



## **A COMPARATIVE STUDY OF LIBRARY RESOURCES AND SERVICES IN PUBLIC AND PRIVATE SECONDARY SCHOOLS IN OWERRI MUNICIPAL COUNCIL OF IMO STATE**

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### **Abstract**

**Purpose:** The study compared the library resources and services in selected public and private owned secondary schools in Owerri Municipal Council of Imo State.

**Methodology:** Survey research design was adopted for the study. The population of study was 16,850 out of which a sample of 402 was drawn. The sample size for students was 392 which was determined using Taro Yamene's statistical formula while all the 10 teacher librarians were used. Purposive sampling technique was adopted to select students in JSS 2 and SS 2. Questionnaire, observation checklist and interview were used as instruments for data collection. Data collected were analysed using mean and standard deviation for the research questions while the hypotheses were tested with t-test at 0.05 significance level.

**Findings:** Some of the major findings from the data analysed are that: there are more adequate information resources in private secondary school libraries than in public secondary school libraries and they differ significantly; there are obviously more facilities available in private secondary school libraries than in public secondary school libraries and they differ significantly; the library services available in public and private secondary school libraries differ significantly.

**Implications:** The researcher recommended that government at all levels (local, state and federal) imitate private school proprietors and look towards libraries and provide facilities and information resources, proprietors of private schools should be encouraged to maintain and improve on the already existing status quo. Some of the educational implications of the study include: That the finding of the study has also sustained the assumption that private secondary school libraries are better equipped than public owned secondary schools in the locale studied. The implication of this difference is that students in public secondary schools do not enjoy the benefits of adequately equipped school libraries compared to their counterparts in private owned secondary schools in the area studied.

**Originality/Value:** This work has not been published in any journal before. Its originality lies in its ability to discover that there is a big gap in the library resources of public and private schools in Imo State.

**Keywords:** School Libraries, Library Resources, Information Resources, Facilities, Library Services.

### **Introduction**

The school environment consists of teachers, pupils and the world of knowledge as captured in books. The library is the world of knowledge and one of the teaching and learning tools at all levels of the education system. Among the numerous types of libraries is the school library. School libraries according to Edom (2012) are libraries established in pre-primary, primary, post-primary, teacher training colleges, and schools of nursing, midwifery and health technology.

Library scholars have explained that a good secondary school library is that which is designed to serve the needs of secondary school students, their teachers and administrative staff and to some extent the immediate host community, Norman study as (cited in McAlbert, Ugwunna, Ikechukwu & Ogu, 2015). Therefore, good teaching and learning demands that students consult many sources of information, select and organize their content into a whole usable form for a determined purpose. As a result a good secondary school

library should be such that inculcates reading skills, develops the habit of independent study and provides resources for academic attainment. It indeed supplements the teaching and learning subjects and inculcates permanent literacy in the students. School libraries located in secondary schools are also expected to fulfill this obligation. This in turn depends on the quality of these libraries.

The quality of school library is measured by the size of the collection, level of funding, seating capacity, quality of staff, quality of services rendered and the extent to which the collection is utilized by its primary clientele/users, made up of teachers and students. This means that the effective use of the information resources available in the school library is a guide to the adequacy of its resources and services. This explains why the primary motive of the school library is the provision of materials and enabling environment that would help contribute in achieving the objectives of its parent institutions.

Resources provided in school libraries vary depending on their level of education (primary school, secondary school and teacher training colleges). By and large school information resources consist of print and non print media. Print media are those materials that are in print format e.g. fiction, nonfiction reference books, textbooks, and supportive books while non-print materials include audio-books, e-books, compact discs (DVD) realia, games, simulations/teaching instructional material as well as computers and internet.

The resources of the school library according to Nnadozie (2007) have been broadly categorized into five groups, namely: accommodation, collection (both books and non-book materials), finance, staff and equipment/furniture. Benard and Dulle (2014) citing Fayose writing on the information materials of a good secondary school library listed the following: a collection of books, periodicals, films and filmstrips, video tapes, recording of all tapes, slides, computers, study kits and recreational activities. Indeed, the collection and other information resources of the school library enable it to serve its basic function of providing the systematic

information resources and services required to support the school's educational programme thereby assisting in improving the reading skills, learning habits and academic performance of teachers and students. No wonder Elaturoti as cited in Aanu and Olataye (2011) observes the objectives of the school library to include acquiring, processing and making available to pupils and students, a wide range of books and audio-visual (AV) materials to supplement and enrich the teaching-learning situation in schools.

Despite the importance of school libraries, studies have consistently shown that many school libraries in Nigeria are under stocked with library resources and where they exist some of such resources are out-dated and unkempt. (David West & Bassey 2017; Idiegbeyan-Ose & Okoedion, 2012). This is further underscored by Aniebo (2006) when he revealed that school libraries in Imo state lack adequate accommodation, materials and funds as well as trained staff to manage the libraries. It is in view of these challenges that Ladelunuri (2012) attributes poor performance of secondary school libraries to lack of enough and current books in the libraries. This study therefore compares the availability of these resources and services rendered in selected public and private secondary schools in Owerri Municipal Council.

### **Objectives of the Study**

The general purpose of this study is to compare the library resources and services in selected public and private owned secondary schools in Owerri Municipal Council of Imo State. Specifically, the study will compare the:

1. information resources available in the public and private secondary school libraries under study.
2. facilities available in the public and private secondary school libraries.
3. library services provided in the public and private secondary school libraries.

### **Hypotheses**

The following null hypotheses are formulated at 0.05 significant level for this study:

Ho<sub>1</sub>: The information resources available in public and private secondary school libraries do not differ significantly.

Ho<sub>2</sub>: The facilities available in public and private secondary school libraries do not differ significantly.

Ho<sub>3</sub>: The library services available in public and private secondary school libraries do not differ significantly.

## Literature Review

The term, resource, like several other terms is variously viewed and defined. It could be seen as something that can be used to help achieve an aim, especially a book, equipment, etc. that provides information for teachers and students. With reference to the library, the concept can thus be referred to as those materials, in print and non-print, found in school libraries which support curricula and personal information needs. Print materials include: books, magazines, newspapers, pamphlets, microfiche or microfilm reference materials etc. Non-print materials, on the other hand include, films, disc records, filmstrips, slides, microforms, models, radio, television, etc. Akanwa (2016) noted that the resources of any library, be it academic, public, special, national or school, are made up of information resources, human resources and financial resources. The functions of these resources, according to her are interwoven and no library can do without them. This is why school libraries seem to be synonymous and often referred to as school media resource centre, media resource centre, learning resource centre, etc. In his categorization of these resources, Nnadozie (2007) accommodated five groups, viz: collection, which includes, book and non-book materials, finance, staff and equipment/furniture. These resources interactively combine to meet the needs of their users.

Collections constitute the heart of the school library. In the words of Nwosu and Udo-Anyanwu (2015), it is the core of the library. As they further pointed out, its pivotal place is enshrined in the basic mandate of the library to stock information materials to meet the needs of users. Olaotan, Ogunleye and Soyele (2013) noted that a functional school library therefore

requires a good collection of information resources in a variety of formats, dealing with different subjects reflected in the school curriculum and extracurricular subjects, and the use of qualified librarians to manage the school libraries.

Oduagwu and Oduagwu (2013) in their study found that private secondary school libraries have more information resources and services than public secondary school libraries. Dike (2006) also discovered that the types of available information resources in government owned secondary school libraries include: books, newspapers, magazines and there was no non-print materials.

School library facilities are the corner stone of education system. They are essential ingredients in the effort to realize effective teaching and learning outcome. Adeyemo (2012) citing Adeboyeje and Ayodele have pointed out that the availability of adequate chairs, desks and other facilities are necessary for the accomplishment of any educational goals and objectives. Facilities to be provided include reading tables adequate enough for users, sitting chairs, book shelves, library space, fans, lighting, ventilation, flooring, restaurant, location of exit point, notice board/bulletin, photocopiers, vehicle parking space, computers, carrels, periodical racks, circulation desks and other facilities that would make users comfortable for reading. They revealed that effective management of school facilities brings about development of educational programmes and facilitates educational process. The studies of Shandu, Evans and Mostert (2014) and Dike (2006) discovered that there are significantly more library facilities in private secondary schools than in public ones. Findings of the study of Owate and Okpa-Iroha (2013) revealed that basic library facilities and resources were lacking in the schools studied.

The *raison d'être* of every library is service. To put it yet in another way, the library is a service organization (Iwhiwhu, 2008). These services may be rendered directly or indirectly to their patrons. The quality of school library services makes difference in academic achievement, (Library Research Service, 2008). It promotes

the growth of knowledge. In a somewhat detailed account of the library services, Edom (2012) pointed out that all libraries improve people's lives through a whole range of activities and services, which are broadly categorized into two, namely (a) Conventional library services, and (b) Services for promoting library use. According to him, the conventional services include circulation, reprography and inter-library loan services while the services promoting library use consists of initiation/orientation service, reference service, current awareness service/selective dissemination of information services, information brokerage, community information service, ICT related services, internet services, new books display, thematic display, press clipping service etc. The study of Oduagwu and Oduagwu (2013) discovered that library information services are available in private secondary schools. A survey conducted by Nnadozie (2006) revealed that available library resources and services in secondary schools in Owerri Municipality, Imo State, Nigeria, do not meet the approved standards for school libraries.

### **Research Methodology**

The research design that was adopted for the study is survey design. The scope of this study is Owerri Municipal Council of Imo State. Out of the thirty-one (31) secondary schools in the municipality, the study was delimited to five (5) private owned secondary schools and five (5) public owned schools within Owerri Municipal

Council. The selected public schools are: Emmanuel College, Owerri; Government Secondary School, Owerri; City College, Owerri; Young Scientists College, Owerri and Comprehensive Development Secondary School, Owerri. The selected private schools are: Amen International Secondary School, Owerri; Owerri Girls Secondary School, Owerri; Madonna Secondary School, Owerri; Holy Ghost College, Owerri and Light House International Secondary School, Owerri. The population of the study was 16,850. This is made up of 10 teacher librarians and 16,840 students of public and private secondary schools in Owerri Municipality of Imo State. The total sample size for the study was 402. The sample size for students was 392 which was determined using Taro Yamene's statistical formular while all the 10 teacher librarians were used. Purposive sampling technique was adopted to select students in JSS 2 and SS 2. The instruments that were used to collect data were questionnaire, interview and observation checklist. Mean and standard deviation were applied to answer the research question. Any item with a mean of 2.50 and above is agree (A) while the items with mean scores below 2.50 were considered disagree (DA). The test of significance for the hypotheses were tested at 0.05 alpha level using t-test statistical tool.

### **Data Analyses**

**Research Question One:** What are the information resources available in public and private secondary school libraries?

**Table 1: Information Resources Available in Public and Private Schools**

The following information resources are available in my school library		n = 299 Public Sec. Schls.			n = 93 Private Sec. Schls.		
		$\bar{X}$	Std	Rem	$\bar{X}$	Std	Rem
1	Textbooks	3.27	0.82	A	3.55	0.54	SA
2	Magazines	1.72	0.57	D	3.58	0.58	SA
3	e-resources	1.93	0.69	D	3.14	0.75	A
4	Audio-visuals	1.76	0.70	D	3.03	0.79	A
5	Newspapers	2.18	0.64	D	2.68	1.09	A
6	Journal	1.88	0.67	D	2.99	1.18	A
7	Encyclopedia	1.80	0.86	D	2.86	0.79	A
8	Pictures	1.56	0.64	D	2.80	0.82	A
9	Dictionaries	3.24	0.67	A	3.39	0.75	A
10	Biographies	1.80	0.86	D	3.56	0.62	SA
11	Novels	1.56	0.64	D	3.43	0.61	A
12	Charts	1.47	0.54	SD	3.18	0.72	A
13	Atlas & Maps	1.40	0.53	SD	2.59	0.84	A
14	Story book	1.41	0.53	SD	2.94	1.02	A
<b>Overall Mean</b>		<b>27.00</b>	<b>3.19</b>		<b>43.71</b>	<b>3.77</b>	

Presented in Table 1 are the item-by-item means and standard deviations on the information resources available in public and private secondary school libraries. From the table, students in public secondary schools agree that items 1 and 9 (textbooks and dictionaries) are available in their school libraries. The students disagree that items 2, 3, 4, 5, 6, 7, 8, 10 and 11 (magazines, e-resources, audio visuals, newspapers, journal, encyclopedia, pictures, biographies and novels) are available in their school libraries. They however strongly disagree that charts, atlas and maps and story books (items 12, 13, and 14) are available. However, the students in private secondary schools agree that all the information

resources are available in their libraries but strongly agree on the availability of items 1, 2 and 10 (textbooks, magazines and biographies). The observation of the researcher agrees with that of the students. From these findings, it is clear that more information resources are available in private secondary school libraries than in public secondary school libraries. However, the information in Table 2 will indicate if the differences in the availability of information resources in both school type libraries are significant or not.

**Hypothesis One:** The information resources available in public and private secondary school libraries do not differ significantly.

**Table 2: T-Test of Information Resources Available in Public and Private Secondary School Libraries**

Group	n	$\bar{X}$	Std	df	$t_{cal}$	$\alpha$	$t_{crit}$	Decision
Public	299	27.00	3.19	130	42.19	0.05	1.96	$H_{01}$ is rejected
Private	93	43.71	3.77					

Presented in Table 2 are the sample sizes, means, standard deviations and the calculated and tabulated t-values on the significance of the difference in the available information resources in both public and private secondary school libraries. From the table the overall means for public and private schools are 27.00 and 43.71 respectively, while their respective

standard deviations are 3.19 and 3.77. The calculated and critical t values are 42.19 and 1.96 respectively. Since the calculated t-value is greater than the critical t-value, the null hypothesis one is rejected. Therefore, the information resources available in public and private secondary school libraries differ significantly.

**Research Question Two:** What are the facilities available in public and private secondary school libraries?

**Table 3: Facilities Available in Public and Private Secondary Schools**

S/N	The following library resources are available in my school library	n = 299			n = 93		
		Public Sec. Schs.			Private Sec. Schs.		
		$\bar{X}$	Std	Rem	$\bar{X}$	Std	Rem
1	Reading tables	3.28	0.81	A	3.18	0.85	A
2	Reading carrels	1.81	0.88	D	2.65	1.08	A
3	Reading chairs	2.70	1.06	A	3.02	0.79	A
4	Display racks	1.72	0.57	D	2.67	1.04	A
5	Book shelves	3.17	0.76	A	3.05	0.79	A
6	Book support/stand	1.96	0.73	D	2.62	0.88	A
	<b>Overall Mean</b>	<b>14.63</b>	<b>2.40</b>		<b>17.19</b>	<b>2.85</b>	

Presented in Table 3 are the item-by-item means and standard deviations on the facilities available in public and private secondary school libraries. The information in the table indicates that students in both public and private secondary schools agree that items 1, 3, and 5 (reading tables, reading chairs and book shelves) are available in their libraries. However, students in public secondary schools disagree that items 2, 4 and 6 (reading carrels, display racks, and book support/stand) are

available, while their counterparts in private secondary schools agree that those facilities are available in their libraries. There are obviously more facilities available in private secondary school libraries than in public secondary school libraries. The researcher concurs with this finding as observation carried by her shows.

**Hypothesis Two:** The facilities available in public and private secondary school libraries do not differ significantly.

**Table 4: T-Test of Facilities Available in Public and Private Secondary School Libraries**

Group	<i>n</i>	$\bar{X}$	<i>Std</i>	<i>df</i>	<i>t<sub>Cal</sub></i>	$\alpha$	<i>t<sub>Crit</sub></i>	<i>Decision</i>
Public	299	14.63	2.40					
				129	8.58	0.05	1.96	$H_{02}$ is rejected
Private	93	17.19	2.85					

Presented in Table 4 are the sample sizes, means, standard deviations and the calculated and tabulated t-values on the significance of the difference in the available facilities in both public and private secondary school libraries. From the table the overall means for public and private schools are 14.63 and 17.19 respectively, while their respective standard deviations are 2.40 and 2.85. The calculated

and critical t-values are 9.58 and 1.96 respectively. Since the calculated t-value is greater than the critical t-value, the null hypothesis two is rejected. Therefore, the facilities available in public and private secondary school libraries differ significantly.

**Research Question Three:** What are the library services available in public and private secondary school libraries?

**Table 5: Library Services Available in Public and Private Secondary Schools**

S/N	My school library provides readers advisory services (RAS):	n = 299			n = 93		
		Public Sec. Schs.			Private Sec. Schs.		
		$\bar{X}$	Std	Rem	$\bar{X}$	Std	Rem
1	Readers advisory services (RAS)	1.79	0.71	D	2.62	0.88	A
2	Inter-library services	2.42	0.97	D	2.81	0.84	A
3	Lending service to patrons	2.21	0.67	D	2.47	1.01	D
4	Reference/referral services	1.82	0.76	D	3.02	0.81	A
5	Current awareness services	1.93	0.73	D	3.00	0.75	A
6	Library users education	1.56	0.64	D	2.20	0.90	D
	<b>Overall Mean</b>	<b>11.73</b>	<b>2.23</b>		<b>16.13</b>	<b>2.43</b>	

Presented in Table 5 are the item-by-item means and standard deviations on the information services available in public and private secondary school libraries. From the table, for public secondary school libraries, all the items had means below 2.50 indicating disagreement with the item statements. The responses showed that the library services are not available in the public secondary school libraries. On the other hand, for private secondary school libraries, most of the items

have means above 2.50 indicating agreement with the item statements. Items 3 and 6 that have mean below 2.50 indicating disagreement. The responses indicate that many library services are available in the private secondary school libraries except for "lending services to patrons" and "library users education".

**Hypothesis Three:** The library services available in public and private secondary school libraries do not differ significantly.

**Table 6: T-Test of Library Services Available in Public and Private Secondary School Libraries**

Group	n	$\bar{X}$	Std	df	$t_{cal}$	$\alpha$	$t_{crit}$	Decision
Public	299	11.73	2.23					
				135	16.26	0.05	1.96	$H_{03}$ is rejected
Private	93	16.13	2.43					

Presented in Table 6 are the sample sizes, means, standard deviations and the calculated and critical t-values on the significance of the difference in the available library services in both public and private secondary school libraries. From the table the overall means for public and private schools are 11.73 and 16.13 respectively, while their respective standard deviations are 2.23 and 2.43. The calculated and critical t-values are 16.26 and 1.96 respectively. Since the calculated t-value is greater than the critical t-value, the null hypothesis three is rejected. Therefore, the library services available in public and private secondary school libraries differ significantly.

**Discussion of Findings**

The researcher under this subheading discussed the findings of the study. The discussion was

done in line with the major findings listed in Chapter Four.

**Available Information Resources in Public and Private Secondary School Libraries**

The finding of the study revealed that the information resources available in public and private secondary school libraries differ significantly. From the result of data analysis presented in Table 1 in chapter four, it was found that more information resources are available in private secondary school libraries than in public secondary school libraries. The finding showed that the information resources available in both public and private secondary school libraries are only textbooks and dictionaries. However, other information resources such as e-resources, audio-visuals, newspapers, journals, encyclopedia, pictures, biographies, novels, charts, atlas and maps, and

story books are only available in private secondary school libraries. These findings are in line with the findings of Oduagwu and Oduagwu (2013) who found that private secondary school libraries have more information resources and services than public secondary school libraries. Dike (2006) also discovered that the types of available information resources in government owned secondary school libraries include: books, newspapers, magazines and there was no non-print materials.

### **Facilities Available in Public and Private Secondary School Libraries**

The finding of the study revealed that the facilities available in public and private secondary school libraries differ significantly. The findings showed that more library facilities are available in private secondary schools than in public secondary schools. From the results of data analysis it was found that the library facilities available in both private and public secondary schools are reading tables, reading chairs and book shelves. However, reading carrels, display racks and book support/stand are available only in libraries in private secondary schools. The findings are in line with the findings of Shandu, Evans and Mostert (2014) and Dike (2006) that there are significantly more library facilities in private secondary schools than in public ones. Findings of the study of Owate and Okpa- Iroha (2013) showed that basic library facilities and resources were lacking in the schools studied.

### **Available Library Services in Public and Private Secondary School Libraries**

The finding of the study revealed that the available information services in public and private secondary school libraries differ significantly. The findings of the study as revealed in the results of the findings presented in Chapter Four showed that information services are not available in public secondary school libraries but are available in private school libraries except lending service to patrons and library users education. The information services are readers advisory services, inter-library services, reference referral services and current awareness services. These findings are in line with the

findings of Oduagwu and Oduagwu (2013) that library information services are available in private secondary schools. A survey conducted by Nnadozie (2006) revealed that available library resources and services in secondary schools in Owerri Municipality, Imo State, Nigeria, do not meet the approved standards for school libraries.

### **Educational Implications of the Findings**

The findings of the study on the available information resources and facilities in public and private secondary school libraries in Owerri Municipal Council show that there is a significant difference on availability of information resources in private secondary school libraries and public secondary school libraries. This implies that proprietors of private schools should equip their school libraries far more than government does to the public secondary schools. The implication of this finding has also sustained the assumption that private secondary school libraries are better equipped than public owned secondary schools in the locale under study.

The existence of constraints in both private and public secondary school libraries implies that the school library just like other establishments faced challenges in their provision of resources and services.

### **Conclusion**

Based on the findings of this the researcher conclusively stated that Government at all levels (local, state and federal) should in imitation of private school proprietors look towards libraries and provide facilities and information resources. This will go a long way in solving the problem of unavailability of library facilities and information services as found in this study; government should employ the services of professional librarians to serve in the school libraries and provide continuous training to these librarians; both public and private school teachers and librarians alike should provide adequate library education to the students; government/proprietors of secondary schools should provide funds for their libraries.



## **R**

### **ecommendations**

Based on the findings of the study the researcher made the following recommendations:

1. Government at all levels (local, state and federal) should in imitation of private school proprietors look towards libraries and provide facilities and information resources. This will go a long way in solving the problem of unavailability of library facilities and information services as found in this study.
2. School libraries should not only be established but also be equipped with the necessary facilities especially in public schools.
3. Proprietors of private schools should be encouraged to maintain and improve on the already existing status quo.
4. Trained librarians should be employed who should be able to use the available resources to render services to the students.

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