

# Availability and Use of School Library Resources in Post Primary Schools in Gusau Local Government Area of Zamfara State

Chukwuji, Charles Nwabueze<sup>1</sup>, Nwankwo, Victor Tochukwu<sup>2</sup>, Gadanga, Aliyu Tsafe<sup>3</sup>, Sule, Sayudi<sup>4</sup> & Yusuf Zainab<sup>5</sup>

Federal University Gusau Library<sup>1,3,4,5</sup>, Nnamdi Azikiwe Library, University of Nigeria Nsukka<sup>2</sup>

charles.librarian@gmail.com<sup>1</sup>, tochukwu.nwankwo@unn.edu.ng<sup>2</sup>, agtsafe@yahoo.com<sup>3</sup>, sulesayudi12@gmail.com<sup>4</sup>, mrsnasmilo@gmail.com<sup>5</sup>

## Abstract

**Purpose:** The study investigated the availability and usage of school Library Resources in Post Primary Schools in Gusau Local Government Area of Zamfara State.

**Methodology:** Descriptive survey method was adopted for the study. The population of the study consisted of all the twenty (20) Post Primary Schools in Gusau Local Government Area of Zamfara State and the targeted respondents of the study were the Principals, teachers and non-teaching staff of the schools. Stratified random sampling was adopted for the study because of its appropriateness and this ensures that no part of the population is excluded. Fifteen (15) Post Primary Schools out of the twenty (20) available were selected representing 75% of the total number of the Post Primary Schools and 450 respondents to represent the entire population of the twenty (20) Post Primary Schools in Gusau Local Government under study. The study made use of questionnaire, observation and interview as instruments of the study. Out of the five hundred (500) copies of questionnaire distributed to respondents, four hundred and fifty (450) were duly completed, returned and found usable. This gave a response rate of 95%.

**Findings:** The findings revealed that in most of the Post Primary Schools there are no Library resources, some available ones are obsolete. It also revealed that text books were found to be mostly used on daily basis and that most of the Library users prefer to search information via e-resources.

**Implications:** If implementation of different Library related policies, ranging from establishment, equipping, and staffing are strictly monitored by the relevant government agencies, school Libraries will live up to their bidding.

**Value / Originality:** The study will help Zamfara State government appreciate the state of their Post Primary Schools Libraries so as to give more emphasis to the development of these Libraries by establishing and equipping good and functional School Libraries in the State.

**KEY WORDS:** Availability, School Libraries, Library Resources, Post Primary School, user studies, Nigeria

**Paper type:** Empirical research

## Introduction

Over the years, Nigeria have been embarking on several educational reforms because of the need to bring our education sector in tandem with time and bring educational opportunities to a greater percentage of our country's population by making education available to all Nigerians of school age. The ever increasing need to enhance the quality of education especially at post primary level, where students are prepared for tertiary education cannot be overemphasized. At this level of education the "catch them

young" slogan is consolidated as good level of reading culture development, lifelong education skills, independent reading and information literacy skills etc are expected to be inculcated in the students. For example, on 30<sup>th</sup> September, 1999 the Universal Basic Education (UBE) was launched in Sokoto State by the then President, Olusegun Obasanjo. The programme was introduced by the administration to address some emerging issues in the educational system.

On the place of library at this level of education, Modibbo in Galadima (2011) holds that school

library should be a pivotal feature for driving the To this end the UBE at that time made it mandatory for Libraries to be established from the headquarters down to the Local Government Education Authorities. Similarly, in its minimum standard guidelines, it charged school libraries to discharge the following functions towards the fulfillment of the UBE objectives:

- i. Provide a variety of reading and learning materials to support teaching and learning.
- ii. Enhance literacy, critical thinking skills and a reading culture in pupils and students;
- iii. Sustain teacher capacity development through its resources at no additional cost
- iv. Provide pupils cost-benefit/cost-effective access to more books than they might be able to buy on their own
- v. Promote social and civic values in pupils through the observance of library values and regulations. For example, keeping library materials in good shape, returning materials when due, cooperative sharing of resources when completing group work, maintaining relative silence in designate areas. And
- vi. Advanced reforms in the school curriculum through prompt library acquisition of information resources.

The school library plays a strategic role in Basic Education by facilitating access to teaching resources and providing the children the opportunities to acquire the 21<sup>st</sup> century learning skills Furfuri & Muhammad (2015). These skills according to them are focused on development of critical thinking, communication, creativity and innovation as well as collaboration. In the current digital teaching and learning environment, the emphasis is on learner centred approach they opined. It is therefore right to say that, for the school, be it primary, secondary (post primary) or tertiary to achieve its objectives, well equipped and functional libraries should be established and most importantly be put to optimal utilization. Edoke (2000) posited that a library no matter how equipped without commensurate usage is as good as not having one and a waste of scarce fund.

Dike (2006) in Edom (2010) noted that school library is a relatively new phenomenon in this part of the world, arguing that while school

aims of, and objectives of UBE programme. libraries have existed in Europe for two hundred years it is a twentieth century development in Africa. According to UNESCO/ IFLA (2012) the school library provides information and ideas that are fundamental to functioning successfully in today's information and knowledge-based society. The importance of school libraries in education according to Dike in Edom (2010) include; encouraging readership, extending learning resources, developing learning skills, developing critical thoughts, developing values, attitudes and appreciations and assisting with developmental tasks.

The school library equips students with life-long learning skills and develops the imagination, enabling them to live as responsible citizens. Inculcating in our children the culture of independent reading/study, to carry them in life is a burden on our post primary school administrators. Positive policies in this direction and judicious implementation at all levels will do the country a lot of good. According to Wikipedia (2010) Australia school libraries have played a major role in the success of Reading Challenge programs which were initiated and funded by various State Governments. The Premier's Reading Challenge in South Australia, launched by Premier Mike Rann (2002 to 2011) according to Wiki, has one of the highest participation rates in the world for reading challenges. It has been embraced by more than 95% of public, private and religious schools. Tsafe and Aliero (2006) stated that in consideration of the unique position of post-primary education in our educational system, their quest to make information available is imperative. They agreed with the Federal Ministry of Education's recognition of the positive contributions that school libraries are capable of making in our post primary education, hence, Federal Ministry of Education (2013) in its National Policy on Education document stated thus:

- a. The library is at the heart of the education enterprise and one of the most important educational services. States/FCT and Local Governments, as well as proprietors of schools shall establish functional libraries in accordance with the established standards and actively promote reading culture in all their educational institutions. They shall also provide for

the training of librarians, library officers and library assistants for these services.

- b. Weekly library period shall be part of the school curriculum, to aid learning activities.

Therefore, this study is an attempt to study the availability of school library and its resources as well as how well they are being used by both teachers and students in Post primary schools in Gusau Local Government Area of Zamfara state. Gusau is an urban city described both as the administrative headquarters/capital of Gusau L.G.A. and Zamfara state. It currently has twenty (20) post primary schools. This study is important since no empirical study have been made to this effect in the local government area. It is this gap that this study seeks to fill.

### Statement of problem

For any meaningful formal education there has to be a functional library. Functional in the sense that it has to be established, necessary resources provided and be adequately used. The availability and use of school library resources by post primary schools or the perceived near absence of functional libraries and of course the quality of staff employed for libraries in post primary schools in Gusau L.G.A. of Zamfara state is a matter of serious concern to stakeholders. Some studies carried out on use of library resources reported that some fresh students in tertiary institutions did not make use of school library in their secondary school days, hence, their poor perception and use of academic libraries. These situations are worrisome. In addition, in spite of the number of studies conducted on school libraries in neighboring Sokoto, Kebbi and Katsina states, to the best of the researchers knowledge there is no empirical study carried out on availability and the extent of use of school library facilities by post primary school students and teachers in Gusau L.G.A. This is therefore a gap of which this study aimed at bridging thereby contributing to knowledge in this area. Hence, this study intends to examine the extent of availability and use of school library resources by post primary school students and teachers in Gusau Local Government Area.

### Objectives of the study

This study has the following objectives:

- i. To identify the kind of Library resources and services available to users in the

Post Primary Schools Libraries in Gusau L.G.A.;

- ii. To ascertain the extent of use of school libraries by students and teachers of post primary schools in Gusau L.G.A.;
- iii. To identify the challenges militating against school library services and utilization of the library resources in post primary school in Gusau L.G.A.;
- iv. To determine the adequacy in terms of strength and qualification of the staff of the school libraries in the post primary schools studied; and
- v. To suggest possible ways of making the materials available, strategizing and improving the school library services in post primary schools in Gusau L.G. A.

### Research Questions

This study intends to answer the following research questions:

- i. What is the staff strength and qualification of the school libraries in the post primary schools studied?
- ii. What kind of library resources and services are available to users in post primary schools in Gusau L.G.A.?
- iii. What is the extent of use of school libraries by students and teachers of post primary schools in Gusau L.G.A.?
- iv. What are the challenges militating against the provision of school library services and the utilization of the resources in post primary school in Gusau L.G.A.?

### Literature Review

The availability and utilization of library resources in post primary schools has consistently pointed to either their unavailability or poor utilization. For instance, Popoola (2001) observed that in most secondary schools, library resources are either unavailable or poorly utilized and as such are the leading cause of poor performance and failures in external examinations if no attention is paid to it by the government and school authorities. Development of independent study and reading habit/culture becomes a problem in this situation as it will take a well equipped and manned school library to actualize these in the students and it also leads to students not performing well in examinations both internal and external. Corroborating this, Majid (2005), agrees when he says that the absence of library resources in schools will

continue to limit students' investigation skills, narrow their horizons, development and sustenance of reading culture. Owate and Okpa (2013) in their study found out that from the eight (8), secondary schools investigated; only one has adequate school library office accommodation and none has accommodation for a librarian's office.

The Federal Ministry of Education in its minimum standard for school libraries recommended the following types of library resources for school libraries collection: reference books, non-fiction including text books, supplementary orders -materials (easy to read books) and fiction - story books, cartoons, novels (Arua and Chinaka ,2011). They continued that the establishment of school libraries collection with variety of reading materials is one thing but the exploitation of such resources to achieve one's end is another. Akintunde (2010) opined that the greatest concentration of information sources and information resources are found in the library and that a school that deprives her students of a library is at a great disadvantage because such students cannot become voluntary and lifelong readers. On the many educational reforms brought by various governments, Abdulahi (2008) said that the need to provide adequate educational resources like human resources, library resources and infrastructure has continued to be the focal point on major policy decisions towards enhancing the quality of learning in secondary school. Bonny (2006) agrees that the adequate provision and utilization of such resources like the library will to a great extent help in bridging the quality gap in educational services among secondary schools and enhance their performances. Similarly, Elaturoti (2008), said that library resources consist of both print and non-print media, like books, periodicals, newspaper, pamphlets, brochure, ephemerals, photographs, slides, audiotapes, filmstrips, motion films, video tapes, computer diskettes and realia which are organized to broaden reading and the learning horizon of students and other library users. The availability and utilization of these resources has proved to be worthwhile in enhancing academic performance. However, Omah and Oghenetega (2016) in their study on strategy for effective utilization of school library resources in Karim Lamido Local Government area of Taraba State Nigeria concluded that there is poor availability of library resources in secondary schools in

Karim Lamido Local Government Area of Taraba State. There is low utilization of records and record players, TV and video tape recordings and computer resources in secondary schools in their secondary schools. Lack of orientation and motivation on the part of students to use library resources, lack of funds, lack of qualified librarians/technicians and poor arrangement of library resources they said limit the effective utilization of library resources in secondary schools in Karim lamido Local Government Area of Taraba State.

According to Benard and Dulle (2014), students cannot acquire knowledge only through text books or classrooms; they must also refer to other school library information resources. This is because information is an essential commodity being churned out in large quantities on daily basis, thereby making it impossible for any single person to acquire all the informational material he needed, hence, the library is there to bridge the gap. It does not only save their time but also cost of books on parents. Adeyemi (2009) in Benard and Dulle (2014) opined that, students' expectations and demands of the library are reflected in their library information resources usage. Arua (2011) reported that all the (350) respondents in his study used the library. The implication is that there is awareness that library exists in these schools.

Scholars have overtime x-rayed the challenges facing students in using school libraries. In their study Benard and Dulle (2014) citing Adeyemi (2009) revealed that poor quality of school library resources, scarcity of current reading and research materials were the challenges facing students in using school libraries. Furthermore, Arua (2011) observed that poor library accommodation; library orientation and limited library hours were the major problems militating against the use of school libraries. While Okiy (2006) stated that there is no clear cut policy on funding school libraries and so they are generally few and ill equipped, lacking proper accommodation, qualified staff, relevant information resources such as books and other educational materials. In South Africa, Benard and Dulle cited Patron-Ash (2012), as revealing in his study that some of the major problems facing school libraries include the lack of a national policy, library information resources, theft of computers because of lack of security, as well as the poor understanding by teachers of the role the library play in teaching and learning.

The World Bank (2008) cited in Benard and Dulle (2014) in their study on school libraries observed the following problems as facing school libraries in Sub-Saharan African countries including Tanzania:

- Critically inadequate funding, with little or no government financial support and only occasional donor support, which leaves most of the burden of library financial support on parents who are already overstretched with the other costs of secondary education.
- Lack of sufficient library premises, which are usually just converted classrooms with insufficient space, shelving, furniture, equipment or security.
- Lack of money to undertake regular maintenance. Thus amenities tend to deteriorate rapidly.
- Where library collection exists it is generally old and often irrelevant to current curricula and teacher/student interests. More often than not there is virtually no appropriate collection available at all and there are rarely budgets for stock upgrading or replenishment.
- Heavy collection wear and tear, theft, loss and damage etc caused by poor security, pest and fungal damage, theft, and so forth.
- Lack of understanding by both teachers and students of the role and function of a school library and thus an increasing inability to use libraries properly even if they are well established.
- Untrained school librarians and poor training and overloading of teacher librarians.
- Poor library management systems. For overstretched and poorly paid teachers the workload involved in selecting, ordering, receiving, cataloguing, managing loans and 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.

Nigeria is not left out in this reality. It is ironical that our policy makers in their policies – National Policy on Education (2013) and UBE shows understanding and recognition of the

importance of libraries in education and by extension national development but fails to ensure strict implementation of the policies by relevant bodies. The State Governments, Local Government Authorities and School Administrators seem not to buy the ideas of these policies. Would they be permitted to be the cog in the wheel of our collective venture?

Often times where school libraries exist they are manned by non librarians. A teacher Librarian without any form of library training are appointed, as such he / she will not have the experience required to market the library and its resources in the school and or inculcate in the students the habits of independent study/reading culture. Also, he may not be able to identify their information needs and how to assist them. While Wikipedia (2010) stated that in many schools, they are staffed by librarians, teacher-librarians, or school library media specialists or media coordinators who hold a specific library science degree while in some jurisdictions, school librarians are required to have specific certification and/or a teaching certificate. Furthermore, Wiki stated that the school librarian performs four main leadership roles: teacher, instructional partner, information specialist, and program administrator. As a teacher, he/she develops and implements curricula relating to information literacy and inquiry. They may also read to children, of course assist them in selecting books, and assist with their schoolwork. Some school librarians see classes on a "flexible schedule". It explains a flexible schedule to mean that rather than having students come to the library for instruction at a fixed time every week, the classroom teacher schedules library time when library skills or materials are needed as part of the classroom learning experience. Aguolu (2002), stated that manning school library requires various categories of staff both in education and training. Depending on the school-student enrolment, staff strength, library collection, and academic programme the following categories of staff may suffice:

- Librarian employed as school librarian with or without any teacher qualification.
- Teacher-Librarian (currently any teacher put in charge of the school library with or without library training.)
- Library Officers

- Library Assistants
- Library Attendants
- Library Prefects.

He concludes that these categories of employees will help school libraries fulfill their mission. According to Ilogho and Iroaganachi (2012) the School Librarian is solely responsible for managing the library collection including acquiring and organizing them. The Library patrons include students, teachers and the non teaching staff of the school. In the school class Time-Table, period/time is allocated for teaching library resources use skills by the school librarian. Thus, students are equipped with the necessary skills for effective utilization of library resources. On students' use of secondary school library resources in Ibadan and Benin City, study revealed that many libraries have remained ineffective appendages of their school because they are managed by unqualified and undedicated staff who had not the least idea of what their duties are let alone understanding what role the school library should play in the intellectual and social life of the school (Ilogho and Iroaganachi, 2012). Ahmad (2011) in his own study concludes that the existing senior secondary library facilities in the state of Jammu and Kashmir are far from being satisfactory. According to him the essentials like proper physical facilities, adequate collections, professional manpower, proper organization and basic services are all lacking, he argued that it does not fulfill the minimum standards of library.

The above review shows that the issue is not whether there are school libraries but rather the utter neglect of school libraries by relevant authorities. This neglect includes inadequate accommodation, resources, opening hours, non opening of the library for use, use of inexperienced staff to cut cost. This is due to non appreciation of the roles school library is meant to play in the life of the student. Lack of fund is also a major challenge. This study therefore is aimed at establishing the extent of availability and use of resources of school libraries in post primary schools in Gusau LG.A. of Zamfara Sates Nigeria.

### **Methodology**

The research design adopted for the study was survey method. The choice of this method coincided with variables under study as observed by Osuala (2005) who stated that survey

research studies both large and small populations by selecting and studying samples from population in order to discover the relative incidence, distribution and interrelations of sociological and physiological variables. The population of the study consists of all the twenty (20) post primary schools in Gusau Local Government Area of Zamfara State Nigeria. The subjects/respondent of the study includes the all principals, teachers, students and non-teaching staff of the schools. Stratified random sampling was adopted for the study because of its appropriateness in conducting the study, this ensures that no part of the population s excluded. The researcher also selected fifteen (15) post primary schools representing 75% of the total number of the post primary schools and four hundred and fifty (450) respondents to represent the entire population of the twenty (20) post primary schools in the Local Government Area under study.

### **Findings**

Out of five hundred (500) questionnaire distributed a total of four hundred and fifty (450) were completed and returned. This gave a response rate of 95% which is considered adequate.

From table 1 above, results indicate that there are fifteen (15) Post Primary Schools in Gusau with a total students population sample of fifteen thousand one hundred and ninety five (15, 195). It also shows that only ten (10) school libraries are available. From the table, majority of Library staff in these schools are holders of SSCE. Furthermore, only one school have no staff in the Library.

### **Discussions**

The larger the sample the more accurate the study will be in the same vain the targeted respondents when compared with the number of libraries and resources seemed inadequate, therefore, more libraries and its resources are needed to carter for the information and educational needs of its users. The success or failure of any educational organization whether formal or informal depend solely on the quality and quantity of staff managing their libraries; the study however showed that more than 90% of staff were untrained and lack skills to handle such libraries.

Table 1 above shows that some post primary schools lack libraries to carter for the information needs of the school.

**Table 1: Availability of School Libraries and Librarians in Post Primary Schools**

S/N	Name of school	Num. of students	Availability of School Library	No. of staff in the School	No of lib staff	Qualification of lib staff
1	Sambo Secondary School Gusau	2796	1	62	2	SSCE, ND
2	Govt Day Arabic Secondary School Gusau	2159	1	38	2	SSCE, ND
3	Govt. Day Secondary School Gusau	1807	Nil	30	1	SSCE
4	Govt Day Secondary School Ungwa-Gwaza	390	1	16	1	SSCE
5	Govt. Day Secondary School Samaru	1678	1	45	1	OND
6	Govt. Secondary School Birnin Ruwa	2057	1	38	1	SSCE
7	Govt Day Secondary School Sabon Fege	1194	1	39	1	SSCE
8	Govt Day Secondary School Gada II	1242	1	23	1	SSCE
9	Govt Day Secondary School S/B/G Gusau	344	Nil	24	1	SSCE
10	Millennium Secondary School Gusau	603	1	41	1	SSCE
11	Govt Day Secondary School Wanke	295	Nil	10	1	SSCE
12	Govt Day Secondary School Mada	296	1	15	1	SSCE
13	Govt Day Secondary School Wonaka	312	Nil	9	Nil	SSCE
14	Govt Day Secondary School Gidan Zallah	8	Nil	8	1	SSCE
15	School for the Handicap Gusau	14	1	14	1	SSCE
<b>Total</b>	<b>15 Schools</b>	<b>15,195</b>	<b>10</b>	<b>412</b>	<b>16</b>	<b>-</b>

This result is supported by World Bank (2008) which highlighted that lack of understanding by both teachers and students of the role and function of a school library and thus; an increasing inability to use libraries properly coupled with untrained school librarians and poor training and overloading of Teacher Librarians. Often times, where libraries exist they are manned by non-librarians. A teacher librarian without any form of Library training are appointed as such he will not have the experience required to market the library and its resources in their schools and inculcate the spirit of independent studies and reading culture and may not understand their information needs.

The study also revealed that more than 95% of the Library staff managing such libraries were holders of Senior Secondary School Certificate and a few holders of National Diploma and

ordinary Diploma outside Library Science. In addition, the number of staff handling the libraries was between one and two. Surprisingly, the post primary schools authorities appointed library officers even where the libraries do not exist in such schools. However, as it is stated by Wikipedia (2010) many school libraries are staffed by trained and experienced Librarians, teacher Librarians or school Library media specialist/media co-coordinators who hold a specific Library Science Degree. These views were buttressed earlier by Aguolu (2002) who highlighted that manning of school libraries requires various categories of staff both in education and training and concluded that such categories of employees identified above will help school libraries fulfill their academic learning mission.

**Table II: Kinds of Library Resources and Services provided to Users in Post Primary schools in Gusau L.G.A.**

<b>Kinds of resources</b>	<b>Daily utilization (%)</b>	<b>Weekly utilization (%)</b>	<b>Monthly utilization (%)</b>	<b>When the need arises (%)</b>
Books	300 (66%)	110 (24%)	10 (2.2%)	30 (6.6%)
E-Resources	60 (13%)	40 (9%)	20 (4%)	330 (73%)
Encyclopedia	140 (31%)	50 (11%)	200 (44%)	60 (13%)
Magazine	280 (62%)	120 (27%)	10 (2.2%)	40 (9%)
Dictionaries	320 (71%)	50 (11%)	30 (7%)	50 (11%)
Newspaper	270 (60%)	45 (10%)	20 (4.4%)	115 (26%)
Audio visuals	60 (13%)	40 (9%)	20 (4%)	30 (6.6%)
Atlas and Maps	115 (26%)	37(8.2%)	70 (16%)	130(29%)

Table II shows the kinds of library resource and services available in post primary schools in Gusau L.G.A. Zamfara State. The table indicated that e-resources were more frequently utilized with a high percentage of (330) 73% followed by Newspapers (115) 26%. Text books with 300 (66%) has the highest daily usage. While encyclopedia has the highest monthly utilization rate of (200) 44%, Magazine has the highest weekly utilization of (120) 27%.

**Discussions**

The resources were not frequently used on weekly or monthly bases. Though the number of libraries and resources were not adequate, this formed one of the challenges of the study. It is against this background that Wikipedia (2010) opined that school libraries have played a major role in the success of reading challenge programmes which were initiated and funded by various government agencies in Australia. It also supported that library is at the heart of education enterprise and one of the most important educational services. In addition Poopola (2001) observed that in most secondary schools library resources are either unavailable or poorly utilized and as such are the leading cause of poor performance and failures in external examinations. In a similar vein Majid (2005) noted that the absence of library resources in schools will continue to limit students’ investigation skills, narrow their horizon development and sustenance of reading culture.

**Conclusion**

From this study, it can be confirmed that there are school libraries in most of the schools in Gusau L.G.A. but are not manned by professionals. The utilization of resources in

these libraries are largely on books and e-resources.

**Recommendations**

Based on the findings of the study It is recommended that:

1. Zamfara state government gives emphasis to Library development through construction and equipping of good and functional school libraries in their post primary schools.
2. The staff handling the library should be qualified and be sent for training and retraining as a way of keeping them abreast of new developments in librarianship and as a way of motivating them. The professional body NLA is always ready to partner with the state
3. The e-resources should be given priority attention due to the new dawn of information and communication technology and its incorporation in library services.
4. It is also recommended that implementation of different library related policies should be strictly monitored by the relevant government agencies

**References**

Aguolu, C.C. and Aguolu, I. E (2002) Libraries and Information Management in Nigeria. Maiduguri: ED-LINFOTM services.

Ahmad, Sofi Zahoor (2011). A Survey of Senior Secondary School Libraries in Jammu and Kashmir, India. Library Philosophy and Practice. Available @ <http://www.webpages.uidaho.edu/~mbolin/zahoor.htm>. Accessed 2/11/2012

- Akintunde, B. O. (2010). School Library Role in achieving effective reading skills among Nigerian Children. *Journal of Communication and Culture: International Perspective* 1(3)87-94.
- Aliyu, Y.S. (2004). Library Stock as Factor for Improving Quality Education in Nigeria Colleges of Education. *Borno Library, Archive and Information science Journal* 3(1&2):1-19.
- Arua, Uche and Chinaka, George (2011). Use of Library Resources by Staff and Students of Secondary Schools in Umuahia North Local Government Area of Abia State. *Library Philosophy and Practice*. Available online @ <http://www.webpages.uidaho.edu/~mbolin/aruachinaka.htm>. accessed 3rd November, 2016
- Australian Library Department (2014). Role of the school library. Available @ <http://education.qld.gov.au/library/support/role.html>. Accessed 23/11/16
- Bonny, N. (2006). The Relevance of School Library in Nigeria. *Journal of Library and Information Services*. 4(2):46-53
- Edoka, B.E. (2000). *Introduction to Library Science*. Enugu: Evans Publishing. Pp. 15-16
- Edom Basil Onyeoziri (2010). The security of School Library Resources for the Sustenance of Universal Basic Education (UBE) Programme in Nigeria. *Madonna University Journal of Research in Library and Information Science* 1(1) 60-69.
- Elaturoti, D.F. (2008). Learning Resources and Development for Nigerian School Libraries in D.F. Elaturoti (2008) E.d. *Nigeria School of Librarianship, Yesterday, Today and Tomorrow* p. 58-62
- Furfuri, Ibrahim M.M. & Muhammad, Aminu (2015). Assessment of School Library Resources for Development of Basic Education in Zamfara State, Nigeria. Being a paper presented at 6<sup>th</sup> National Conference and Workshop Organized by School of Sciences, Federal College of Education (Technical), PMB 1088 Gusau, Zamfara State, Nigeria, from 27<sup>th</sup> – 31<sup>st</sup> July, 2015.
- Galadima, Chilaka A. (2011). The Role of Children's Literature and School Libraries in the Attainment of Universal Basic Education Objectives in Nigeria. *Journal of Research in Science, Education and Information and Communication Technology*, 2 (1), 48-51
- Majid, I.A. M. (2005). Use of School Libraries in Singapore. *Library Review*, 54, Pp. 2-17.
- National Library of New Zealand (2016). School Libraries in New Zealand Available online @ <http://schools.natlib.govt.nz/school-libraries/library-management/managing-your-school-library-guiding-statement>. Accessed 11/8/16
- Okiy, R.B. (2006). Using Libraries in Nigeria as tools for education and national development in the 21st century. *African Journal of Education and Information Managers*, 8(2):166-178
- Osuala, E. C. (2005). *Introduction to Research methodology*. 3<sup>rd</sup> ed. Onitsha: Rex Charles and Patrick Ltd. Pp.120-123
- Owate, C.N. & Okpa, O. (2013). The availability and Utilization of Schools Library Resources in some Selected Secondary Schools (High Schools). In River State. *Journal of Educational Research and Reviews*. Retrieved from [www.accedamicjournal.org/acticle/1379926831](http://www.accedamicjournal.org/acticle/1379926831) Owate and Okpa pdf.
- Popoola, S.O (2001). Facility Awareness about Library Information products and services in Nigeria Libraries. *Gateway Library Journal*. 4(1&2):1-12
- Tsafe, Aliyu Gadanga and Aliero, S. A. (2006). A survey of Library Resources and Services in Post-Primary Institutions in Sokoto Metropolis. *Yauri Journal of Arts and Science*, 1(1)pp 38-44.
- Udoh-Ilomechine, Queenette (2008). The Significance of School Libraries in the Educational Development of Students: the Case of Novena University Staff School, Kwale, Delta State, Nigeria. *Library Philosophy and Practice* UNESCO/ IFLA (2012). *School Library Manifesto*: Retrived from [www.Unescoorg/webworld/Libraries/manifest/sc-hool](http://www.Unescoorg/webworld/Libraries/manifest/sc-hool)
- Wikipedia (2010 ) School Library. Available @ [https://en.wikipedia.org/wiki/School\\_library](https://en.wikipedia.org/wiki/School_library). Accessed 3rd November, 2016.