
1	Textbooks on school subjects are available in my school	1.9	3.13	2.52	0.63	Agree
2	Reference materials are provided in my school	1.66	2.91	2.29	0.5	Disagree
3	My school library has novels and other fiction books	3.23	3.06	3.15	0.79	Agree
4	There are picture books in my school library	3.24	2.83	3.04	0.76	Agree

5	There are pamphlets in my school library	3.02	3.07	3.05	0.77	Agree
6	There are newspapers and magazines in my school library	1.92	3.02	2.47	0.62	Disagree
7	Journals are provided in my school library	2.02	2.98	2.50	0.63	Agree
8	My school library has conference proceedings	1.9	2.29	2.10	0.53	Disagree
9	Newspaper cuttings and press clips are in my school library	1.8	2.22	2.01	0.51	Disagree
10	Maps and atlases are available in my school library	1.81	2.72	2.27	0.57	Disagree
Pooled Mean		2.25	2.82	2.54		Agree

Criterion Mean = 2.5; $\bar{X}_{\text{Pub.}}$ = Public secondary school means; $\bar{X}_{\text{Priv.}}$ = Private secondary school means; $\bar{X}_G$ = Grand mean; S.D = Standard deviation

The analysis of the responses to *Research Question 1* which seeks to examine the extent to which public and private secondary schools differ in mean scores on printed information resources, as summarized in *Table 2* shows that the respondents faulted the public secondary schools on the availability of printed information resources. This was indicated by the grand mean score of 2.25 obtained from public secondary schools which did not pass the criterion mean test. However, the mean score of 2.82 for private secondary schools crossed the acceptance region of 2.5. Thus, it is concluded that private secondary schools differ from public secondary schools in the availability of printed information resources.

Hypothesis I: There is no significant difference between public and private secondary schools in the mean scores on availability of printed information resources.

Table 3: Result of Hypothesis 1

Category	Mean	df	$t_{cal} (\pm)$	P-value	t_{crit}	Decision
Public Secondary School	2.25	18	2.528	0.021	1.734	Significant
Private Secondary School	2.82					

Since the t_{cal} is clearly greater than the t_{crit} , it is concluded with 95% confidence that there is a significance difference between public and private secondary schools in the mean scores on availability of printed information resources. Consequently, the null hypothesis (H_{01}) is rejected.

Research Question 2: To what extent do public and private secondary schools differ in mean scores on non-printed information resources?

Table 4: Mean and Standard Deviations of Responses on Non-print Information Resources in Public and Private Secondary Schools under study

S/N	Provision of Non-book Information Resources	$\bar{X}_{\text{Pub.}}$	$\bar{X}_{\text{Priv.}}$	$\bar{X}_{\text{G}}$	S.D	Remark
11	Radio and television sets are provided in my school library	1.89	2.04	2.04	0.49	Disagree
12	There are telephones/GSM gadgets in my school library	1.91	3.29	3.29	0.65	Agree
13	The school library has films, videos cassettes and DVDs	1.69	2.23	2.23	0.49	Disagree
14	Charts are in the school library	1.78	2.86	2.86	0.58	Agree
15	There are many real objects (realia) in the school library	1.32	2.81	2.81	0.52	Agree
16	Computers are provided in the school library	1.64	2.01	2.01	0.46	Disagree
17	Slides and transparencies are not in the school library	3.45	1.95	1.95	0.68	Disagree
18	The school library provides games for users of the library	1.79	2.86	2.86	0.58	Agree
19	Instructional materials used in the school are kept in the school library	3.46	3	3	0.81	Agree
Pooled Mean		2.1	2.56	2.56		Agree

Criterion Mean = 2.5; $\bar{X}_{\text{Pub.}}$ = Public secondary school mean; $\bar{X}_{\text{Priv.}}$ = Private secondary school mean; $\bar{X}_{\text{G}}$ = Grand mean; S.D = Standard deviation

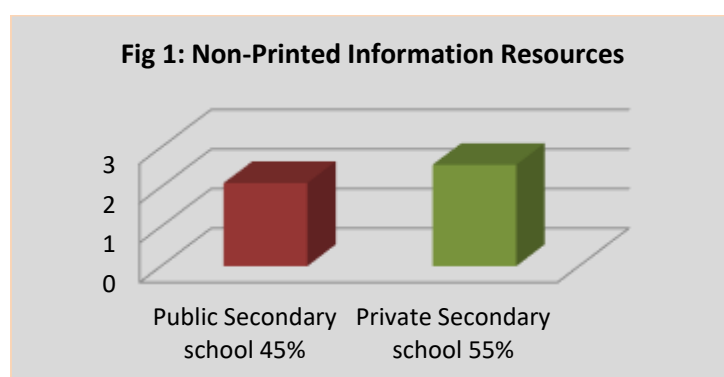
From *Table 4*, it can be concluded that public and private secondary schools differ in mean scores on non-printed information resources. This conclusion is based on the fact that the grand mean of responses on the provision of non-book Information resources in public secondary school, did not reach the acceptance region ($2.10 < 2.5$) while the grand mean for private secondary school was accepted as it surpassed the criterion mean ($2.56 > 2.5$).

Hypothesis 2: There is no significant difference between public and private secondary schools in the mean scores on provision of non-book Information resources.

Table 5: Result of Hypothesis 2

Category	Mean	Df	t _{cal} (±)	P-value	t _{crit}	Decision
Public Secondary School	2.10	16	1.472	0.160	1.746	Not Significant
Private Secondary School	2.56					

The t-calculated value = 1.472 is less than t-critical value (1.746). Hence, the null hypothesis is accepted and concludes with 95% confidence that there is no significant difference between public and private secondary schools in the mean scores on provision of non-book Information resources.



Research Question 3: To what extent do public and private secondary schools differ in mean scores on relevance of library resources?

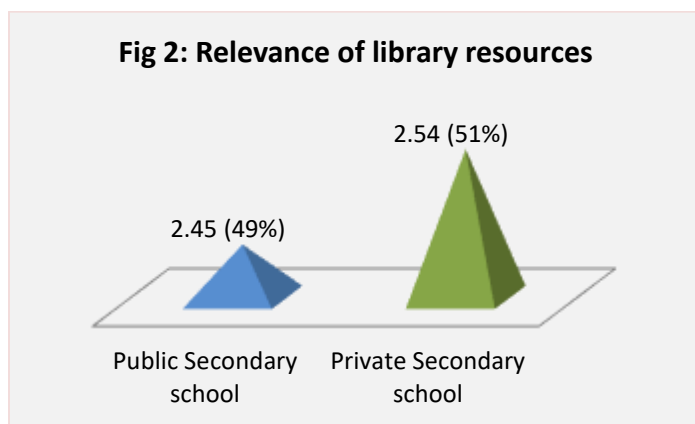
Table 6: Mean and Standard Deviations of Responses on Relevance of Library Resources in Public and Private Secondary Schools under study

S/N	Relevance of Library Resources	$\bar{X}_{\text{Pub.}}$	$\bar{X}_{\text{Priv.}}$	$\bar{X}_G$	S.D	Remark
20	Textbooks in the school library are not relevant to the school subjects	3.31	2.55	2.93	0.74	Agree
21	Journals provided in my school library are relevant to the school subjects	1.94	2.35	2.15	0.54	Disagree
22	The library has adequate quantity of audio-visual materials	1.91	2.21	2.06	0.52	Disagree

	Maps and charts in the school					
23	library are relevant to the needs of users	1.71	2.8	2.26	0.57	Disagree
	Most of the slides and					
24	transparencies are not relevant to the school subjects	1.87	1.86	1.87	0.47	Disagree
	Majority of users find					
25	instructional materials kept in the school library relevant	3.48	3.01	3.25	0.81	Agree
	Many of the real objects (realia)					
26	in the school library are not relevant	2.95	3.01	2.98	0.75	Agree
	Pooled Mean	2.45	2.54	2.50		Agree

Criterion Mean = 2.5; $\bar{X}_{\text{Pub.}}$ = Public secondary school mean; $\bar{X}_{\text{Priv.}}$ = Private secondary school mean; $\bar{X}_G$ = Grand mean; S.D = Standard deviation

The analysis of the responses to *Research Question 3* which seeks to examine the extent to which public and private secondary schools differ in mean scores on relevance of library resources, as summarized in *Table 8* shows that the respondents faulted the public secondary schools on the relevance of library resources. This was indicated by the mean score of 2.45 credited to public secondary schools which did not pass the criterion mean test. However, the mean score of 2.54 credited to private secondary schools, crossed the acceptance region of 2.5. Thus, concludes that private secondary schools differ from public secondary schools on the relevance of library resources.



Hypothesis 3

There is no significant difference between public and private secondary schools in the mean scores on relevance of library resources.

Table 7: Result of Hypothesis 3

Category	Mean	Df	t _{cal} (±)	P-value	t _{crit}	Decision
Public Secondary School	2.49	16	0.462	0.650	1.746	Not Significant
Private Secondary School	2.63					

The t-calculated value = 0.462 is less than t-critical value (1.746). This leads to a 95% confidence that there is no significant difference between public and private secondary schools in the mean scores on relevance of library resources. Hence, the null hypothesis is accepted.

Discussion of findings

Availability of Printed Information Resources

There is a significant difference between public and private secondary schools in the mean scores on availability of printed information resources. In the result obtained from this study, printed information materials were far greater in private secondary school libraries than public secondary school libraries. This conclusion is based on the fact that the grand mean score for availability of printed information resources in public secondary school libraries was 2.25 which is less than the criterion mean of 2.5. On the other hand, the grand mean score for availability of printed information resources in private secondary school libraries was 2.82 which is above the criterion mean. This is further proven in *Table 3* where the t-calculated value (2.528) is greater than the t-critical value (1.734) in the test of hypothesis. It can be deduced from this result that libraries in private secondary schools procure and make available a wider range of printed information materials. The same cannot be said of the libraries in public secondary schools. Certain factors could be responsible for the comparatively better performance of private secondary schools' libraries in terms of availability of printed information resources. The first is that, being privately-owned, these private schools are more competitive. Thus, their libraries are more predisposed to provide those reading materials that could attract more patronage to their parent school. This is not the case with public secondary schools. Besides, private secondary schools charge much higher fees and sundry levies (including library fees) than public secondary schools. There is a possibility that private secondary schools channel the revenues from these sources towards the procurement of various print-based information materials. The finding agrees previous studies conducted by Muhammad and Abubakar (2023); as well as Benard and Dulle (2014), which identified printed information resources available in school libraries to be textbooks, dictionaries, encyclopedias, etc. The finding also aligns with Ternenge and Agipu (2019), which investigated availability and utilization of school library resources in selected secondary schools in Makurdi Metropolis, and found that textbooks, newspapers, novels and magazines were the common library resources found in the school libraries.

Provision of Non-printed Information Resources

There is no significant difference between public and private secondary schools in the mean scores on provision of non-print information resources. Although the mean scores from *Tables 4* seem wide apart on the face value, the absence of significant difference between the two sets of schools in terms of provision of non-print information materials was established in *Table 5* where the test of hypothesis revealed that the t-calculated value (1.472) was less than the t-critical value (1.746). This result means that public secondary schools have fewer number of non-book information sources in their libraries when compared with private secondary schools. The difference between public and private secondary schools in terms of provision of non-print materials is not significant. As such both categories of school libraries suffer lack of some of these non-book materials although libraries in private secondary schools fared better as could be inferred from the higher grand mean. One of the likely reasons for this could be the better funding of private secondary schools and their libraries based on the higher levies charged therein. On the other hand, public secondary schools charge lower levies which inevitably affect their ability to generate the funds needed to provide non-print information resources. The result of this study buttresses earlier report by Nnadozie (2007), which revealed that libraries in privately-owned secondary schools are better than their counterparts in public secondary schools in respect of provision of non-book information resources.

Relevance of Library Resources

There is no significant difference between public and private secondary schools in mean scores on relevance of library resources. The data analyzed in *Tables 6* shows the responses to items 20 – 26 in both public and private secondary schools. The grand mean response from public secondary schools which is 2.45 fell below the acceptance region of 2.5. This negative response indicates that the relevance of library resources available in public secondary schools is questionable. The situation is not quite different in private secondary schools where the grand mean response of 2.54 was slightly above the criterion mean score of 2.5. This means that there are more library resources in private secondary schools. Despite the slight variations in the grand mean scores, there is actually no significant difference between public and private secondary schools in terms of relevance of library resources. This is evident in *Table 7* where the test of hypothesis showed that the t-calculated value (0.462) is less than the t-critical value (1.746). This calculation proves that public and private secondary schools do not differ significantly in terms of the relevance of their library resources. However, the better mean rating for libraries in private secondary schools is instructive as it suggests, yet again, that these libraries are better funded than those in public secondary schools. This result is in agreement with Nnadozie (2007) that an effective library service is only possible when there is qualitative and quantitative adequacy of relevant library resources. The finding also relates to Iruoma et al. (2022); as well as Ternenge and Agipu (2019), which reported that school library resources are relevant in terms of enhancing childhood education and supporting information and reading purposes in both public and private secondary schools.

Conclusion

School libraries that are well equipped with relevant resources for enhanced provision of library services are fundamental in achieving quality learning and teaching. They help both students and teachers in meeting their education, information and recreational purposes. In this study, it was discovered that various library resources and services are available in both public and private secondary schools' libraries

in Imo State, Nigeria. Meanwhile, the study concluded that library resources and services in private secondary schools were significantly greater than those in public secondary schools.

Recommendations

Based on the findings of the study, the following recommendations were made:

1. Relevant information materials should be provided for libraries in secondary schools. This recommendation is against the backdrop that most of the secondary schools covered in this survey lacked print and non-print information resources required by users of these libraries. Provision of these vital information materials would go a long way in enhancing the quality of library services in secondary schools.
2. Efforts should be made to upgrade the quality of library services in secondary schools. Improvement in the quality of library services would definitely attract more students to the library. By so doing, these students keep out of harm's way and make better use of their time. Besides, higher quality of library services could impact positively on the academic performance of students in secondary schools.
3. Libraries in secondary schools should adopt effective strategies to encourage the use of their resources and services. This is because, it will make no economic, educational or social sense if the resources and services provided at some cost are not put to adequate use by those for whom they were originally procured.

References

- Amadi, E. C., Udoh, I. U., & Ekpenyong, G. E. (2020). Access to information in the attainment of sustainable development goals (SDGs) in federal university libraries in Nigeria. *Library Philosophy and Practice (e-journal)*. 4005. <https://digitalcommons.unl.edu/libphilprac/4005>
- Amarabe, I. N (2012). *Evaluation of school library resources, services and usage in private schools in Owerri Municipality*. (MLS Theses), Imo State University, Owerri.
- Bappah, M. A. & Ashiru, M. (2020). Information resources and services provision in private secondary school libraries in Jigawa state, Nigeria. *Nigerian School Library Journal*, 19(1), 40-54.
- Benard, R. & Dulle, F. (2014). Assessment of Access and Use of School Library Information Resources by Secondary Schools Students in Morogoro Municipality, Tanzania. *Library Philosophy and Practice (e-journal)*. Paper 1107. <http://digitalcommons.unl.edu/libphilprac/1107>
- Gall, M., Gall, J., & Borg, R. (2007). *Educational research: An introduction* (8th ed.). New York, NY: Pearson Education. <http://doi:10.2307/3121583>
- Harisanty, D. (2019). Senior high school students' use of library resources and services. *Library Philosophy and Practice (e-journal)*. 3021. <https://digitalcommons.unl.edu/libphilprac/3021>
- International Federation of Library Association and Institution (IFLA, 2015). *IFLA/UNESCO school library guidelines*. www.ifla.com
- Iruoma, E. U., Ngozi, O. P. & Okafor, J. A. (2022). Use of school library resources in enhancing childhood education in primary schools in Idemili South Local Government Area, Anambra State. *Library Philosophy and Practice (e-journal)*. 7204. <https://digitalcommons.unl.edu/libphilprac/7204>

- Lawal-Solarin, E. O. (2016). Investigation of school libraries: A case study of private school libraries at Ado-Odo, LGA Ogun State, South West, Nigeria. *Covenant Journal of Business and Social Sciences*, 7(2), 15-28.
- Mbagwu, I. F. & Akanwa, P. C. (2012). Constraints to effective management of secondary school libraries: A case study of two private and public schools in Owerri Municipal LGA, Imo State, Nigeria. *Report and Opinion*, 2(4), 13-17. <http://www.sciencepub.net/report.3> .
- Muhammad, A. & Abubakar, B. M. (2023). Utilization of Information Resources and Services by Students in Private Secondary School Libraries in Jigawa State, Nigeria. *International Journal of Applied Technologies in Library and Information Management*, 9(3),40 – 54.
- Mulauzi, F. & Mwansa, M. N. (2014). The impact of school libraries on the reading habits of children: A comparative study of government and private schools in Lusaka, Zambia. *Paper presented at the 3rd National Literacy Symposium held on 18th and 19th September, 2014 at Intercontinental Hotel, Lusaka, Zambia*. <https://www.researchgate.net/publication/334397960>
- Nnadozie, C.O. (2007). *Foundations of library practice*. Owerri: Springfield Publishers.
- Nwachi, C., Idoko & Onoh, C. (2020). School libraries and the promotion of reading habits among students: A review. *Journal of applied Information Science and Technology*, 13(1). <https://www.jaistonline.org/13vol1/20.pdf>
- Nyam, S. S. & Nyipila, A. M (2015). The role of school libraries in promoting reading habit among post-primary school students: A case study of Vaatia College, Makurdi. *Research Journal of Education*, 3(10). <http://www.researchjournali.com/view.php?id=2061>
- Oyetola, S. O. & Adio, G. (2020). Roles of the school library in education of Nigerian child. *International Journal of Research in Library Science (IJRLS)*, 6(1), 154-161. <https://doi:10.26761/IJRLS.6.1.2020.1310>
- Ternenge, T. S. & Agipu, O. L. (2019). Availability and utilization of school library resources in selected secondary schools in Makurdi Metropolis. *Library Philosophy and Practice (e-journal)*. 2542. <https://digitalcommons.unl.edu/libphilprac/2542>
- Udoh, I. U. & Akwang, N. E. (2023). The role of school libraries in curbing the decay in reading habits among secondary school students in Nigeria. *Library Philosophy and Practice (e-journal)*. 7810. <https://digitalcommons.unl.edu/libphilprac/7810>