

The Attitude of Nigerian Military School Students Zaria towards the Use of Library Resources

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Abstract

Purpose: This study assessed the attitude of students towards the library resources in among secondary Schools students in Nigerian Military School Zaria

Design/Methodology/Approach: Three research questions were asked to guide the study. The descriptive survey research design was adopted. Simple random sampling was used to select 40 students each from SS1, 2 & 3 to get a sample of 120 students. Data for the study was collected through a researcher developed questionnaire duly validated by three lecturers from department of library and information science, university of Zaria and was used to collect data from students. The result was analyzed using chi square.

Finding The findings revealed among others that the students showed negative attitudes towards the library resources mostly because the materials were obsolete and irrelevant to the studies.

Originality/Value Based on the findings, the researchers recommend that, the library's material collection should be evaluated to determine their strength and weaknesses so as to make corrections were needed, thus encouraging the development of positive attitude towards their optimum usability.

Keyword: Attitude, Military School Students, Zaria, Use, Library Resources

Paper Type: Empirical

Introduction

Libraries exist as an integral part of a system without which the system cannot function effectively. Thus libraries become a sine-qua-non to its parent organization of which school is not an exception. Though organizational aims and objectives may differ, the ultimate goal of any library service is to select acquire, organize, store and lastly disseminate information embedded in various sources to their projected audiences towards the realization of the aims and aspirations of the organization per se.

Several descriptions have been given to a school library notably are those of Fafunwa (1992) which he saw as the 'heart' of the school around which all school programmes revolve. Sharma (1976) shared the same view with Fafunwa when he contended that 'it is an admitted fact that a library is a pivot around which the entire educational institute rotates' He went further to see it as an embodiment of the very spirit of school. It provides a variety of book and non-book materials which have been selected,

acquired and organised for use in support of the entire school programme.

Though most schools were established with their libraries, concerted efforts were made by the Federal Government of Nigeria (FGN) and other states and nongovernmental organizations in ensuring that school libraries are established and maintained according to standards. The Federal Republic of Nigeria, in its National Policy on Education (2004), recommended the provision of functional school libraries stocked with appropriate media resources meant to promote sound and effective teaching and learning activities, boost students' reading habits and motivate students to come up with desired academic achievement. The minimum standard, according to the policy, should consist of books, pamphlets, paper cuttings, gazettes and government publications, atlas, maps and charts, photography records, films, record players, cassette tapes/ payers, film projections, slides, pictures, photographs, and periodicals. The book collections, according to the policy outlined comprise; reference books, non-fictions and

fictions. The need for the provision of these school library resources is to provide a clear path towards the realization of curriculum goals of secondary school subjects, Social Studies inclusive. The school library should be set up to facilitate implementation of educational policy goals by providing appropriate media resources through careful selection, acquisition and processing of the resources and make both print and non-print media resources available for use of the school community, particularly, students.

Laudable as these objectives are, school libraries in Nigeria are still in their embryonic stage of development depicting various inadequacies such as inadequate and irrelevant collections, poor staffing, unencouraging physical facilities and dearth of funds; culminating in poor service and patronage (Idoko, 2015). It is pertinent to note that the ability of the schools to achieve its set objectives will largely depend on the reputation of the library. Where it falls short of expectations of its users either in material collection, human resources or otherwise, the users' perception towards it will be negative. Nevertheless, where it satisfies the user's needs, it will be accorded a positive perception. It is this perception that psychologists termed attitude. The Dictionary of Cambridge defines attitude as a feeling or opinion about something or someone, or a way of behaving that is caused by this. Wood (2000) views it as an evaluation of an attitude or object ranging from extremely negative to extremely positive.

Library resources for conveniences can be seen as the inputs which can be manipulated to provide a service in order to satisfy users' needs and can thus include information material resources, human resources, financial and physical resources. Therefore, the study of the attitude of students towards the resources of Nigerian Military School Zaria will focus on the material collection, human resources and physical facilities.

Problem Statement

Since it is clear that an individual's predisposition or perception towards an issue largely depends on the ability to meet his expectations of which students of Nigerian Military School cannot be an exception, it is pertinent that the student's attitudes towards the library resources be examined to provide a basis for its policy planners and executors. Therefore the purpose of this study is to examine the

student attitude towards the use of the library resources of Nigerian Military School Library Zaria, with the view to proffering suggestions and recommendations. In the conduct of this study, the researcher will be guided by the following research questions:

1. Are the resources of the library relevant, up to date and also adequate to meet the information needs of the students?
2. Are the staff of the library helpful to the students, always available when needed and teach students library use?
3. Is the library building and its facilities adequate, made to specification and conducive for student's usage?

Objectives of the Study

The objectives of the study therefore are to:

1. Obtain student's opinion about the relevance, decency and adequacy of the library collection
2. Discover student's preposition towards the library's human resources.
3. Examine student's perceptions about the conduciveness of the library building and the adequacy of its facilities for their studies.

Review of Related Literature

It is undisputable that the school library is the pivot on which other academic activities of the school radiates. Nevertheless for the library to be relevant to the aims and aspirations of the school curriculum, it should be used by its projected clientele especially students. This makes the tasks of providing the most purposeful and relevant resources a crucial one because any deviation will result in negative attitude towards the library and generally leading to poor patronage. Attitudes have been viewed by several scholars notably are Droba (1993) which views it as a tendency to act toward or against something in the environment which becomes thereby a positive or negative value. Properly speaking, an individual's attitude is compounded of his entire range of knowledge beliefs and feelings. It is in this view that McLeod (2014) lists three structures of attitudes:

Affective component: this involves a person's feelings / emotions about the attitude object. For example: "I am scared of spiders". Behavioral (or conative) component: the way the attitude we have influences how we act or behave. For example: "I will avoid spiders and scream if I see one". Cognitive component: this

involves a person's belief / knowledge about an attitude object. For example: "I believe spiders are dangerous".

Library Collections: This forms the bedrock of the library and comprises both book and non-book materials which has been described by Elaturoti (2002) to include books, periodicals, newspapers, pamphlets, brochures, handbills, audiovisuals, graphics, relic and microforms. Therefore, the ability to provide the necessary materials to meet users' needs will surely influence the type of attitudes they eventually develop towards the library. Bua (2014) studies of user's satisfaction and attitude towards Benue State University Library Services also revealed that the inadequacy of up to date materials were responsible for the user's negative attitudes towards the library materials.

Olaulokun and Salisu (1985) while stressing the need for relevant materials strongly concluded that the attitude of the clientele of the school library depends on the availability of materials and resources. This is not unconnected with the fact that users of any library of which the school library is not an exception have their values and expectations which they want to fulfill by patronizing the library. If and when the library falls short of these, users are bound to be frustrated and in return develop a negative attitude towards it.

Human Resources: As seen in the National Policy on Education (2004) standards for school libraries in Nigeria includes the school librarian, library assistants, library attendants, typists, technicians, cleaners and securities. Though every personnel in the school library has it's crucial role to play in the success of the library, Akanbi (2002) sees the school librarian as a professional who will assist individualized learning and improve students/pupils performance throughout the school curriculum. Akanabi also contended that no matter how vast the media collection is, the media programme lacks educational significance and (clout) until its resources and services are synchronized and intermeshed with the on-going day to day instructional programme. Thus he is the thrust that links the students and teachers to the curriculum of the school. It is in this perspective that Ashaver and Bem-Bura (2013) asserts that, the images and perception of students towards the library administrator depends on what they think that librarians do together with what libraries are and the services offered. Ashaver

and Bem-Bura also posited that the student's reaction is made up of what he feels like, especially are staff friendly and helpful? This means that where the staff is welcoming, helpful and resourceful, the attitude of the students towards them and also the library in general will be positive unlike the uninviting.

The ability of the staff to provide specialized services as enumerated by National Policy on Education (2004) which includes selection and acquisition, organisation of the stock, current awareness services, reference services, production of instructional materials, promotional services and library use education will depend of the staff strength, professional training and competence s also very vital. It is in this regard that Ode et al (2007) saw the dearth of professionally trained library staff as major impediments to school libraries. This could surely lead to student's negative attitude towards the use of library. Thus, Bryson (2000) recommended that teaching the student the use of library could enhance their development of positive attitude towards libraries.

Physical Facilities: This comprises the building that houses the collections, staff and the users. It also includes furniture and fittings. The library design both interior and exterior will surely influence users' perception towards a school library. Webber (2004) posited that a school library building should be able to meet the various functions required of it e.g technical and reader services and also management duties, studies by several researchers amongst which were Mary et al (2017) revealed that school library building and their fittings leave much to be desired in library users. This could result to an unencouraging attitude of students towards the library resources. Mary et al (20017) also hinted that the physical environment encourages or influences behaviour to a great extent. Thus, badly designed facilities and buildings will result to negative attitude to the library by the students.

Ashaver and Bem-Bura (2013), while proffering solution to the negative attitudes of students towards the physical facilities of the library suggested that both the interior and the exterior design of the library should be inviting and comfortable. With all the literature available to the researcher, it is clear that the levels of attitude students have towards library resources is determined by the amount and relevance of the material collection, the adequacy, status and staff competence and the availability and the

nature of the physical facilities. Nevertheless, none of the studies reviewed was conducted on the attitude of students towards the library resources of Nigeria Military School library, thus creating a vacuum which this study intends to fill.

Methodology

For this study, the research method adopted was the survey research design. For the purpose of convenience, 120 students of SS1, II & III were selected for the study. This number was spread among the different arms of the classes and 40 students each were picked for the study. The chief instrument of data collection for this study is the questionnaire which was designed bearing in mind, the age and level of education of the students. Thus the questions were made simple in a "YES" or "NO" format with some rooms made for students to provide more information. The questions are arranged in such a way that they provide answers to the research questions for this study as follows:

- a) Questions 1-5 referred to the library collection.
- b) Questions 6-8 referred to the human resources.
- c) Questions 9-13 referred to physical resources.
- d) Questions 14 gave the students the opportunity to make suggestions for improvement.

To obtain a general overview of the library resources, unscheduled interviews were conducted with the libraries and its staff. The researcher also used observation to obtain information on the resources of the library. The questionnaires were administered to the students on four different visits made by the researcher to

the school, spreading for a period of two weeks; Questionnaires filled by the respondents were collected for analysis. Oral interviews were conducted with the librarians during such visits to obtain information about the resources. It was also on these visits that some observations were made. All the responses to the items in the questionnaire were sorted out, organized and presented in tabular forms to show the percentage of responses to each item. In the case of oral interview, the researcher used the information obtained from the libraries and the staff to further help in the interpretation of the result.

Result

This study was organized to find out the NMS student’s attitudes towards the resources of their library. To facilitate the analysis and enhance the understanding of the data collected for the study, the researcher made use of the questions in the problem statements. These questions are stated first and the questions on the questionnaire that relates to each of them, then the responses from the students are presented before the interpretation.

Problem Statement 1

Are the information sources in the library relevant, up to date and also adequate to meet the information needs of the students or is the library’s role being taken care of by the book store.

Questions 1-5 of the questionnaire were the question which sought to find out from the students the relevance, adequacy and regency of the information sources of the library and also to obtain their views on the school book store.

Table 4.1: Respondent’s attitude towards library collection and the book store N0 = 107

	YES	NO
Are Books in the library relevant to the students information needs	48 or 44.85%	59 or 55.14%
Bookstore provides all the information needs of the students	43 or 40.18%	64 or 59.81%
Books in the library are up to date.	20 or 18.69%	87 or 81.30%
Book in the library are adequate	26 or 24.29%	81 or 75.70%
Availability of Audio Visual materials in the library.	2 or 1.86%	105 or 98.13%

As can be seen in table 1 above, 59 or 55.14% of the respondents answered in the negative while 48 or 44.85% were of the opinion that the books were relevant to their studies. While expressing the reasons for their disparities, the former contented that the books were archaic, some even dating back to the colonial era while the latter argued that they were relevant to studies

especially in the history lessons. The implication of the above is that respondent’s attitude towards the library collection is determined by the relevance of the materials to their needs where it falls short obviously a negative attitude will be cultivated nevertheless where it is relevant, there is bound to be positive attitude towards the collection. For history or Art Students, the materials are relevant but for a science student

especially in the case of respondent who lamented so much on the death of science books.

For the Book store's library collection ability to provide for all the respondents need or their studies, 64 or 59.81% of the respondents responded in the negative whereas 43 or 40.18% of the total returns were in the affirmative. This is also an indication that for those who could afford to procure the necessary textbooks from the School Bookstore have no need for the materials in the library as their needs are already satisfied thus, they develop negative attitude towards the library collection. This could have not been unconnected with the fact that the teaching staff stick to only the school's recommended textbooks without supplementing them with those in the library so as to encourage students to use the school library resources in their studies. For the 64 or 59.81% whose answer were "NO", it is possible that they could not procure all the necessary textbooks from the Bookstore or rather their studies demand exploring various sources such as reference materials which could be very expensive for retail by the School Bookstore. This is very pertinent for those in the humanities and social sciences as the library is their laboratory.

In response to up to datedness of books in the library a total of 87 or 81.30% response was returned for the books being not up to date as a cross section of reasons given by this category of respondents claimed that most of the books were those of the 1950's and thus does not reflect the current WAEC syllabus. With this picture in mind one should not expect any cultivation of positive attitude to the material collection of such a library by these respondents. Nevertheless for those who are interested in ancient history the materials to them were up to date and thus

show a positive response of 20 or 18.69% of the total response.

For the adequacy of the books in the library only 26 or 24.29% of the respondents indicated in the affirmative, while an overwhelming majority of 81 or 75.70% returned for the negative. This implies that the books in the library are grossly inadequate. For the 26 who indicated that it was adequate could have been the category that only goes there to consult may be encyclopedias or other reference materials. Since the majority indicated that it was inadequate, it is also an indication that there would always be a scramble for the necessary books and for those who frequently lack there is the high propensity that they would cultivate a negative attitude towards the library's material collection.

As for the use of the library's audiovisuals, only 2 or 1.86% of the responses were on the affirmative. Though the library has audio visual materials almost all the 105 or 98.13% of the respondents said they don't use them, as for their reasons, the researcher was baffled that they did not even know such facilities exist. For the other 2 or 1.81% who deemed to make use of them were of the opinion that they should be repaired. This is an indication that they had at one time functioned. Since they are no more in use, no one would expect any positive attitudes towards them as students would see them as junks gathering dust in the stores.

Problem Statement 2

Are the staff of the library helpful to the students, always available when needed and also teach students the use of library.

Question 6-8 of the questionnaire were asked to discover from the students whether the staff were being helpful to them, always available when needed and teach them the use of library

Table 2: Indicates respondents' perception towards the human resources of the library. N0= 107

	YES	NO
Staff being helpful to respondents	19 or 17.75%	81 or 75.70%
Availability of staff when needed	2 or 1.86%	105 or 98.13%
Staff teaching the students the use of library.	18 or 16.82%	89 or 83.19%

In the table 2 above, only 19 or 17.75% of the respondents accepted that the staff were helpful to them and their reason were that whenever they needed some materials they were helped to get them. Nevertheless a majority of 81 or 75.70% contended that staff were not helpful to them. When they were asked to indicate their reasons, similar responses were made which

include staff being unfriendly to them and even drive them out of the library. Others argued that the staff could not have been helpful to them since they are not professionals in librarianship. The implication here is that the caliber of staff of the library determines the attitude patron will cultivate towards the library resources as a whole. A well trained group of staff will attract a positive attitude from his patron while an

untrained repulsive, frustrated group of staff will on the reverse discourage patronage this resulting in a negative attitude to not only the staff but the entire library resources. Furthermore, it is pertinent here to note that the quality of staff will determine services to be offered to the students but since it is evident that the staff are not trained in librarianship as discovered by the researcher and also confirmed by the respondents, specialized services such as current awareness services (CAS), indexing and abstracting, cataloguing and classification which could have been a motivator to the students cannot be offered those resulting in students negative attitudes towards the staff in general. No wonder some respondents even went as far as to say that they never know that library staff exist. In terms of the availability of staff when needed by the respondents, only 2 or 1.86% of the respondents returns were positive while 105 or 98.13% were returned in the negative

With only 3 staff members to manage a library for such a large and reputable school, it is logical that they would not always be available to serve the various demands made by patron. This could lead to frustration and consequently the development of a negative attitude by the students towards not only the staff but the whole library resources. For instance 2 or 1.86% whose

answers were positive they might have been lucky to get assistance by chance whenever they go to the library thus they cultivated a positive attitude towards the staff.

Since the library staff especially the "librarians" have no training in the art and Science of librarianship, it is then becomes difficult or impossible to teach the students library instruction since one cannot give what he doesn't have. When respondents were requested to indicate whether they were taught the use of the library, a majority of 89 or 83.17% was returned in the negative. For those who answered in the affirmative 18 or 16.82% further enquiry by the researcher showed that they misunderstood the question as evidence has shown that library instruction is not taught in the school.

Problem Statement 3

Is the library building and its facilities adequate, made to specification and conducive for student's usage?

Question 9-13 of the questionnaire were intended to examine student's perception towards the library and its facilities as regards it's adequacy and conduciveness for studies.

Table 3 Shows respondents' attitudes towards the library building and it's fittings.No=107

	YES	NO
Library building can accommodate many students at a time	49 or 45.79%	58 or 54.20%
Library location conduciveness for learning	79 or 73.83%	28 or 26.16%
Chairs and tables adequate to encourage individual study	41 or 38.31%	66 or 61.68%
Lighting and ventilation facilities adequate	83 or 77.5%	21 or 19.62%
library generally comfortable for studies	35 or 32.71%	72 or 67.28%

The first question in the above table is 4.3 was intended to obtain respondents attitudes towards the ability of the library building to accommodate many students at a time, consequently a return of 49 or 45.79% of the responses were in the affirmative while 58 or 54.20% were answered in the negative. This implies that since 59 or 55.14% of the respondents in table 4A indicated that books in the library were irrelevant to their needs and 87 or 81.30% and also 81 or 75.70% said the books were out date and also inadequate respectively they are bound to shy away from going the library thus the few seats available in the library will be sufficient to those who cared to use the library. This might be those who indicated it was adequate. On the other hand may be an assignment might have been given to warrant the

presence of many students at a time thus both those who used it frequently and less frequently might be present at the same time thus resulting in scrambling for seats. This could have informed the response of 59 or 55.14% for not being able to accommodate at a time. It is also expected that at peak periods e.g examination periods the library might be besieged by students who might go there not for consultation of library materials but to read their notes thus resulting in congestion.

As regards the location of the library being conducive for learning, an impressive return of 79 or 73.83% of the total responses were made indicating that the location Was conducive while only 28 or 26.16% was made for it's not being conducive. For the 28 or 26.16% who said it was not conducive claimed that the library was

located near the academic block and laboratories and even the main road, thus being noisy. Nevertheless, for several visits made by the researcher it was observed that the road was not very near to the library and for an Upward of 3hrs only a very few vehicles plied the road from the library. The arts and social science students could have been the one to indicate it's not being conducive as they might not like the odour of chemicals, thus their negative attitude towards the location of the library.

For the Chairs and tables being adequate and encouraging to individual studying, a majority of 66 or 61.68% was made in the negative while 41 or 38.31% was returned for the positive. This implies that the 66 who answered in the negative wanted single seats and table partitioned for individual studies rather than the present situations in which long-benches and tables were provided. Nevertheless, the 41 or 38.31% who were alright with the present dispensation might have been those who use the library for discussion rather than individual studies.

83 or 77.5% of the respondents indicated that lighting and ventilation facilities were adequate while 21 or 19.62% contended that they were inadequate. For the latter, some gave their suggestions that air conditioners should be provided instead of ceiling fans while some said the fans were not functioning. This implies that though the fans were adequate, they were not in good order, making the library stuffy and uncomfortable especially in hot weather.

When asked to indicate whether the library was generally comfortable for studies, a high return of 72 or 67.28% was made for the negative while 35 or 32.71% was indicated for the positive. This is not surprising as what do we expect is a situation Where attitudes of individuals vary and are determined by the ability of the institutions or the objects to satisfy the needs or demands. Therefore, for those who saw the material collection of the library as irrelevant, out of date, inadequate, the staff being unfriendly, untrained, and inadequate, the building as small with unsuitable furniture which are obsolete, lighting and ventilation facilities insufficient, and their responses must certainly be negative. Some students even made some interesting revelations such as officers, who go to the library to read daily newspapers, often send them on errands thus interfering with their use of library. But for those who only goes there to discuss with friends and disturbs others, the

library must be a comfortable place for them regardless of its inadequacies. However, we should not forget the fact that others could have indicated their reasons for its comfortability on the grounds that it is a secluded place for study and research instead of the hostels and other places where other extra-curricular activities are usually held.

Summary of Finding

Libraries Collection: in analyzing the attitude of respondents to the library collection, it was discovered that the less relevant the books are to the respondents, the more negative attitude they show towards it as depicted, by their responses of 59 or 55.14% for being not relevant. Since respondents were divided in their views because 48 or 44.85% indicated that the collection was relevant to them, it is pertinent to conclude that the attitude of the user is determined by the relevance of the collection to their needs.

It is clear that by providing recommended textbooks to students who could afford them, the bookstore has made the people to develop a negative attitude towards the library collection. For those who could not afford to purchase the books, their last result is the library resources. Since 87 or 81.30% of the respondent indicated that the books in the library were out of date, it is logical to conclude that the library collection is largely out of date. Similarly the collection can be said to be greatly inadequate as a return of 81 or 75.70% was made for that. For the availability and the use of Audio Visual materials in the library, though observation showed that the library has them, they are not put into use as 105 or 98.13% was returned for not using them.

Staff (Human Resources): The research has proved that the staff were not professionally trained and thus not very helpful to students who use the library hence the 81 or 75.70% of the total responses for staff not helpful to respondents. It has also been discovered that staff strength was not encouraging thus making them available at service points when respondents needed their assistance as depicted by a very significant returns of 105 or 98.13% for staff not being available when needed.

As the library staff are not professionally trained they could not organise instructions in the use of library for the students as seen by the 89 or 83.17% returns made by respondents for staff not teaching the students the use library. On the

whole, the quality, ability and strength of staff of any library will determine the attitude it patrons will have towards not only the staff but the resources in general. Library Building (Physical Facilities): It is evident by the findings of this research that the library cannot accommodate very many students at a time. Considering the entire population of NMS and the size of the building thus, 58 or 54.20% responses were received for its inadequacy in term of space.

Nevertheless, the location has been discovered to be conducive for learning as 79 or 73.83% of the respondents indicated that its location was conducive for learning. Up to 66 or 61.68% responses were made for the chairs and tables being inadequate and not encouraging individual learning while 83 or 77.5% was returned for the lightning and ventilation facilities being adequate. For the general comfort of the library for studies, a total of 72 or 67.28% was returned for the negative thus, it can be said to be not very comfortable for studies. On the whole, the location, size and nature of building and its fittings will be a determinant of students' attitude towards it.

Recommendation

1. Collection: The library's material collection be evaluated to determine their strength and weaknesses so as to make corrections were needed, thus encouraging the development of positive attitude towards them for optimum usability.
2. Teaching staff be encouraged to give students assignments that could enforce their use of the library collection instead of relying on the recommended books in the school bookstore alone. The authority of the school should not view the bookstore as a substitute to the library as each has its separate objectives.
3. The audio visuals be repaired where necessary and made available to both students and staff for their studies. The Audio visual room be reconverted to its original purpose.
4. Human Resource: Qualified and adequate staff be provided to enable them perform especially the specialized functions of the library e.g selection, acquisition, organization, storage and dissemination of information in the various formats found in the library,

thus, resulting in users cultivation of a positive attitude towards the library's resources as a whole.

5. Building and its fittings: The building should be expanded given a face lift, the benches and long tables be replaced by adequate, and more comfortable chairs and tables, partitioned for individual studies. The lighting and ventilation facilities be repaired and put into use. All these if done, will make the library comfortable and if not, will consequently result in low patronage.
6. To cap it all up, a library committee be constituted to see to the overall development of the library resources to enable students develop a positive attitude towards it, thus encouraging the development of a lifelong reading habit right from the NMS for the future endeavors.

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