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Assessment of Resources in Selected Secondary School Library Media Centres in Ondo, Ondo State

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Abstract

The paper assessed resources in selected secondary school library media centres in Ondo, Ondo State. Resources in the study consist of human (library staff), physical (library building, tables, chairs and shelves) and information resources (printed and digital). Adequate and relevant resources in the school library media centre will encourage students and staff to patronize and make use of the library while inadequate and irrelevant resources will discourage users from making use of the library. The study was guided by six research questions. Survey research design was adopted for the study. Six secondary schools (three boys and three girls' schools) in Ondo were purposively selected for the study. Questionnaire was used to collect data from the library staff while observation checklist was used to collect data on physical and information resources in the six school library media centres. Three boys and two girls were finally used for the study as the researchers were hindered from collecting data in one of the targeted girl's schools. The study found that there were no qualified librarians in the selected secondary schools in Ondo while physical and information resources available in the libraries were inadequate in the majority of the sampled schools. These challenges need to be solved by the stakeholders in the school if reading culture is to be encouraged and achieving high academic achievement of students in the schools. The following recommendations among others were made to improve the resources in the schools: Ondo State government should employ school librarians in all the secondary school libraries in the state and purpose built school library media centres should be uphold in Ondo State in promoting reading culture

Keywords: Resources; Secondary school; Library; Media centres; Ondo

Introduction

The modern school library and resource centre is not just a collection of books and related resources nor is it a place where books are housed. It is a system designed to collect, process, preserve and facilitate the use of recorded knowledge. It is an educational and social instrument which forms a link in the communication system that is essential for quality education in any nation or culture. Any nation that does not take the education of its children seriously is jeopardizing its own future because the children are the future of the nation. The British Library Association insists that the essence of the school library is to support and enrich the formal

school curriculum and to act as a broadening influence on children and their teachers (Fayose, 2003). School library media centres are expected to acquire both physical and digital resources being systematically organised by the school librarian. According to International Federation of Library Associations and Institutions (2015), the school librarian is the professionally qualified member responsible for planning and managing the school library. According to Ogunniyi and Jato (2010) effective and quality service delivery in the library depends on the quality of staff. The ease with which users access and retrieve materials is organically linked to the quality of staff. In school library media centres, teacher-librarians are saddled with the responsibilities of providing quality service and systematic organization of school library resources. The absence of qualified school librarians in school library media centres will make systematic selection, acquisition, organisation and usage of information resources by students and staff a difficult task to be achieved in secondary school libraries. Even where relevant resources are provided in the school library media centres, easy access and use of the materials will not be maximally achieved since systematic organization of the information resources could only be done by professionals. IFLA (2015) listed and discussed the roles of professional school librarian as instruction, management, leadership and collaboration, and community engagement. There is therefore need for school librarians to be employed to achieve these laudable roles that are achievable in a purposefully built and funded school library media centres.

Availability of school librarians without the provision of physical resources in the school library media centres will amount to a man living without a shelter. Physical resources in the school library includes the school library building, librarian's office, tables and chairs for librarian with other staff and readers, shelves, space for information resources, space for production of resources etc. Adebamowo (2011) stressed the need for provision of building/room for school libraries when he defined a library. Selection and organization of information resources by librarians are to be done in an office with ergonomically sensitive tables and chairs. When information resources are organised systematically, they are kept in a conducive place for easy accessibility of users. Shelves are needed for safe keep of systematically organised information resources. Adequate provision of reading tables and chairs are needed for the use of students and staff in reading and consultations of information resources respectively.

Physical resources adequacy with the employment of school librarians without the provision of relevant information resources in school library media centres will not attract students and staff into the centres for learning and research respectively. Consultation and use of information resources are the main reasons of using the school library media centres by teachers and students. Information resources include physical (books, journals, magazines, reference materials, audio, visuals, and audio visuals etc) and virtual resources (internet, free and subscribed databases) are needed and must be provided for teaching and learning in school library media centres. These information resources are determinants of academic achievement of students. Afolabi and Elaturoti (2016) found that there was correlation between secondary school students' media resources availability and achievement in Social Studies in Ondo State. It may therefore be inferred that availability and use of relevant information resources will predict academic achievement of students in secondary schools in Nigeria. On the other hand, non-availability and use of information resources in secondary schools may result into low academic achievement of the secondary schools in Nigeria.

Availability of school librarians, provision of physical resources and information resources in school library media centres will go a long way in assisting the students in achieving high academic performance in their various subjects in secondary schools in Nigeria. Therefore, the study assessed the provision of school librarians, physical and information resources in selected secondary schools in Ondo, Ondo State.

Background of Sampled Secondary Schools in Ondo

Ondo Boys High School, Ondo is located along General Hospital Road, Ondo. The school was established in 1919. The population of the school from junior to senior secondary school is over one thousand students. It is purely a male school. Mr. Akintujoye is the principal of the school. St. Louis Catholic Girls' Secondary School, Oke-Igbala, Ondo was established in 1954. The school was established by catholic missionaries. It has a population of over 1000 female students. Mrs. V.F. Adetutu is the Principal of the school. St. Monica's Anglican Girls Grammar School was established in 1955. The school is located beside Anglican Bishop's court, Ife Road, Ondo. There are over one thousand female students in the school. St. Monica's is being headed by Mrs. Grace Adepoju. St Joseph's College was established by the Catholic

missionaries in 1956. The college is located along Ife Road, Ondo. St Joseph's College is a boy school with a population of over one thousand students. The principal of the school is Mr. Fadoju. Ondo Anglican Grammar School, Ife Road, Ondo was established in 1959 . The school is a boy school with a population of over eight hundred students. The school is headed by Mr. Oluwatobi. .

Statement of the Problem

Federal Government of Nigeria (2013) in the National Policy on Education-NPE section 8 (127 i) stated that the school library is at the heart of the education enterprise and one of the most important educational services. The document further stated that functional school libraries shall be established by States/FCT and Local Governments, as well as proprietors of schools in accordance with the established standards in the promotion of reading culture in their educational institutions with the provision for the training of librarians and library assistants for these services. The NPE recognizes the importance of school libraries with the appointment of qualified librarians. Functional library services mean that there is a building for school library operation, provision of information resources, human resources and other resources for the smooth running of school libraries in promoting reading culture in the school environment. The study therefore assessed human, physical and information resources in selected secondary school library media centres in Ondo city, Ondo State.

Objectives of the Study

The specific objectives of this study is to:

- i. find out if there are qualified staff in the selected secondary school library media resource centres in Ondo;
- ii. ascertain the available physical resources in the selected secondary school library media resource centres in Ondo;
- iii. find out the adequacy of the physical facilities available in the selected secondary school library media resource centres in Ondo;
- iv. identify the available information resources in the selected secondary school library media resource centres in Ondo;

- v. find out the adequacy of the available information resources in the selected secondary school library media resource centres in Ondo; and
- vi. ascertain the organization of information resources in the selected secondary school library centres in Ondo

Research Questions

The study was guided by the following research questions:

1. Are there qualified staff in the selected secondary school library media resource centres in Ondo?
2. What are the available physical resources in the selected secondary school library media resource centres in Ondo?
3. Are the available physical resources adequate in the selected secondary school library media resource centres in Ondo?
4. What are the information resources available in the selected secondary school library media resource centres in Ondo?
5. Are the available information resources adequate in the selected secondary school library media resource centres in Ondo?
6. Are the information resources organised in the selected secondary school library media resource centres in Ondo?

Literature Review

Human Resource in School Library Media Centres

All schools and children's libraries should be manned by academically and professionally qualified personnel. One reason, why school libraries have remained ineffective appendages of the schools is because they are manned by incompetent and ill-prepared staff. Akande and Bamise (2017) cited Oddone (2013) stressed that teacher librarians have been specifically trained to help and teach teachers and students to locate the needed information materials from millions of titles available in the library in various forms. Ogunniyi (2010) cited Alabi (2007) revealed that seven school libraries in Lagos are still being staffed by unqualified personnel. Unqualified librarians working in school libraries will make little or no impact in school library system that will contribute meaningfully to teaching and learning in secondary schools in any part of the world. Uzuegbu and Ibiyemi (2013) found that Item Community High School surveyed has no

person to man the library, as a result, the library has been shut down for more than a year. Secondary school library cannot make any head way without the school librarian in charge of the library. In the human resources available in the six secondary school libraries at Ado-Odo/Ota local government; only one secondary school library was manned by one professional librarian while the other libraries have para - professionals and non-professional staff as the head of the library (Lawal-Solarin, 2016). This also shows lack of understanding of the importance of a professional librarian as the head of a school library by the school authority. Furthermore, Omah and Urhiewhu (2016) found that majority of respondents in secondary schools surveyed in Karim Lamido Local Government Area of Taraba State indicated that school librarians, library assistants and attendant were not available. Dulle (2014) found that there was lack of informational professional/ librarian in secondary schools in Morogoro Municipality, Tanzania. In a survey of Kashmir secondary school libraries, Bhat (2016) revealed that majority of libraries have inadequate staff and less half of the total staff have professional degrees and diplomas. Although Kashmir experience is not the best by world standard but it is still commendable. Owate and Iroha (2013) gave the negative effect of absence of school librarian in secondary school libraries as, the school library lack the requisite staff to carry out the job of organization of information resources in the school libraries.

Physical Resources in School Library Media Centres

Dike (2001) averred that dedicated place (accommodation) should be provided for a school library in achieving effective service delivery. In addition to the structure, collection needs include shelving for books and journals, display racks for magazines, filing cabinet for pamphlets and clipping files, storage for large graphic media, audiovisual resources and equipment, e.t.c. One also needs space for viewing and listening to certain media, large tables for maps, computer stations, carrels, chairs, e.t.c. These physical resources should be provided in the school library in order to bring about ease of service to both students and staff.

IFLA (2015) listed the following functional areas need to be provided in the school library media centre:

- Study and research area – space for information desk, catalogues, on-line stations, study and research tables, reference materials and basic collections.

- Informal reading area – space for books and periodicals that encourage literacy, lifelong learning, and reading for pleasure.
- Instructional area – space with seats catering for small groups, large groups and whole classroom formal instruction, with appropriate instructional technology and display space (seating for 10% of the student population is often recommended).
- Media production and group project area – space for individuals, teams and classes (often called ‘labs’ or ‘makerspaces’).
- Administrative area – space for circulation desk, office area, space for processing of library media materials, and storage space for equipment, supplies, and materials. IFLA’s submission should be followed by federal, state and local governments in Nigeria in the provision of standard built school libraries.

Adeoye and Popoola (2011) stated that a seating capacity of at least fifty (50) book shelves, magazines/journals stands among others should be made available for students in nursing schools. Nursing schools admit 50 or more students per session making it 150 students as the total number of students in the school. There are some secondary schools with over 1000 students in Nigeria which are expected to have about 250 sitting space for their students. Arua and Chinaka (2011) from their study that secondary school libraries in Umuahia North do not have adequate accommodation. Adequate accommodation is a necessary pre-requisite for effective library programme. In Tanzania, Dulle (2014) found that there was lack of sitting facilities in secondary school libraries surveyed. Lawal-Solarin (2016) revealed from her study of private school libraries in Ado-Odo LGA in Ogun State that the libraries lack up-to-date facilities while Benson, Okorafor and Anyalebechi (2017) posited that most school libraries in Nigeria lack adequate tables, chairs, fans, shelves etc. The absence of these facilities continues to retard information advancement in Nigeria.

Information Resources in School Library Media Centres

A wide variety of resources are expected to be available for teaching, learning and information seeking in all the school libraries. These are usually divided into the printed, non-printed and the electronic sources like the internet and databases (Fayose, 2003). Owate and Okpa (2013) cited Ibrahim (1999) defined school library as a learning laboratory whose equipment includes; books, magazines, newspapers, filmstrips, tapes, slides, recordings,

transparencies, art painting and other types of teaching and learning materials. Saka and Mohammed (2009) quoted the Minimum Standards for School Libraries in Nigeria (1992) that educational resource materials of any school library should consist of books, pamphlets, paper cuttings, gazettes, and government publication; atlas, maps and charts; phonograph records, record player, cassette tapes/players, films; film projector, slides; pictures, photographs; realia and periodical. The minimum standard gave the following proportion of resources to be stocked in the school library: reference books-10%; non-fiction-45%; fiction/supplementary readers-45%; audio-visual materials-10% and periodicals-10%. The minimum standard fail to give information and communication technology (ICT) any proportion. ICT makes teaching and learning more interesting and encouraging.

Ntui and Udah (2015) from their study revealed that availability of text book, visuals, audio-visual materials, reference materials and newspaper/magazines significantly influenced utilization of library resources by teachers. Availability of information resources may also influence the utilization of the library by students in secondary schools. Owate and Okpa (2013) noted in their findings that some of the respondents suggested that modern facilities like CD-ROM, computer and internet services should be made available in school libraries. It means that these information bearing resources were not available in the libraries. In the era of information and communication technology (ICT), school library media centres should acquire and make these resources available for the use of teachers and students for teaching and learning respectively. There was lack of current and up-to-date reading materials in secondary schools in Morogoro Municipality, Tanzania (Dulle, 2014). Benson, Okorafor and Anyalebechi (2017) stated that most school libraries are stocked with out-dated materials. As they managed to acquire new ones, it is often few copies that will not yield the desired results. Acquisition of current and up-to-date information resources into the school libraries will encourage staff and students to make use of the libraries for teaching and learning.

Methodology

Survey research design was adopted for the study. Six secondary schools (three boys and three girls schools) in Ondo, Ondo State were purposively selected for the study. The schools selected were the oldest and leading secondary schools in the town. The human, physical and information resources in the library were assessed. Self- designed questionnaire was used to collect data from the library staff while observation checklist was used to collect data on physical and information resources in the school library media centres.

Analysis of data and discussion of findings

Data collection involved the use of questionnaire and an observation schedule. The intended target were three(3) 'boys secondary schools- Ondo Boys High School (OBHS), St. Joseph College (SJC), Ondo Anglican Grammar School (OGS)' and three(3) 'girls secondary schools- St Louis Girls Secondary School(SALOCO), St Monicas' Anglican Girls Grammar School and St. Hellen's Unity School' in Ondo West Local Government Area of Ondo State. St Hellen Unity School did not allow the researchers into their library. In view of the above three boys and two girls secondary schools were used for the study. Meanwhile, the questionnaires from two(2) of the five(5) selected secondary school libraries were not filled due to fact that the two(2) libraries had no librarian or staff. As such, only three(3) of the five(5) questionnaires were completed. However, observation of the physical and information resources were made on the five school library media centres.

Table 1: Human Resource

| | ST. LOUIS | S.J.C. | ST. MONICA | O.B.H.S. | O.A.G.S. |
|-------------------------------|------------------|---------------|---------------------|-----------------|-----------------|
| WORK EXPERIENCE | - | ABOVE 10YS | ABOVE 10YS | - | 7-10 |
| QUALIFICATION | - | NCE. PHE | NCE YORUBA | - | OND PUB ADMN |
| GENDER | - | FEMALE | FEMALE | - | MALE |
| AGE GROUP | - | 36-40 | ABOVE 45 | - | ABOVE 45 |
| LIBRARIANSHIP TRAINING | - | NONE | YES | - | NONE |
| NATURE OF TRAINING | - | - | LIBRARY BOARD AKURE | - | - |
| YEAR | - | - | 2010 | - | - |

Table 1 revealed that out of the five (5) sampled school libraries, two (2) schools (Ondo Boys High School and St. Louis Secondary Girls School) have no library staff or attendant. The questionnaire was only completed by three (3) of the school libraries staff (two females and one male).

Two (2) 66.6% of the library staff have work experience of more than ten (10) years while one (1) 33.3% has worked for less than ten (10) years. Two of the staff has National Certificate in Education (NCE) in Physical Health Education (PHE) and Yoruba while the third had an Ordinary National Diploma (OND) in Public Administration. From the table, it could be infer that there is no qualified school librarian in the selected school libraries in Ondo City. The

finding is line with the findings of Uzuegbu and Ibiyemi (2013), Dulle (2014) and Omoh and Urhiewhu (2016). School library media centres will be meaningful with the employment of school librarians in promoting reading culture and academic achievement among secondary school students in Nigeria.

Results of Observation on Physical and Information Resources

Observation on availability of physical resources reveal that reading tables, chairs, reading space (hall), book shelves and fans were available in the five school library media centres in Ondo. The environment was conducive for reading. All the libraries have enough fans but power supply is a major set-back in the use of the fans. On adequacy of the physical resources available in the school libraries, reading tables and chairs were inadequate for the students use. The least school has a population of over 800 students and there is none of the school that has 80 reading tables and chairs which is 10% percent of 800 students. The reading space provided for use of staff and students in four libraries were inadequate. Ondo Boys High School library has a purpose built library donated by one of her old boys. The finding of inadequacy of these important physical resources in secondary school libraries in Ondo town is in tandem with other researches in another secondary schools in Nigeria and an African country; Arua and Chinaka (2011), Dulle (2014) and Benson, Okorafor and Anyabelechi (2017). Inadequacy of physical resources in school library media centres will discourage students and staff from going to the centres talks less of using them for study and research respectively.

The result of observation on information resources reveal that all the five (5) secondary school libraries have sufficient textbooks in Mathematics, English, Chemistry Biology while Agricultural science was relatively sufficient in the five schools. Physics, Introductory Technology, Integrated Science, Physical and Health Education, Civic Education, Government, Geography and Economics were inadequate. All the schools lack current and up-to-date information resources. It was also observed that 3 (60%) of the five school libraries have both encyclopaedias and dictionaries while 1(20%) has book of world records. Current newspapers and magazines were lacking in the five school library media centres in Ondo. Audio, visual, audio visual, electronic or computer systems or gadgets were not found in the five sampled libraries.

The finding corroborate the findings of Owate and Okpa (2013) Dulle (2014) and Benson, Okorafor and Anyabelechi (2017). Non provision of information resources or and inadequate information resources will make the students and staff in secondary schools to distant themselves from the library. The information resources in the five sampled school libraries were not systematically organised. The reason is not far-fetched, non-employment of school librarians in the libraries. It is only professionally trained and qualified librarians that can systematically organise information resources in the library through cataloguing and classification.

Summary

1. All the five school library media centres have no school librarians in Ondo.
2. Reading tables, chairs, reading space (hall), book shelves and fans were available in the five school library media centres in Ondo. The environment was conducive for reading.
3. Reading tables and chairs were inadequate for the use of the students and staff in all the five sampled libraries. Reading spaces were inadequate in four school library media centres.
4. All the five (5) secondary school libraries have sufficient textbooks in Mathematics, English, Chemistry Biology while Agricultural science was relatively sufficient in the five schools.
5. All the schools lack current and up-to-date information resources. Current newspapers and magazines were lacking in the five school library media centres in Ondo. Audio, visual, audio visual, electronic or computer systems or gadgets were not found in the five sampled libraries.
6. The information resources in the five sampled school libraries were not systematically organised.

Conclusion

The study found that there were no qualified librarians in the selected secondary schools in Ondo while physical and information resources available in the libraries were inadequate in the majority of the sampled schools. These challenges need to be solved by the stakeholders in the school if reading culture is to be encouraged and achieving high academic achievement of students in the schools.

Recommendations

In view of the findings from the study, the following recommendations were made to improve the resources in the schools:

1. Ondo State government should employ school librarians in all the secondary school libraries in the state.
2. Purpose built school library media centres should be uphold in Ondo State and other parts of the country in promoting reading culture and upholding world standard in school library development.

3. Current and up-to-date information resources (physical and digital) should be provided by the state government in order to encourage students and teachers consistent use of the libraries in the secondary schools.
4. Old boys and girls associations should donate current and useful information resources to their alma mata to encourage reading culture in the schools.
5. Philanthropist individuals and organisations should be contacted by school administrators in the provision of current and relevant information resources and the building of state-of-the-art school library media centres in their schools.

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