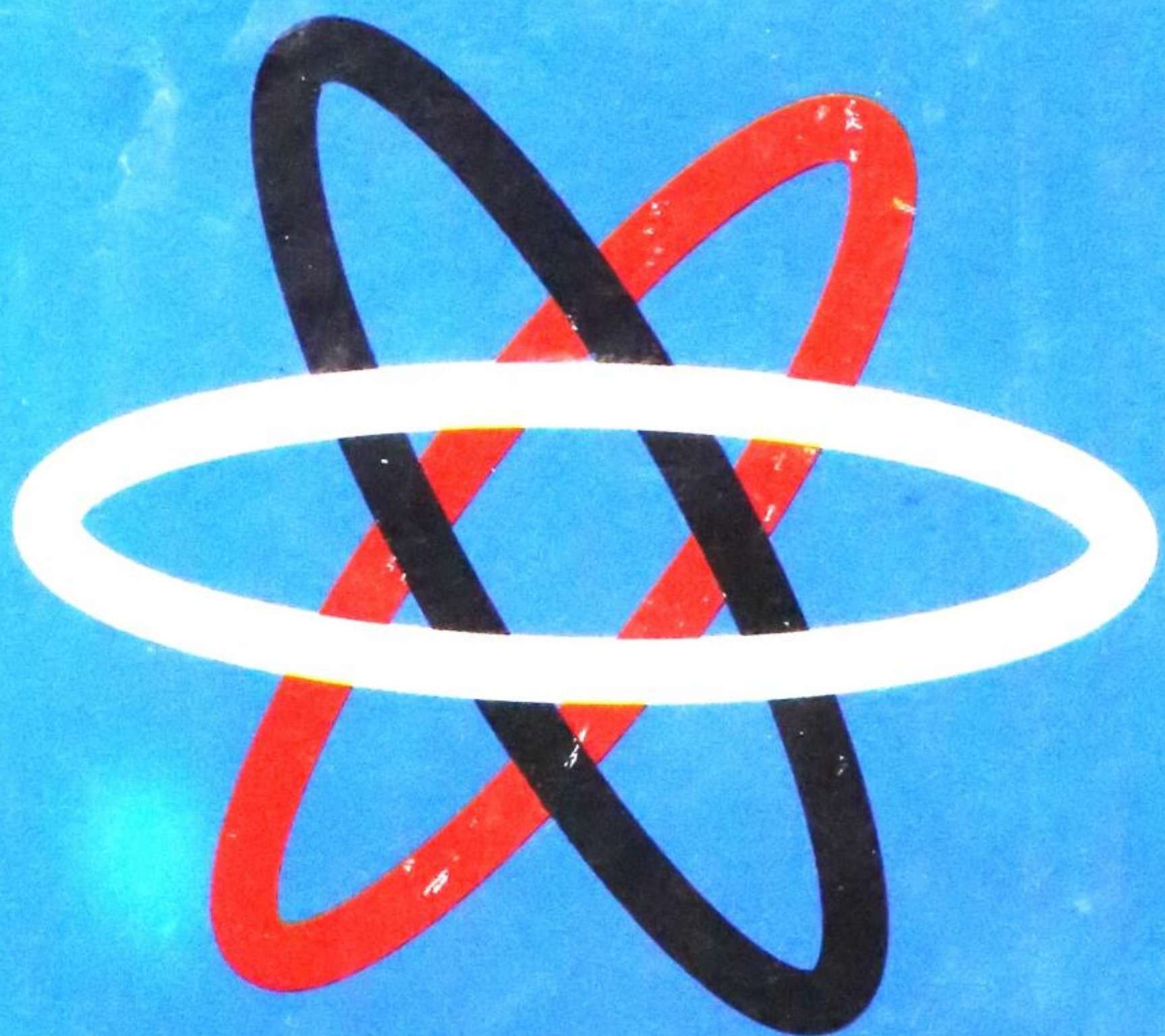


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A Survey of the State of Public Secondary School Libraries In Ilorin Metropolis

Usman A. Saliu¹, Titilola A. B. Abdussalam² & Grace O. Babafemi³

University Library, University of Ilorin, Ilorin^{1,2,3}

ajisaliu@gmail.com¹, abdussalam.tab@unilorin.edu.ng², Babafemi.go@unilorin.edu.ng³

Abstract

Purpose:- The purpose of the study was to examine the state of public secondary school libraries in Ilorin Metropolis with respect to staffing and library stocks.

Methodology:- A survey method was used for the study. stratified random sampling technique was used to select school libraries in Ilorin Metropolis. The data collected for the study were analyzed using frequency, and percentages. A total of ten (10) copies of a questionnaire were distributed and administered to officers in-charge of the libraries in the selected schools in Ilorin Metropolis. All the ten (10) copies of the questionnaire were returned due to my personal visit to collect them. This represents 100% of the total copies of the administered questionnaire.

Findings:- The outcome of the study revealed that all the school libraries under study were under-staffed and lacked library stocks.

Implication: The implication is that users of these public schools neither have enough guidance and supervision from library staff nor lots of library materials to consult in these public libraries

Value: The paper's value is to alert public school authorities in Ilorin Metropolis of inadequacies in library staffing and library stocks, so that they should intensify efforts to address the issues.

Keywords: Learning, Library stocks, Public school libraries, Reading skills, School libraries

Introduction

The word library signifies a place set apart for reading or reference and by extension, collection of books. It also describes a library as a collection of books and other recorded forms, housed, organized, and interpreted to meet broad and varying needs of people for information, knowledge, recreation and aesthetic enjoyment. It is a common place in developing countries like Nigeria that schools and colleges set aside a room or hall, cramped with some rickety, old tables, chairs, cupboards, a bizarre collection of books and magazines (most of which are outdated) and deploy a clerk or teacher who puts the building under lock duties. Chambers Encyclopedia (1975). Nnaji (1986), observes that library is regarded as a room or building where collection of books and other literary materials are properly arranged for the promotion of human knowledge. Library is one of the educational facilities required to achieve the stated goals of sound education at any level. hence, for primary schools in Nigeria,

'libraries' as claimed by the Federal Government "are already being incorporated into the new primary schools being put up as part of the successful implementation of the Universal Free Primary Education' which began in 1976, Opaleke (1996).

According to Ahmad (2012) traditionally, school libraries offer conservative lending services and reading room facilities wherein students borrow books and browse through some newspapers and magazines. There was no concept of innovative personalized services. This state of affairs usually resulted in children's lack of interest in libraries. However, with the advancement of technology, school libraries do provide innovative programmes and services for children. (Mardis 2009) states that teachers have very specific information need relating to mastering the curriculum content and the behavioural structure of their class room for a divers rage of learners. Since school librarians form an important link to the scheme of things in school libraries they, therefore, need to play an active and collaborative role in knowledge

acquisition and dissemination. According to Moruf (2015), provision of library services is crucial and indispensable to both primary and secondary education systems. He concluded that school libraries must be assisted with proper funding to acquire relevant and varied materials as well as books and non-book materials for this purpose. They must be well organized and the right caliber of staff must be put in place to disseminate information directly or give assistance to those seeking information. Ose-Idiegbeyan and Okowdion, (2012). The educational aims of school libraries include;

- To stimulate and enhance the reading habit, promoting lifelong learning.
- To develop in children the ability to read for information
- To help pupils to increase and improve their knowledge of reading, speaking and writing
- To train children to care for books and make good and intelligent use of the library.
- To enhance children's reading and communication skills
- To provide children with information, both current and retrospective.

In the same vein, the school library prepares both the teacher and pupil to achieve sound and quality education by all or any of the following:

- a. The improvement of teaching by enabling the teaching staff to make reference to current books in the preparation of their lessons
- b. Providing information for teachers and student on current affairs.
- c. Providing supplementary reading for teachers, enriching class work.
- d. Serving as the laboratory where all books on all disciplines encourage self-reliance, good use of leisure time and arouses interest in reading (Ekweozoh, 1989 cited by Ogunrombi, 2005).

School Library World (2009) summarized the effectiveness of a school library as follows; it is accessible to the total school community, it

is cost effective because one book is used by many, it provides flexible scheduling and timely access to the collection by all students. A broad range of materials, adds new resources throughout the school year to keep collection dynamic, create a sense of ownership that is shared by the entire school community.

School Libraries and Secondary Education

The socio-economic and cultural development of a nation depends to a large extent on the achievements made in education and research. Libraries play a vital role in all stages of education especially in secondary education, the basic foundation on which the edifice of higher education is built. Libraries in schools are the natural supporting centres for individual's intellectual development and are particularly important today in view of the shift in emphasis towards individualized and heuristic learning. (Kumar, 1994). The change in instructional methods had been reflected in the function and role of libraries in learning process. This, renewed role of the library prompts it to provide documents and services for intellectual as well as recreational needs of individuals. School library becomes a source and force for educational excellence only when it functions as an integral component of the total teaching-learning process. The educational programme and library programme are interdependent and inseparable and have undergone tremendous changes since second half of the 20th century.

Although, libraries in higher educational institutions in Nigeria are well equipped and provide better facilities than their counterparts in school, the school libraries are still not considered as an instrument of learning process. The integration of school libraries with the educational system from school level would lead to considerable quality improvement in teaching-learning process.

To achieve these objectives, a sound, well equipped and managed library is required. As an adage says "catch them young". To catch them young library implement at this level of education is very necessary, as primary and secondary education is the key to the success or failure of any education system, since the rest of education programmes are built upon it.

Statement of the Problem

The study investigated the survey of the state of public secondary school libraries in Ilorin Metropolis. The rapid growth in secondary school Education contributed to the development of school libraries. Library is the first academic unit to be established in the school if it puts in the right direction.

The researchers have deemed it fit to conduct a research into the state of public secondary school libraries because we observed that many public secondary schools do not have functional school libraries. It is against this backdrop, therefore, that the study investigates the state of public secondary school libraries in Ilorin Metropolis.

Objective of the Study

The study aims at examining the state of secondary school libraries in Ilorin metropolis and identifying the present state of school libraries with a view to proposing solution to the problems so as to improve state of public secondary school libraries in Ilorin metropolis.

Scope of the Study

In view of the state of secondary school libraries in Kwara State, the study focused on the state of public secondary school libraries in Ilorin metropolis.

Significance of the Study

The report of this study adds to the already existing literature on the state of public secondary school libraries. The findings can serve as eye-opener to the problems so that the school authorities should improve on the state of public secondary school libraries in Ilorin metropolis.

Literature Review

The importance of school library is clearly stated under section 10 of the National Policy on Education (1981: p.43).

It is stated that libraries are one of the most important education service. Every State Ministry of Education needs to provide for the establishment of libraries in all our educational institutions and library assistants for this services.

The National Policy on Education (1981) highlighted the provision of libraries in schools as an integral compliment towards efficient and functional education. It also stated that each school is to be provided with library and a trained staff to run the libraries.

The new educational trend requires the utilization of non-book resources such as flash cards, slides, filmstrips films, records and computers in the teaching and learning processes. This is because emphasizes is no longer on the subject matter but on the learner.

The school library is crucial in the teaching and learning processes in a primary or secondary school. It is an integral part of the school community. School library pursues the vision, principles of the school management. Fakomogbon et.al (2017) opined that school library helps to support the school curriculum by providing up-to-date information to keep teachers and students abreast of new development. The school library compliments the work of the classroom teacher with the ultimate goal of ensuring that each student has equitable access to resources, irrespective of home opportunities or constraints. School library reflects and encourages collaborative learning and sharing of ideas. Krasher, (2005) who was cited by Yusuf (2011) in his thesis stressed that availability of a print rich environment and digital resources lead to more free voluntary reading that promotes students' potential for comprehensive knowledge, language ability and grammatical and spelling competence.

Aanu and Olatoye (2011) noted that the quality of library collection has tremendous impact on student's academic performance and higher test scores and even more with a higher usage of the school library resources. School libraries provide more than just books, magazines, newspapers computers and other technology databases of accurate information, e-books, plus fun and educational activities. Arua and Chinaka (2016) identified the type of books which school libraries should acquire to include reference books, non-fiction books like textbooks, fiction books like the story books, novels and cartoons. According to Afolabi (2016), a school library by minimum standard of policy outline should consist of books, pamphlets, paper cuttings, gazettes and

government publications, atlas, maps and charts, photographs, and periodicals. School library collections will not be complete without reference books, non-fictions and fictions. There is the need to provide these school library resources in order to provide a clear path towards the realization of curriculum goals of school subjects. It is important to build reading comprehension. With today's easy-to-navigate eBook platform, students and teachers are provided access to eBooks for easy browsing, and digital media materials vital for classroom instruction. Ajegbomogun and Salaam (2011), discussed the state of school libraries in Nigeria. The authors highlighted declining financial support; inadequate infrastructure and equipment; employment of unqualified declining in emptiness of the book shelves and low level of information technology development as problems facing school libraries. They therefore suggested that the problem of poor library patronage and information usage among Nigerian children should be given adequate attention.

Selbar, et al. (2009) cited Ojoade (1993) and summarized the present state of school library in Nigeria. They emphasized in their findings of school libraries in Nigeria and expressed that "Libraries do exist in secondary schools, but many almost in name because all the element required for them to operate are not put in place. In the same vein, Elaturoti (1983) surveyed the state of secondary schools libraries in Oyo, Ondo and Ogun states of Nigeria he reported that the state of school libraries in these states were very poor, he stated that there were very few or no staff to manage the school libraries in these states. This study also confirms the finding of Aniebo (2006), who discovered that school libraries in Imo state lacked adequate accommodation, material and funds, as well as trained staff to manage the libraries in Imo state. Ogbonna, (2009), states that school libraries are libraries established in the primary and secondary schools mostly by the authorities of the schools to serve the pupils/students, the teachers and other staff members of the schools. In a school library, learning resources such as books and audio-visual materials are systematically collected and organized for the use of the students and teachers.

Methodology

Data for this study were collected using survey method. This study covered some selected secondary schools in Ilorin metropolis. Hence, a structured questionnaire was designed to obtain necessary information which was carried out during first terms of 2017/2018 academic year. The population used was randomly sampled. This was made up of eight (8) secondary schools. Copies of the questionnaire were thereafter sent to the schools through a personal visit to each of the schools surveyed to facilitate prompt, high and accurate response from school librarians/teacher librarians. The study covered some selected secondary schools in Ilorin metropolis. Data were analysed using frequency and percentages. Ten copies of the questionnaire were administered to the officers in charge of the libraries in the selected schools in Ilorin metropolis. All the eight (8) copies were returned due to my personal visit to collect them. This represents 100% of the total copies of the questionnaire administered. Each school was administered a copy of the questionnaire which was filled by the librarian or officer in-charge of the school library under review.

The schools were categorized into three, based on the year of establishment; the first category is 1st Generation schools, established before 1970, the second category is 2nd Generation Schools established before 1990, while the last category is 3rd Generation schools established before year 2000. The first generation has two schools. These include; Government High School Ilorin, established in 1967 and Ilorin Grammar School established in 1967. The second generation comprises three schools. Government Day Secondary School Tanke established 1984, Barakat Community Secondary School established in 1980 and Baboko Community Secondary School Ilorin established in 1980. The third generation has three schools. The schools are, Government Day Secondary School Adeta, Ilorin, established in 1997, Government Day Secondary School Adewole, Ilorin, established in 1997, and Government Day Secondary School, Odo-Okun established in 1997.

Table 1: Distribution of Respondents Based on the Year of Establishment

S/N	Name of School	Year Established	Frequency for school library	Percentages for school library
First Generation				
1.	Government High School, Ilorin,	1968	1	12.5
2.	Ilorin Grammar School, Ilorin.	1967	1	12.5
Second Generation				
3.	Government Day Secondary School, Tanke, Ilorin.	1984	1	12.5
4.	Barakat Community Secondary School, Ilorin	1980	1	12.5
5.	Baboko Community Secondary School, Ilorin	1980	1	12.5
Third Generation				
6.	Government Day Secondary School, Adeta, Ilorin.	1997	1	12.5
7.	Government Day Secondary School, Adewole, Ilorin.	1997	1	12.5
8.	Government Day Secondary School, Odo-Okun.	1997	1	12.5
Total			8	100

Table 1 above indicated that each school was administered a copy of the questionnaire, which was filled by the librarian/officer in-charge of the school library.

Table 2 below revealed that two schools out of eight have two professional librarians (i.e.) Degree in library science. The schools are; Government High School, Ilorin and Ilorin Grammar School, Ilorin. It is very unfortunate

that most of our school libraries in Ilorin metropolis lack qualified staff and non librarians which falls short of minimum standard of school library.

Table 3 below, revealed that the stock of the school libraries, it is very clear from this table that these schools have few or no materials, even where they exist, the materials are old, outdated and dusty.

Table 2: Staff Strength of the Selected Schools Library

S/N	Name of School	Library staff strength	Percentages
1.	Government High School, Ilorin,	2	12.5
2.	Ilorin Grammar School, Ilorin.	2	12.5
4.	Government Day Secondary School, Tanke, Ilorin.	1	12.5
5.	Barakat Community Secondary School, Ilorin	1	12.5
6.	Baboko Community Secondary School, Ilorin	1	12.5
8.	Government Day Secondary School, Adeta, Ilorin.	1	12.5
9.	Government Day Secondary School, Adewole, Ilorin.	1	12.5
10.	Government Day Secondary School, Odo-Okun.	1	12.5
Total		10	100

Table 3: Library Stock

S/N	Name of School	Library Stock	
		Books	Journals
1.	Government High School, Ilorin,	30,000 vol. of books	15 titles journal
2.	Ilorin Grammar School, Ilorin.	35,000 vol. of books	10 titles journal
3.	Government Day Secondary School, Tanke, Ilorin.	20,000 vol. of books	No journal
4.	Barakat Community Secondary School, Ilorin	15,000 vol. of books	No journal
5.	Baboko Community Secondary School, Ilorin	10,000 vol. of books	No journal
6.	Government Day Secondary School, Adeta, Ilorin.	12,000 vol. of books	No journal
7.	Government Day Secondary School, Adewole, Ilorin.	15,000 vol. of books	No journal
8.	Government Day Secondary School, Odo-Okun, Ilorin.	10,000 vol. of books	No journal

Table 4: Qualification of the Teacher Librarian/Official in-Charge of the Library under Review

S/N	Name of the Schools	Qualification of the Officer in charge of the Library
1.	Government High School, Ilorin.	Library Certificate Course
2.	Ilorin Grammar School, Ilorin.	Degree in Library Science
3.	Government Day Secondary School, Tanke, Ilorin.	Master in Library Science
4.	Barakat Community Secondary School, Ilorin.	Library Certificate Course
5.	Baboko Community Secondary School, Ilorin.	Library Certificate Course
6.	Government Day Secondary School, Adeta, Ilorin.	Library Certificate Course
7.	Government Day Secondary School, Adewole, Ilorin.	Library Certificate Course
8.	Government Day Secondary School, Odo-Okun, Ilorin.	Library Certificate Course

Table 5: Does the School have Library Period for the Students?

S/N	Name of School	Yes	No
1.	Government High School, Ilorin,	√	
2.	Ilorin Grammar School, Ilorin.	√	
3.	Government Day Secondary School, Tanke, Ilorin.		√
4.	Barakat Community Secondary School, Ilorin		√
5.	Baboko Community Secondary School, Ilorin		√
6.	Government Day Secondary School, Adewole, Ilorin.		√
7.	Government Day Secondary School, Adeta, Ilorin.		√
8.	Government Day Secondary School, Odo-Okun, Ilorin.		√

Table 6: Does the school have annual budget for the library?

S/N	Name of School	Yes	No
1.	Government High School, Ilorin,		√
2.	Ilorin Grammar School, Ilorin.		√
3.	Government Day Secondary School, Tanke, Ilorin.		√
4.	Barakat Community Secondary School, Ilorin		√
5.	Baboko Community Secondary School, Ilorin		√
6.	Government Day Secondary School, Adewole, Ilorin.		√
7.	Government Day Secondary School, Adeta, Ilorin.		√
8.	Government Day Secondary School, Odo-Okun, Ilorin.		√

Table 4 above indicated that two schools out of eight employed professional librarian in their school libraries.

Table (5) above, indicated that two schools out of eight stated that they have library period for their students. Majority of schools indicated that they do not have library period for their students.

Table (6) reveals that none of the schools under review have annual budget for library.

Interpretation of the Findings

From the analysis, table 1 revealed the distribution of schools based on the year of establishment. The table 2, above showed that the first two schools were established in the 1960s, the second three schools were established in the 1980s while the last three schools were established in the 1990s.

From table two which revealed the various library staff strength, it can be deduced that all the libraries under investigation are understaffed, which corresponds with findings of Selbar, et al. (2009). Human resources in libraries contribute to the standards of that particular library. From table 3, it was revealed that school libraries lack library stocks. For instance, two (2) out of eight (8) schools under review had some books and journals, even where they exist, the materials are old, outdated and dusty. This research revealed that all the schools visited are under stocked with library materials. This conforms to the findings of Ose-Idiegbeyan & Okoedio (2012) which revealed that school libraries in Benin City Edo State are outdated, old and dusty.

From table 4, it was revealed that two (2) of eight (8) schools under review had library period for their students. Majority of the school libraries in Ilorin metropolis do not have

library period for their students. This confirms the findings of Aniebo (2006) that revealed that school libraries in Imo state are not provided with library period for their students.

From Table 5, it was revealed that school libraries in Ilorin metropolis lack fund. It can be deduced that all the school libraries under investigation have no budget of their own, which corresponds with the findings of Aniebo (2006), who discovered that school libraries in Imo state lack funds to manage the libraries in Imo state. This is similar to what is on ground in Ilorin metropolis.

From Table 6, it was revealed that two schools out of eight employed professional librarians in their school libraries. Majority of school libraries did not consider professional librarian in appointing head of library. It corresponds with the findings of Selbar et al (2009) Human resources in libraries contribution to the standards of library.

Problems of School Libraries in Ilorin Metropolis

School libraries in Ilorin face many problems which include:

Poor Library Administration: The Administrators in a library assist in managing the libraries. They ensure the libraries are open, functional, and serve the school and/ or community in which they operate. The administrators are expected to have received academic and practical training in basic librarianship from their respective higher institutions before venturing into the art of managing a library effectively for public consumption in Ilorin metropolis. The reverse is almost the case where quack professionals who see the art of managing the library as something very simple, are entrusted with the management of a library in Ilorin metropolis. They in turn mismanage, misfile, 'misemploy' unqualified individuals. These actions lead to the death of the libraries as users tend to stop patronage when they seek and don't find what they need. Entrusting the employment of qualified individuals into any hands has led to the appointment of incumbent unqualified administrator in the Ilorin metropolis library sector.

Solution: The possible solution is to always seek consultants from professional recruitment

agencies who know what to look out for when recruiting library administrators.

Poor Reading Culture: Nigerians have a low attention span rate, the average Nigerians believes in thinking action rather than reading to find a solution. This applies to Ilorin metropolis. The reading culture in our libraries has to be improved. If people do not read, they may not make use the library.

Solution: The possible solution here is simple to encourage the reading culture through prize competitions such as the cowbell maths competition and etisalat literature competitions.

Mismanagement of small budgets: We understand Government is not funding the public the libraries in Ilorin Metropolis up to expectations. Where are the funds going? This problem has surfaced the traditional behavior of Nigerians as corruption –Everyone wants to get it fast. The little channeled to the library management after being cut from above is diverted into personal pockets.

Solution: The possible solution here is to make each library stand independent from any organization or body collecting funds for it from the government, lay down organizational charts in line with the library budget and then establish offices that would be held responsible if the budget allotted for a project is unutilized and/or the project left undone within the stipulated period of time.

Irrelevant/ outdated information: The library is expected to be a place of current information resources. It is pitiable that in Ilorin metropolis libraries, the latest or most current books on the library shelves can be dated as far back as 2003.

Solution: The administrators need to understand that if they don't get funding, they should improvise.

Lack of funds: Finance is the life wire of any establishment including land, labour, capital, entrepreneur and information. Fund is obviously the major element in every establishment. It is equally the working capital of an establishment. Lack of funds hampers the provision of modern libraries in Ilorin metropolis and in the country at large. Without funds there cannot be growth. Government has

turned a blind eye in the educational sector which involves the library and focused more on oil as a way of getting income. The problem will be obvious in future generations where the current youths will have no idea of reading in a library as a way of finding solutions to the problems they may be facing.

Solution: The possible solution here is to encourage government through the House of Representatives to set out bills that will enhance the distribution of funds to the Nigerian Libraries. Also Kwara State government should encourage students by establishing school libraries in public schools

Poor infrastructure: Another problem is the existing inadequate infrastructure facilities in most school libraries. This shows that libraries in public schools in the nation are not given due recognition they deserve especially in Ilorin metropolis and this is traceable not only to the non-quantifiable nature of library services but also the misconception given to libraries by government to get off these problems.

Solution: There must be re-orientation on the part of the policy makers in government to accord school libraries the recognition they deserve in terms of provision of good quality infrastructure.

Inconsistent Government Policy: In Ilorin metropolis, each oncoming government introduces its own different type of policy. This has been the trend from time immemorial in the political settings of Ilorin metropolis. This ugly trend has adversely effected rapid development and participation of Nigerians in public libraries.

Solution: Governments should encourage public schools' library development and continue with that policy.

Conclusion

School libraries in Ilorin metropolis need urgent attention. They should be provided with the necessary facilities so that students can have access to the services of a functional school library which will enable them to compete favourably with others in a larger society. The existing secondary school libraries' facilities in Ilorin metropolis are far from being satisfactory. The essentials like

proper physical facilities, adequate collections, professional manpower, proper organization and basic services are lacking. Authorities should acknowledge the problems of school libraries in the state and address them. It is high time that recommendations of various commissions, committees, seminars, conferences and standards regarding school libraries were revisited and necessary steps taken to solve them. There should be regular funding to improve their extant plight.

Finally, this paper concludes that there is the need to revitalize the role and functions of school libraries and enhance their status through co-operation and assistance by the society. There is no doubt that well stocked school libraries manned by qualified school librarians should offer variety of library services which would contribution enormously not only towards raising the standard of education in the country, but also instilling the habit of self-directed independent learning which is antecedent to life-long education.

Recommendations

The survey has revealed the state of the public secondary school libraries in Ilorin metropolis in particularly and in Nigeria, and in general. Public library services in Ilorin metropolis has been rendered impotent because of the apparent neglect by the authority even at this crucial point in our educational development.

To achieve the objectives of establishing libraries in primary and secondary schools, quite a number of measures are expected to be taken;

1. Government should ensure that all her schools are mandated to have libraries which are separately set aside and recognized for library services.
2. Books and a variety of reading materials which would stimulate and awaken students' interest in reading should be provided so that students should become familiar with books, journals, magazines and other printed materials. This will not only serve as knowledge and information resources but also that of relaxation and pleasure.
3. The State Ministry of Education should enact legislation on school libraries. This

will provide for a special grant from the State Ministry of Education. Equally, it will ensure state-wide school library services that would procure and process all school library needs, plan and supervise library programmes in the schools and so on.

4. There is need for the government and various school owners to employ professional librarians to head the school libraries in Ilorin metropolis so that these librarians can render professional services to library users.
5. There should be annual budget for library development to meet the minimum standard for a school library
6. School management should include a library period in the time-table so that students can be taught to make use of the library.
7. The Nigerian Library Association (Kwara State Branch) should liaise with the Ministry of Education on the issue of minimum standards for school libraries.

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