

## **CHALLENGES AFFECTING THE PROVISION OF INFORMATION RESOURCES AND SERVICES IN PRIVATE SECONDARY SCHOOL LIBRARIES IN JIGAWA STATE, NIGERIA**

**By**

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### **ABSTRACT**

The study investigated the challenge affecting the provision of information resources and services to private secondary school libraries in Jigawa State. The objectives of the study were to determine the types of information resources and services available in private secondary school libraries as well as to identify the challenges affecting the provision of information resources and services in the school libraries under stats Qualitative research method was used to conduct the study. Cluster sampling technique was used to divide the study area into three clusters: two schools were selected from each cluster based on sample random sampling. One teacher-librarian was purposely selected from each school which served as the respondents of the study Findings of the study revealed that the private secondary school libraries investigated were unable to provide relevant information resources and services to their users due to lack of fund space and inadequate staff. The available resources and services were grossly inadequate, poorly organized and were not in line with the requirements of the minimum standards Bay school libraries in Nigeria. The study further revealed that the staffers managing the libraries were not professionals, they lacked the pre-requisite qualification to facilitate effective use of the library resources and its services. The shady therefore recommended that adequate funds to allocated to each school library to enable them to function optimally qualify libraries should be employed for effective and efficient library services, adequate and relevant, resources should be provided and made available to each library for the benefit of users.

**Keywords:** Information services, Provision of information resources, School Library.

### **Introduction**

Library is primarily set up to collect, organize or process, store, preserve and disseminate information of any format to its users as quickly as possible. Library is established to support the organization or individual in achieving the stated goals and objectives. The main reason for establishing libraries is to meet both current and future information needs of its users by acquiring relevant, current, adequate and quality services there are various types of libraries. e.g. Academic Special Library. Public library, Research library, School library etc. The focus of this study is on school libraries,

Owate and Iroha (2013) described school library as a collection of a wide variety of library resources housed in each school, centrally organized by staff, professionally prepared to offer services to students and teachers to enrich and support educational enterprise. Similarly, Jamil, Turiq and Shuziah (2013) view school library as a collection of sources and services and the structure in which is housed. In the words of Inyang and Vong (2015), school library can be seen as a depository of knowledge which helps school teachers achieve the objectives of producing students who are Information literate and are prepared for life-long education. From these definitions can be deduced that well-equipped school library is necessary in ensuring that the educational and objectives of the school are attained effectively. Arua and Chinaka (2011) stated that the school library information resources are seen as all inputs which are utilized in the library to provide a good learning environment for students and teachers so as to be able to achieve educational goals. This variety of Information resources is essential to facilitate the school library to fulfil its functions among which are to thoroughly provide information resources necessary for the school's educational programmes and to help in improving the skills and learning habits of students.

One of the benefits of using school libraries according to Akintunde (2010) is that it enables users to learn through reading, studying or researching. This is because the greatest concentration of information resources is found in the library. As such as school that deprives its students of a library is at a great disadvantage because such students cannot become voluntary and lifelong readers. Effective school libraries provide additional reading opportunities for students, which in turn improves reading skills knowledge writing and clarity of expression, which in turn improve students' performance in all other curriculum subjects. Adeleke (2015) believed that school library is the backbone of functional education without which academic excellence cannot be achieved. The author further opined that both the library and school are inseparable twins that one leaves to function well without the other. This is true because there can be no meaningful teaching and learning without a functional school library manned by professional librarians and other assisting staff.

According to Work Bank (2008), effective school libraries provide additional reading opportunities for students, which in turn improve reading skills, knowledge, writing and clarity of expression, which in turn support students in all the curriculum subjects. Kolade (2018) revealed that the role of school library is crucial to learning as it provides the rudiments to warming, gives information that can change people's lives for a better one encourages students to study, learn and achieve better results as well as provides confidence to look for information on their own at different level. Despite this significance however, school library is the most ignored in both public and private schools in Nigeria, Libraries do exist in most schools in Nigeria, but many in name, because all the elements that are required for them to operate are not in place. This to Cossley & Marby (1994) contributed to low levels of student performance.

## **Statement of the Problem**

The essence of any film (school library inclusive) is to ensure the provision of both printed and non-printed materials. If school libraries ensure adequate and timely provision of these resources such libraries could be termed as “effective” in meeting the information of new users. Information, and resources are essential to facilitate the school library to fulfil its functions. This is because the essence of the school library is to ensure that students and staff are effective users of ideas and information. The school library resources should therefore support instructions throughout the school. Keeping in mind what is taught, how students learn, and what students want to know, the school librarian strives to adequately supply materials for the school community by developing a well-rounded collection of instructional material.

School library as a resource center, plays a very significant role in educational development of a child. It supports and enhances the educational goal as outlined in the school mission and curriculum develops and sustains in children the habit and enjoyment of reading and learning, and the use of libraries throughout their lives offering them opportunities for experiences in creating and using information for knowledge, understanding, imagination and enjoyment. Despite the significance of school libraries, however, evidence has shown that school library resources are the most ignored in most schools in Nigeria. These libraries lack professional staff and material available to support students learning. The provision of information resources in most cases is grossly inadequate. Provision of information services is very poor. This observation is in line with the submission of Lawal-Solarin (2016) who argues that the development of school libraries in terms of resources and services was very lost. The author affirms lack of professional librarians, finance, up-to-date facilities and resources, poor accommodation and non-ICT integration in the school libraries studied. It is against this backdrop that the study sought to investigate the situation of school libraries in private secondary schools in Jigawa State to see whether the situation will be different.

## **Objectives of the Study**

The main objective of the study is to investigate the challenges affecting the provision of information resources in primary secondary school libraries in Jigawa State. While the specific objectives are to

- Investigate the types of information resources provided in private secondary school libraries in Jigwa State.
- Identify the types of information services provided in the school libraries under study.
- Find out how information resources acquired in the school libraries under study.
- Determined the extent to which the school libraries under study meet the requirements of the minimum standards for school libraries in Nigeria.
- Find out the challenges affecting the provision of information resources in the school libraries under study.

## Literature Review

Provision of information resources means adequate supply of skilled personnel, information materials and physical facilities to enhance the use of a library. Successful educational system depends exhaustively on the provision and utilization of Information resources and services. Thus, school libraries provide knowledge and information resources for teaching, learning, and research. Aamu and Olatoye (2011) noted that the quality of library collection has a tremendous impact on student's academic performance and higher test scores and even more with a higher usage of the school library resources. So School provides more than just books, magazines, newspapers, computers and other technology, databases of accurate information, Z-books, plus fun and educational activities.

Library resources and services are necessary for effective teaching and learning in schools, and the Federal Government of Nigeria is aware as portrayed in the National Policy of Education. The policy statement does not state clearly the infrastructure for the implementation of the library services, which was serious by the government, hence Aguolu & Aguolu (2002) stated the greatest obstacle to school library development in Nigeria is the apathy of the government and institutional authorities towards libraries. He insisted that library science should be a major course for instruction in colleges of education to provide an avenue for the production of teachers/librarians to manage school libraries in Nigeria. He called on the National Commission of Colleges of Education (NCCE) to reintroduce library science as a major course in all colleges of education in Nigeria

Almed and Nuato (2013) recognized that adequacy of fund allocation has a major influence on the provision of qualitative and quantitative information materials, staff and other facilities to enhance the sustainability of school libraries in Nigeria. It is quite unfortunate that schools hardly received adequate funds which can be extended to the school libraries. Misplaced and misapplication of necessary fund allocated is the libraries are bane of school libraries in Nigeria as library staff can hardly access funding to attend refresher courses and workshops. Fund allocated to school libraries for development purposes are sometimes diverted to non-library purposes at the detriment of school libraries.

Several studies have been conducted regarding the challenges affecting the provision and utilization of Information resources and services to secondary school students. For example: the study by Adeyemi (2019) in Nigeria found that poor-quality of school library resources, scarcity of current reading and research materials were the challenges facing students in using school libraries. This corroborated with the findings of Onye (2016) who highlighted poor library facilities, lack of current resources, and limited access as the militating factors to the use of information resources in the library by students. Malanga (2015) in his study identified some of the factors that hindered the provision of information services in school libraries in Malawi. The factors include: lack of trained librarians, lack of school library policy and standards, inadequate financial resources, poor ICTs infrastructure, poor organization of reference collections and other resources, poor state of school libraries etc. All these problems highlighted by the author may be due to non-care attitude by policy makers and school administrators towards the management of school library. So therefore, there is need for

consultative effort by policy makers and school administrators to put measures urgently in order to address the situation

Buhari (2016) in his study identified erratic power supply, inadequate information and communication technologies poor maintenance culture, inadequate funding and low bandwidth of internet access as major constraints to library information resources and services utilization by the users. The shows that library as a shore house of information in not properly funded, and underfunded libraries could not be able acquire currents and relevant information resources. In the same vein, Arua (2011) observed that poor library accommodation; poor orientation and restricted library hours were problems militating against the use of school libraries, hi South Africa Patron-Ash (2015), revealed that one of the problem facing school libraries include the lack of national policy, school library information resources, the theft of computers and result of the lack of security, as well as the lack of understanding by teachers of the role of the library in teaching and learning. Furthermore, Clabo asserted that rending rooms restrictions numbers of books, reference materials, lack of computers and internet connectivity are the challenges that hinder students in the use of school libraries information resources and services.

Furthermore, a study by World Bank (2008) observed the following problems facing school libraries in Sub-Saharan African countries including Nigeria:

1. Critically inadequate funding, with little or no government financial support and only occasional donor support, which leaves most of the burden library financial on what are already overstretched with the other costs of secondary education.
2. Lack of sufficient library premises, which are usually, just converted classrooms with insufficient space, shelving, furniture, equipment or security.
3. Lack of funds to undertake regular maintenance Thus amenities tend to deteriorate rapidly.
4. Where collection exists its generally old and often irrelevant to current curricula and teacher/student interests often than not there is virtually no appropriate collection available at all and there are rarely budgets for stock upgrading replenishment.
5. Heavy collection wear and bear, theft, love and damage etc. caused by poor security, Pest and fungal damage, theft, and so forth.
6. Lack of understanding by both teachers and students of the role and function of a school library and thus an increasing inability to one libraries properly even if they are established.
7. Untrained school librarians and poor training and overloading of the librarians.
8. Poor library management systems overstretched and poorly paid teachers the workload involved in selecting, ordering receiving, cataloguing, managing loans returns, re-shelving, repairs, and so forth is simply too much and even when funds are available basic management systems are often not up to standard.

Anyaegbu. Ekene, and Calisto (2016) identified lack of funding, and unqualified librarians as major factors hindering the provision and utilization of information resources in school libraries under study. Funding is important in school library development just as in every other human enterprise. For the progress of a library, there must be enough funds to provide facilities, pay the staff and maintain the administrative cost.

The above reviewed literature showed that challenges affecting school libraries in many countries have been studied. The literature reviewed further showed that school libraries in Nigeria also faced many challenges that need the attention of government and other stakeholders to save them from total collapse. Therefore, this study investigates the possible challenges hindering the provision of information resources and services for utilization by users in Private secondary school libraries in Jigawa state to fill the gap in the literature.

## **Methodology**

The study adopted qualitative research methodology using narrative research design. The study population comprises six (6) tech librarians from six (6) selected private secondary schools spread across the twenty-seven (27) local governments of Jigawa State. The selection done using a purposive sampling technique. Structured interview was used as the instrument for data collection. Questions for the interviews were designed to provide data concerning the situation in libraries. The interview guide was self-developed and was held at the offices of the teacher librarians. Each interviewing session lasted an averagely thirty five minutes. The views of the participants were jotted down and receded, capturing exactly what they had said. No tape recorder was used.

The teacher-librarians questions were based on the following:

Section. A. Demographic information of the Interviewee. Section B. focused on provision of information resources and services, Section C acquisition of library resources. D. covered participant's awareness of the minimum standards for school libraries in Nigeria, Lastly, Section E is about the challenges associated with the provision of information resources and services in school libraries.

## **Validity of the Instrument**

The instruments in this study were validated through content validity. Experts in Library and Information Science field evaluated the items on the instruments, scrutinized them and made necessary corrections and modifications to ascertain their appropriateness.

## **Trustworthiness of the Qualitative Data**

The interview questions passed through members checking strategy by the participants. Member checking is key tool for establishing trustworthiness, transferability and credibility in qualitative analysis by returning research products to participants and such authentication will be determined by establishing rapport with the participants, which was already established during the conduct of preliminary study.

## **Results and Discussion**

### **Coding of the Participants**

The demographic information of the interviewees is in form of school, code, gender and interview time.

**Table 1: Codes ascribed to the schools. Gender and time of the interview**

| <b>Name of the School</b>                    | <b>Code</b> | <b>Gender</b> | <b>Interview date and time</b> |
|----------------------------------------------|-------------|---------------|--------------------------------|
| Golden Light Academy, Dutse                  | P1          | M             | 08/08/2019<br>9:15am-9:50am    |
| Uto Anglican School, Dutse                   | P2          | M             | 08/08/2019<br>10:10am-10:45am  |
| May Excellence International School, Hadejia | P3          | M             | 10/09/2019<br>10:00am-10:35am  |
| Maje Comprehensive School, Hadejia           | P4          | F             | 10/09/2019<br>11:05am-11:40am  |
| Kere Academy Comprehensive School, Gurnel    | P5          | M             | 16/09/2019<br>9:00am-9:35am    |
| Shamila International School, Kazaure        | P6          | M             | 19/09/2019<br>10:30am-10:55am  |

Table 1 indicates codes assigned to each private secondary school library under study. This code in conformity with the use of thematic method when qualitative method is adopted in a research work. Code P1 was assigned to Golden Light Academy Dutse, Code P2 to Uto Anglican School also in Dutse. Code P3 to May Excellence Hadejia. P4 to Maje Comprehensive Sche Halejia, Code PS to kere Academy Gumel, and P6 to Shamila international School Kacaure. The table also indicated that the heads of the libraries under study are mostly male.

### **Information Resources Provided in Private School Libraries**

There are various types of information resources acquired by school libraries and made available to users. The participants of the study revealed the following types of resources available in their libraries.

Participant P1 revealed that the types of information resources in our library were subject books, story books, magazines, dictionaries, maps, charts, encyclopedias. P2 revealed that they have textbooks in all the subjects taught in the school, English language, Mathematics, Geography Agricultural Science etc. P3 mentioned that they have which related to the school's curriculum, which covered Mathematics: Social Studies English Language and Science, in addition, there were other books on areas such as history, local languages, languages, French, home economics, Information and Communication Technology UCTL. According to P4, the types of resources in their library Include fiction and non-fiction resources the fiction collection includes the Writers Series, the lily Bird series and fairy tales. The non-fiction collection comprised textbooks on some of the subjects studied in the school, reference books, magazines and periodicals. There are media visual resources as well. PS stated that information resources in our library include encyclopedias, story textbooks. Newspapers, books, dictionaries, magazines, maps, charts and graphs, computers, and audio-visual resources. Po that we have various types of resources ranging from subject books to reference materials such Britannica Science Exploration, dictionaries, Maps and Charts periodicals and magazines such as Playpen.

Junior Graphic, Surprise, NKO- magazine on wildlife. World Soccer, Reader's Digest, Wed Africa magazine. Time magazine. Cartons, Adventures and the World and the Refugees.

### **Information Services Provided in Private School Libraries**

In this study, the researcher seeks to know the of library services in private secondary school libraries in Jigawa State by interviewing the librarians/teacher librarians on what is inherent in their domains by asking them their views on nature of library services The views AN the libraries/teacher librarians indicate than the nature of library services in secondary schools is the For instance, participant: PU stated that they assist students in using the library properly. They orientate their students on how to use the library Students and staff have the right in the library borrow back in the library.

In addition, participant P2 expressed his views on the nature of library services that are inherent in his library: he said that he attends to students in the library and guides them on anything they need in the library. P3 mentioned that they have a good library with two library attendants. These attendants attend to students in making use of the library. The school library is stocked with books and other materials for use. They sensitize students on how to use the library. P4 mentioned that he's in charge of the library and responsible for guiding the students on how to make use of the library. The library is stocked with books and other materials needed for students to do research concerning their academic activities. Another participant, P5 talked about the nature of library services in his library; he said "We help students to make use of the online information for their benefit. We also educate students on how to make use of the library Teachers and Students borrow books from the library P6 stated that library services provided it our school have to do with assisting students m searching for materials needed for them. We ensure that students make proper use of the library provide for the advancement of their knowledge"

### **Acquisition of Library Resources**

In response to the questions asked about the acquisition of library materials, teacher librarian P1 indicated that the school library depends on donations for its stock, and thus, there was an acquisition policy. P2 revealed that the library had no budget to purchase learning materials. So books and other learning materials were usually donated to the library by organizations, past students, and parents of the students. According to P3, some of the resources were purchased directly from the publishers; others governmental were donations from organizations, P4 revealed that they relied on students' school fees and donations to stock the non-government Parents Teachers Association source for acquiring library materials, P6 said they acquire then resources through student's levy, a donation from individuals, governmental and non-governmental organizations

### **6.5 Minimum Standard for School Libraries**

In this section, the participants were asked if they we are aware of the existence of the minimum standards for school libraries in Nigeria and its requirements.

In responses to this question, all the participants P1-P6 indicated "No". Meaning that they are not aware of it. This may be due to the unavailability at the said policy documents, or the documents may be available but not distributed to the schools' Participants did not respond to the other question in this section because their response to the question was "No"

### **Challenges Affecting the Provision of School Library Resources and Services**

The challenges affecting the provision of school library resources and services in Jigawa State include the following:

#### **i. Space Collection Relevance**

When asked to identify specific challenges concerning the provision of school library resources and services, PM indicated that their library did not have sufficient space and furniture to render services, for example, there were no reading rooms or study halls in the library. P2 Hated there was insufficient space within the library to sufficiently accommodate users. According to P3, most the library could only accommodate forty to fifty students (40-50) at a time; the resources were outdated and irrelevant and only a few sources were helpful to the students and teachers. P4 mentioned that more relevant resources needed to be purchased and added to those that were already available. P5 and P6 complained about their library collection, describing it as old and outdated. They also the lack of computers and internet in the libraries due to always being offline.

#### **ii. Materials and Library Furniture**

On materials and furniture, participant P1 noted that the shortage of materials/resources necessitated that users sometimes had to share books, and in extreme cases, only one book was available for the whole class, P2 and P3 agreed that the budget set aside the library was too little to Purchase current library materials. As a result, the libraries mainly had outdated stock. The lack of enough chairs and tables was also cited as a problem by P4 and P6 as learners thin the loot or stand-sharing library periods when they want to use the library for academic purposes, P5 said that the furniture in their libraries a sufficient for the libraries, however, they indicated that there was no space to accommodate any more furniture.

#### **iii. Staff**

All the participants P1-P2 agreed that the libraries were understaffed. According to them, lack of staff resulted in most of the libraries operating during school hours, which disabled the majority of users from receiving assistance from the library. Therefore, manpower is necessary in the libraries to provide efficient service.

#### **iv. Funds**

All the participants agreed that their libraries were understaffed. According to them, lack of staff resulted in most of the libraries operating during school hours, which disabled the majority of users from receiving assistance from the library. Therefore manpower is necessary in the libraries to provide efficient service.

## Discussion of Findings

School libraries should offer a variety of information resources and services in order cater to the needs of their users. This study determined that the most common resources provided by the private secondary school libraries in Jigawa State Include textbooks, pictures and maps charts and graphs, technologies, audio visual resources etc. These reserves according to Olalude (2007) are very relevant and can contribute to improve students' achievement if they are made available in every school library. This finding agree with Afolabi (2016) who assert that a library by minimum standard of policy should consist of books pamphlets maps and chart, records pictures among others.

The findings, further shows that information services provided include landing services reference services and user education services, Hart and Zinn (2007) that these services, are common in public school libraries it was shocking to note that vices provision in the school libraries under study were grossly inadequate. This affirmed the report of Lawal-Solarin (2016) that library services were not available in most of the sampled schools in Kenya. This may be due to lack of a well-resourced library or inadequate funding in the schools. For school libraries to be complete and effective appropriate and relevant information services must be provided.

From the Interview with the teacher librarians, it was clear that information resources are acquired through donation gift from parents, past students, organization or form PTA levy. Meaning that no fund was set aside for the provision of school library resources. This unsystematic collection question probably one of the contributing factors to the development of irrelevant information services to users. This 14 because the resources were acquired in a haphazard manner without following a collection development policy. This is in contrast with the advocacy of Evans (2000) that a collection development policy would help teacher-librarians to select the most appropriate materials for their collections.

Findings further showed that the participants were totally not aware about the existence of minimum standard for school libraries in Nigeria and its requirements, this may be due to the unavailability of the slid policy documents or may be available but not distributed to the schools Four out of six teacher librarians interviewed are without proper Library qualifications they stated that the responsibility of running the library was given to them by their principals, but they were unable to explain the criteria used in their appointment to manage the school libraries. The study showed that the libraries investigated were understaffed. The lack of staff meant that the library was closed. Whenever the teacher-librarian was busy teaching Library whit were chosen by the teacher librarian with the help of teachers, provided voluntary services in the library, mostly during breaks or after schools. Thus by implication is contrary to the requirements of minimum standards for school libraries in Nigeria. The standard recommend thin a good school library should made up of the followings, professional librarian, the library assistant technician for the repair of audio-visual materials, typist for typing function, cleaner for keeping the library tidy and security for the library's entrance.

The responses of the participants regarding the challenges affecting the provision of information resources and services in school libraries show a clear picture of what school libraries are today. The responses indicated that private school library in Jigawa state are facing various problems, ranging from inadequate funds, inadequate resources a services, outdated materials, furniture, ace understaffing etc. The situation highlighted about implies that private school libraries has not met the requirement of the minimum standard for school libraries in Nigeria. This is in line way the findings of (2001) who found the Amucheazi (2001 school library materials provision in Nigeria m below standard.

## **Conclusion**

Most of the private secondary schools in Jigawa State were found to have school a school library, but the libraries have been found to lack the necessary facilities and resources to provide effective services to their users. The study established that the resources and services of the school libraries investigated were glossily inadequate and not in line with the requirement of the minimum standards for school libraries Nigeria, Lack of funding has also been found to affect the provision of innovative services such reading competition, book box services, book tell services, photocopy services as well as access networked electronic information retrieval system to the school community. There is also the issue of irrelevance resources and unqualified staff; this has negatively affected the utilization of the resources. The issue of Inadequacy and unqualified staffed has led to a situation whereby the staff are unable to organize the library resources systematically or to manage their libraries efficiently. The study also identified challenges such as insufficient space irrelevant and outdated resources, inadequate f understaffed among others as the challenges affecting the provision of information resources und services in private secondary school libraries in Jigawa State.

## **Recommendations**

Based on the findings of the study, the following were recommended:

1. For effective use of school libraries by students, there is need for acquisition adequate and relevant resources and provision of information and communication facilities this should be done in collaboration with all the stakeholders of the private secondary school in the country.
2. Accommodation: A library building should be purposely designed and constructed in strict adherence to the prevailing standards. The initial site should have sufficient space for future expansion.
3. Funding: Adequate funding is considered the bedrock of any meaningful library development. There is a need for proper funding of school libraries for the acquisition of library resources Funds allocated to school libraries should be monitored and supervised for effective utilization.
4. Professional librarians and other assisting staff should be employed for effective and efficient library services and overall smooth rimming of the library.
5. Federal Ministry of Education should organize seminars and workshops on a regular basis to sensitize librarians on the importance of minimum standards and what it entails.

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