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ROLE OF SCHOOL LIBRARY IN MEETING THE EDUCATIONAL INFORMATION NEEDS OF SECONDARY SCHOOL STUDENTS

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Abstract

The present study examined the roles school libraries play in meeting the educational information needs of secondary school students in Nigeria. The research design was a descriptive survey. To realize the four specific purposes of the study, 200 secondary school students were sampled from four secondary schools in Nsukka local government area of Enugu State, Nigeria. Their opinions were sampled using a researcher-developed questionnaire. First, it was found that students' educational information needs were mostly academic and related to future career development. The findings further suggest that the role of school libraries as major sources of educational information for secondary stand out especially on the provision of academic information and career-related information since the student consult the library regular in search of such information. However certain barriers such as poor technology integration in school library services limit the potentials of the school library in meeting the educational information needs of the students. These barriers make students lose faith in the capability of the school library to influence their learning experience positively. To correct this impression it was suggested among others that employment of qualified teacher-librarians; extending library opening hours and above all, provision of networked computers in the school libraries could go a long way in improving service quality and the capability of the school libraries to meet the educational information needs of students.

Keywords: Educational information needs, School library, Secondary school students

INTRODUCTION

It is indisputable that the school library is one of the most important learning facilities that enhance the quality of teaching and learning in a school. According to the International Federation of Library Association and Institutions (IFLA) (2015), a school library consist of a school's physical and digital learning space where reading, inquiry, research, thinking, imagination, and creativity are central to students' information-to-knowledge journey and their personal, social, and cultural growth. Simply put, a school library may be seen as a library located in a school that serves to provide a variety of teaching and learning resources and services to students, staff, and sometimes parents of public and private schools. IFLA's definition of a school library suggests that the traditional idea of taking a school library as a building housing several physical and mostly print resources is no longer complete. School libraries have evolved through technology integration to become a digital learning space where resources could be assessed electronically and virtually, thereby providing the school library with almost unlimited access and control over an overwhelming pool of resources. The capability of a modern school library among other things has given rise to the school library being known by other names such as school media centre, centre for documentation and information, library resource centre, library learning commons (IFLA, 2015). The basic tasks in managing a typical school library include planning of acquisitions (deciding which materials the library should acquire, by purchase or otherwise), library classification of acquired materials, preservation of materials, the deaccessioning of materials, patron borrowing of materials, developing and administering library computer systems amongst others.

The importance of the school library is exemplified in the various roles it plays in the promotion of effective teaching and learning in the school. As noted by Rashida (2017), the school library impacts positively on the academic achievement of the students as it facilitates

the work of the classroom teacher and ensures each student has equitable access to resources, irrespective of home opportunities and constraints. The school library runs independent yet complementary learning programs which integrates information resources and technologies thereby equipping students with the skills necessary to succeed in a constantly changing technological, social and economic environment. Furthermore, through its activities, the school library caters for the differences in teaching and learning styles through the provision of, and equality of access to a wide range of curriculum resources including fiction, non-fiction, digital, print, audio and video. Furthermore, specifically to the students, Afolabi (2017) suggested that the school library serves to assist students to become skilful and develop an independent reading habit; help students to improve their academic standard by providing relevant books, develop reading ability and interest, and inculcate love, enjoyment and pleasure of reading; assist the students in the provision of reference services; contribute to learning activities of the students in all areas of academic pursuit. These roles of the school libraries are geared toward meeting the educational information needs of learners.

At the secondary school level, the educational information needs of learners may be described as diverse as there are individual learners. This is because every learner may have a unique set of educational information needs, although certain educational information needs may cut across groups of learners. Oyediran-Tidings, Ondari-Okemwa and Nekhwevha (2019) suggested that educational information needed by secondary school students may include: Information on requirements for admission to universities for further studies; information on all the subjects taught at school, guidance and counselling information e.g. career guidance; information on soft skills e.g. leadership skills, confidence skills, etc.; information on classroom assignments and homework; information on developing literacy skills; Information and Communication Technologies (ICTs) education; information on life

skills and vocational education; information on reading culture; and information on sex education.

The roles of, and extent school libraries meet the educational information needs of their major users (the students) have been a subject of interest to scholars, especially in Nigeria. This is because apart from the educational benefits derivable from the activities and services of a functional school library, huge resources both financial and otherwise are usually committed to the establishment and maintenance of a school library. As such, there is a need for accountability and evaluation of responsibility that would justify the continued existence and functioning of the school library. Findings from such library assessments could generate a reliable recommendation that could positively impact school library services generally. Upon examination of existing literature, the present researcher found that most studies conducted in Nigeria regarding the extent school libraries meet the information needs of students were focused on higher institutions (e.g. Adebayo et al., 2015; Fasola & Olabode, 2013; Lawal, & Kannan, 2020; Nwobasi, Uwa & Ossai-Onah, 2013; Urhiewhu, Okeke, & Ukoma 2015) very few studies have examined libraries services in secondary schools in Nigeria. The present study is an attempt to add to the scant literature which exists on the extent to which school libraries meet the educational information needs of secondary school students in Nigeria. The research will examine the role of the school library in meeting the educational information needs of secondary school students in Nigeria. Therefore, the researcher would attempt to find out:

1. The educational information needs of secondary school students in Nigeria.

2. How often secondary school students use the school libraries to meet their educational information needs.

3. Secondary school students' perception of the capacity of their school library in meeting their educational information needs.

4. The perceived barrier preventing the school library from meeting students' educational information needs.

LITERATURE REVIEW

Education information needs of secondary school students in Nigeria and the role of the school library

Some studies have been undertaken in Nigeria to examine the information needs of secondary school students in the process of their education and the roles school libraries play in helping students meet these information needs. Afolabi (2017) in a study that evaluated the roles of school libraries in learning activities of senior secondary school students in Ondo State found that students most often consult the library when they need the information to do their assignments, to prepare for class tests, and to prepare for examinations. Afolabi further suggested that the quality and variety of the collections available in the school libraries is a significant factor in students learning activities, therefore, adequate funding needs to be available to procure current resources that are curriculum-related and of general interest to students' learning activities. In another study, Otoide (2015) noted that secondary school students in Abraka community in Delta state seek the following information: academic information health information, entertainment information, friendship information, religious information, family care information, parental guidance information, societal values information, future career choice information, childhood/adolescent information and environment information. The reason for seeking these information include knowledge acquisition, recreation, entertainment, up-to-date information, personal development, academic success and research. The study also revealed that inadequate information resources (in school libraries), poor library skills, unfamiliarity with school library among others constitute barriers to students' information needs.

Afolabi and Alegbeleye (2016) in their study reported that students expect school library media centres to provide varied information materials to meet their diverse information needs for writing of assignments, preparation for examinations, tests, career choices and information, internet and personal development among others. They also reported that most of these information needed by students were not available in the school library media centre and that students' patronage of the school library media centre services was expectedly low. They recommended that the information needs of the students be considered in the acquisition of information resources in the school libraries. Again, Maifata, Mohammed and Saidu (2021) in their study comprising three selected secondary schools in Giwa local government Kaduna State revealed that students find library activities in the schools as being efficient in meeting their information needs. However, poor funding, lack of qualified manpower, insufficient reading materials, poor library services and insufficient library hours are among the identified barriers affecting school libraries in meeting the information needs of students. Furthermore, Lawal-Solarin (2016) in a study conducted in private secondary schools in Ado-Odo, LGA, in Ogun State found among others that the libraries lack up-to-date facilities to meet students' diverse education information needs; four out of the ten private schools visited were without a library; while six with a library, has only one librarian. The study recommended the implementation of the National school Policy on Education if the school library is to meet up with the development of the 21st century. Likewise, Akparobore and Akparobore(2020) examined the status of school libraries in selected secondary and primary schools in Asaba, Delta State, Nigeria. The study found that available information resources are outdated and insufficient in school libraries. The study also revealed that only a few staff of school libraries are qualified library personnel (librarians) while the majority of the staff working in school libraries are not professional librarians. This signifies that the quality of manpower in school libraries is very poor. Given

the findings, the researcher recommended that the management of school libraries should as a matter of urgency prioritize the acquisition of current textbooks on all subject areas as well as endeavour to employ qualified staff (librarians) to work in the school libraries.

From the foregoing, the following can be deduced. First previous studies pointed out that the library is one of the important sources of educational information for secondary school students. However, it was not yet clear how often students consult the school library as they seek to meet their education information needs. The present study will attempt to address this gap. Second, students' educational information needs are diverse and evolving. Hence, the need to continue to seek to identify these needs as they evolve. Therefore, to add to what exit in previous studies, the present study would attempt to explore the present educational information needs of secondary school students in Nigeria. Third, given the diversity of educational information needs of students and the constantly evolving nature of these needs, it is not clear from previous literature what the students think about the capacity of their school library in meeting these needs. It is not clear from existing literature whether school libraries are equally evolving in practice and service delivery to meet the information needs of the students. Therefore the present study would examine the perception of secondary school students about the capacity of their school library in meeting their educational information needs. Finally, to determine whether barriers to meeting students' educational informational needs are localized or cut across different school libraries, the present study would examine the perceived barriers preventing school libraries from meeting students' educational information needs.

METHOD

Ethical approval

The researcher met the principals of the four participating secondary schools (two public schools and two private schools) for approval to use their students in the study. Two of the principals gave their approval on the condition that the names of their schools would not appear in the study. Because of this, the researcher decided that the names of all the participating schools would be omitted. Having obtained this permission, the researcher also met with all the school librarians. The librarians were informed about the study and subsequently recruited and trained as research assistants. Each librarian mobilized their students who are to participate in the study and enlightened them about the need to participate and the conditions of participating in the study. Students unwilling to participate were allowed to withdraw.

Study design

The study adopted a descriptive survey research design in order to achieve the purpose of the study namely: to examine the role of the school library in meeting the educational information needs of secondary school students in Nigeria.

Study sample

The study was conducted in Nsukka local government area of Enugu State, Nigeria. Nsukka has 48 approved private secondary schools and 31 approved public secondary schools (Enugu State Ministry of Education, 2021). Multistage sampling was used to select the study sample. In the first stage, secondary schools that have no recognizable school libraries were removed. 10 public schools and 8 private schools were removed. In the second stage, all school libraries that do not have a means of identifying library users (for example, issuing library cards) were removed. 7 public schools and 12 private schools were removed. In the third stage, all schools that do not have at least 50 registered student library users were

removed. 10 public schools and 18 private schools were removed. After this stage, there are 4 remaining public schools and 10 remaining private schools. From these, two schools each from public and private schools were randomly selected in the fourth stage of the sampling process. Finally, in each of the selected schools, fifty students who are registered library users were randomly selected to participate in the study. Thus, the study sample comprised 200 students selected from four secondary schools. These students were surveyed and their opinions collated. With the help of the research assistants, and the required information was rightly filled in the questionnaire and retrieved on the spot.

Survey measures

Demographic questionnaire

A demographic questionnaire was produced and used to collect the following information from participants: gender, age, class, and frequency of school library usage in a term. See Table 1 for details of participants' demographic characteristics.

Educational Information Needs Questionnaire (EINQ)

The roles of the school library in meeting the educational information needs of secondary school was ascertained using the questionnaire titled, ***Educational Information Needs Questionnaire (EINQ).*** The questionnaire was developed by the researcher by adapting the works of Oyediran-Tidings, Ondari-Okemwa and Nekhwevha (2019) and Afolabi and Alegbeleye (2016). It is made up of four parts (Part A, B, C, and D) that cover the four specific research purposes of the study. In part A, ten items comprising the educational information needs of secondary school students in Nigeria were listed. Participants were expected to choose either "YES" or "NO" each time for the item that best describes the information they often seek in the course of their education. Responses would be collated and the frequency of a particular response choice for each item recorded. Items

with the highest frequency of "YES" responses compare to "NO" responses would be taken as an instance of secondary students' educational information needs.

In Part B, the same ten items used in Part A will be employed. However, the intention here would be to determine how often secondary school students use the school libraries to meet the educational information needs. Respondents are expected to choose an option from a 5-point response scale of "Never", "Rarely", "Sometimes", "Often" or "Always" for a given item to describe how often they consult/use their school library to get the educational information they need. Participants' responses would be counted to determine how frequently the majority of the students consult their school libraries with respect to a particular educational need.

In Part C, the items in Part A were used but the intention was to determine secondary school students' perception of the capacity of their school library in meeting their educational information needs. Participants will select an option from a 5-point Likert scale of "strongly agree", "agree", "undecided", "disagree" and "strongly disagree" for a given item to describe how much they agree that their school library can meet such information need. To determine students' perception, each response category will be counted for a given item and the majority response is taken as students' perception of the capacity of their school library in meeting their educational information needs.

In Part D, twelve items are covering possible barriers preventing school libraries from meeting the educational information needs of their students. The response scale is a 5-point Likert scale of "strongly agree", "agree", "undecided", "disagree" and "strongly disagree". Each response category measures the extent a participant agrees that a given item constitutes a barrier to the school library in meeting students' educational information needs. To determine whether an item is a barrier, each response category will be counted for a given item and the majority response is taken as a measure of the extent students agree that such

item constitutes a barrier to the school library in meeting students' educational information needs.

The items in *EINQ* were validated by 4 experts each in Library and Information Science. Their suggestions were considered before the final draft of the questionnaire was produced. To ensure the reliability of the questionnaire, a pilot-testing was conducted using 20 undergraduate students in a secondary school outside the study location. The data was analysed using Cronbach's alpha. A reliability coefficient of $\alpha = 0.81$, $\alpha = 0.83$, $\alpha = 0.92$, and $\alpha = 0.85$, was obtained for part A, B, C, D, respectively.

Procedure

After selecting the students who met the study selection criteria in each of the four schools, the researcher recruited and trained the school librarians of the selected schools as research assistants. The training consisted of basic knowledge of the research purposes, simple random sampling and best practices in administering study survey to obtain high response rates and to reduce response bias. The training lasted a day in each school. In their respective schools, the librarians who doubled as the research assistants selected 50 students randomly from the list of registered library users. These students were addressed and informed about the study by the research assistants. After this, the research assistants proceeded to administer the questionnaires to them. The research assistants helped the students to ensure that the questionnaire was correctly filled. After this, the questionnaire was collected immediately for screening and analysis. The analysts were blinded by hiding some portions of the questionnaire to prevent analyst bias and to protect respondents' identities. There were no incomplete data. Research questions were analysed using frequency count and simple percentages. Data screening and analysis were done using SPSS version 20.

RESULTS

Table 1.Participants' demographics data

Characteristics	Levels	Number (%)	Total
Gender	Male	122(61)	200
	Female	78(39)	
Age	10 – 14 years	63(31.5)	
	15 – 19 years	137(86.5)	
Class*	JSSI	26(13)	200
	JSSII	25(12.5)	
	JSSIII	41(20.5)	
	SSSI	27(13.5)	
	SSSII	35(17.5)	
	SSSIII	46(23)	
Frequency of library usage	Once a term	5(2.5)	200
	At least twice a term	13(6.5)	
	Once a week	70(35)	
	More than once a week	88(44)	

*JSS = Junior Secondary School,   SSS = Senior Secondary School

According to participants' demographic in table 1, there are more males (n = 122) than females (n = 78) in the study. The majority of the students are 15years and above (86.5%). All classes are represented although JSS3 (n = 41) and SS3 (n = 46) student are slightly more than others. Most importantly, the majority of the students use their school library once a week (35%) or more than once a week (44%).

Table 2. Education information needs

S/N	Educational Information Needs	YES (N, %)	NO (N, %)
1	Information on requirements for admission to universities for further studies	(188, 94)	(12, 6)
2	Information on all the subjects taught at school	(200, 100)	-
3	Guidance and counselling information e.g. career guidance	(150, 75)	(50, 25)
4	Information on soft skills e.g. leadership skills, confidence skills, etc.	(120, 60)	(80, 40)
5	Information on classroom assignments and homework	(193, 97)	(7, 3)
6	Information on developing literacy skills	(116, 58)	(84. 42)

S/N		(N, %)	(N, %)
7	Information on (ICTs)*	(57, 29)	(143, 71)
8	Information on life skills and vocational education	(111, 56)	(89, 44)
9	Information on reading culture	(71, 36)	(129, 64)
10	Information on sex education	(132, 66)	(68, 34)
	Total	**(1338, 70)**	**(662, 30)**

*ICT = information and communication technology

From table 2, when considered individually, information on all the subjects taught in school (100%), information on classroom assignments and homework (97%) and information on the requirement for admission to the university for further studies (94) top the educational information needs of secondary school students. Overall, 70% of the total responses agreed that all the listed items constitute their educational information needs while 30% disagreed.

Table 3. Frequency of using the school library for educational information needs.

S/N	Educational Information Needs	Frequency of library use				
		Never (N, %)	Rarely (N, %)	Sometimes (N, %)	Often (N, %)	Always (N, %)
1	Information on requirements for admission to universities for further studies	-	-	(15, 2.5)	(15, 7.5)	(170, 85)
2	Information on all the subjects taught at school	-	-	-	-	(200, 100)
3	Guidance and counselling information e.g. career guidance	(8, 4)	(6, 3)	(22, 11)	(31, 15.5)	(133, 66.5)
4	Information on soft skills e.g. leadership skills, confidence skills, etc.	(1, 0.5)	(15, 7.5)	(56, 28)	(29, 14.5)	(99, 49.5)
5	Information on classroom assignments and homework	-	-	(11, 5.5)	(12, 6)	(177, 88.5)
6	Information on developing literacy skills	(13, 6.5)	(37, 18.5)	(35, 17.5)	(5, 2.5)	(110, 55)
7	Information on (ICTs)*	(55, 27.5)	(84, 42)	(10, 5)	(16, 8)	(35, 17.5)
8	Information on life skills and vocational education	(36, 18)	(69, 34.5)	(10, 5)	(15, 7.5)	(70, 35)
9	Information on reading culture	(101, 50.5)	(39, 19.5)	(13, 6.5)	(17, 8.5)	(30, 15)
10	Information on sex education	(15, 7.5)	(40, 20)	(25, 12.5)	(25, 12.5)	(95, 47.5)
	Total	**(229, 11.5)**	**(290, 14.5)**	**(197, 9.9)**	**(165, 8.3)**	**(1119, 56)**

*ICT = information and communication technology

From table 3, all the students indicated that they use the school library always when seeking information on all the subjects taught at school. On other occasions where the majority of the students indicated that they use the school library always include when

seeking for information on requirements for admission to universities for further studies (85%), classroom assignments and homework (88.5%), guidance and counselling (career information) (66.5%). The majority of the students never consulted the school library on information related to reading culture (55.5%). Overall, students' responses indicated that the school library is always consulted by a majority of the students (56%) when in need of educational information.

Table 4. Students' perception of the capacity of their school library in meeting their educational information needs

S/N	My school library has the capacity	Response				
	to meet the following Educational Information Needs of mine.	**Strongly agree** **(N, %)**	**Agree** **(N, %)**	**Undecided** **(N, %)**	**Disagree** **(N, %)**	**Strongly disagree** **(N, %)**
1	Information on requirements for admission to universities for further studies	(19, 9.5)	(59, 29.5)	-	(122, 61)	-
2	Information on all the subjects taught at school	(55, 27.5	(32, 16)	-	(100, 50)	(13, 6.5)
3	Guidance and counselling information e.g. career guidance	(24, 12)	(71, 35.5)	(22, 11)	(60, 30)	(23, 11.5)
4	Information on soft skills e.g. leadership skills, confidence skills, etc.	(50, 25)	(65, 32.5)	(12, 6)	(51, 25.5)	(22, 11)
5	Information on classroom assignments and homework	(64, 32)	(34, 17)	(29, 14.5)	(32, 16)	(41, 20.5)
6	Information on developing literacy skills	(35, 17.5)	(39, 19.5)	(10, 5)	(62, 31)	(54, 27)
7	Information on (ICTs)*	-	-	-	(84, 42)	(116, 58)
8	Information on life skills and vocational education	(31, 15.5)	(61, 30.5)	(17, 8.5)	(50, 25)	(41, 20.5)
9	Information on reading culture	(21, 10.5)	(17, 8.5)	-	(87, 43.5)	(75, 37.5)
10	Information on sex education	(33, 16.5)	(66, 33)	(14, 7)	(51, 25.5)	(36, 18)
	Total	**(332, 16.6)**	**(444, 22.2)**	**(104, 5.2)**	**(699, 35)**	**(421, 21.1)**

*ICT = information and communication technology

From table 4, the majority of the students did not appear to agree (22.2% overall) or agree strongly (16.6% overall) that their school library can meet their educational information needs. They tend to disagree more (35% overall).

Table 5.Barriers to meeting students' educational information needs by the school libraries.

S/N	Barriers to meeting students'	School A	School B	School C	School D

	educational information needs by the school libraries	(A + SA, %)*	(A + SA, %)*	(A+ SA, %)*	(A + SA, %)*
1	There are no enough computers in my school library.	(46, 92)	(42, 84)	(45, 90)	(48, 96)
2	No adequate and relevant material.	(35, 70)	(40, 80)	(30, 60)	(28, 56)
3	In my school libraries, we don't have internet facilities and connectivity.	(47, 94)	(49, 98)	(49, 98)	(50, 100)
4	There is no enough time to make use of the information resources needed.	(18, 36)	(45, 90)	(12, 24)	(30, 60)
5	Nobody to guide me whenever I want to use the library.	(35, 70)	(40, 80)	(19, 38)	(15, 30)
6	No staff to provide information resources and services as at when needed.	(34, 68)	(42, 84)	(19, 38)	(17, 34)
7	Library materials are not well organized.	(12, 24)	(10, 20)	(11, 22)	(10, 20)
8	The materials in my school library cannot be borrowed	(50, 100)	(12, 24)	(10, 20)	(5, 10)
9	The library is not conducive for reading	(4, 8)	(35, 70)	(40, 80)	(3, 6)
10	I don't have any knowledge about the Library	(37, 74)	(42, 84)	(39, 78)	(45, 90)
11	The school Librarian is unfriendly to students	(30, 60)	(42, 84)	(12, 24)	(10, 20)
12	The location of the library is discouraging	(10, 20)	(14, 28)	(44, 88)	(40, 80)
	Total	(358, 59.3)	(371, 61.8)	(330, 55)	(301, 50.2)

*A + SA = agree + strongly agreed. Percentages were calculated based on the number of respondents per school (50 respondents per school)

Results in table 5 indicate that apart from the barriers of not having enough computers in the school library and not having internet facilities and connectivity which appear to cut across all the schools (all schools had over 80% agreement in each case), most of the barriers are do not appear to cut across schools. Different schools tend to have peculiar barriers. For example, the problem of poor location of the school library is peculiar to Schools C and D; the problem of not being able to borrow school library materials is peculiar to School A. Overall, with 61.8% agreement, school B tend to have more barriers than other schools, followed by school A (59.3%), school C (55%) and lastly School C (50.2%).

DISCUSSION

The presents study was an investigation into the roles of school libraries in meeting the educational information needs of secondary school students in Nigeria. In this respect, the study made four pertinent observations. First, although the information needs of secondary school students vary greatly from individual to individual, this study found that information on all the subjects taught in school, information on classroom assignments and homework and information on the requirement for admission to the university for further studies topped the list of educational information needs of secondary school students in Nigeria. This finding agrees with the findings of Oyediran-Tidings, Ondari-Okemwa, Nekhwevha, (2019) and Afolabi and Alegbeleye (2016). It may not be surprising that most secondary school students need academic information the most. This is because, at their age and level, many are still under the control of their parents who put them in school with the expectation that they (the students) will do well in their studies. Such expectation may likely motivate the students to constantly seek for academic information in other to succeed academically.

Secondly, the present study found that specific educational information needs which make the students seek help in the school library most often include information related to their academics and career information. This finding agrees with Otoide (2015) who found that academic information and future career information topped the list of the information needs secondary schools in Nigeria to seek for in the school libraries. Part of the reason why students may be consulting the library frequently in the bid to meet academic and career information needs maybe because apart from their usual classroom experience, they have hope that the library may have resources such as textbooks and other relevant materials that could be consulted to deepen and broaden one's knowledge and understanding of school subjects and academic tasks.

Third, the present study also found that majority of the students did not appear to believe that their school library can meet their educational information needs. As worrisome as this finding is, it corroborates the previous finding which reported that students in some selected government secondary schools in Delta state, Nigeria do not agree that library services are strongly relevant to the attainment of their academic objectives (Ojohwoh, 2021). When libraries are perceived as lacking the capacity to meet students' educational information need, of course, their relevance in the attainment of the students' academic objectives is diminished. This is fearful and indeed worrisome.

It is this fear of losing relevance due to lack of capacity in meeting students' information needs that motivated the present study to further investigate the possible constraints and barriers preventing school libraries from fully playing their roles in meeting the educational information needs of students. The present study found that although schools have specific varying barriers, the problem of not having enough computers in the school library and not having internet facilities and connectivity cut across all the schools. A similar finding was also obtained by Lawal-Solarin (2016). In the study, it was reported with dismay that in this age of information explosion, ICT integration in all the school libraries studied was nil; the libraries lack computers/internet, necessary to facilitate learning and to support the school curriculum. Given that learning is becoming increasingly technologically driven, not having enabling digital environment especially in the school library could be a big limitation in accessing information. However, with the availability of the internet, information is a click away and school libraries can leverage on this to provide unlimited variable resources to their users. In the case of Nigeria, where technology integration is yet to fully diffuse in the education sector, it becomes a challenge and a source of worry to students who are digital natives. They may find it difficult to value a library filled with only print materials (which are probably outdated). This calls for timely intervention in the education

sector. Such intervention according to Shandu, Evans and Mostert (2014) may include allocation of a library period in the school time-table for library orientation and use; allocation of sufficient funds for procurement, provision and management of library services; employment of qualified teacher-librarians; extending library opening hours and above all, provision of networked computers in the school libraries. It is believed that with these measures in place, the integrity of school libraries would be restored and their relevance in advancing the course of teaching and learning would be highly appreciated by all.

CONCLUSION

The present study examined the roles school libraries play in meeting the educational information needs of secondary school students in Nigeria. The findings suggest that the role of school libraries as major sources of educational information for secondary stand out especially on the provision of academic information and career-related information. However certain barriers such as poor technology integration in school library services limit the potentials of the school library in meeting the educational information needs of the students. These barriers make students lose faith in the capability of the school library to influence their learning experience positively. To correct this impression it was suggested among others that employment of qualified teacher-librarians; extending library opening hours and above all, provision of networked computers in the school libraries could go a long way in improving service quality and the capability of the school libraries to meet the educational information needs of students.

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