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Obro, Sunday, "Accessibility and Usage of School Library Materials and Facilities by Social Studies Teachers in Sapele Metropolis" (2022). *Library Philosophy and Practice (e-journal)*. 6841. <https://digitalcommons.unl.edu/libphilprac/6841>

Accessibility and Usage of School Library Materials and Facilities by Social Studies Teachers in Sapele Metropolis

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Abstract

The study examined the accessibility and usage of school library materials and facilities by Social Studies teachers in Sapele metropolis. One hundred and four (104) social studies teachers were the selected study sample using the purposive sampling method. Two (2) instruments were employed for the gathering of data. They are an observation checklist and a questionnaire. The data gathered were analysed using mean. The study revealed that most library materials and facilities were not accessible. In addition, it was discovered that non-print media were lacking. However, textbooks and print assets and materials were accessible. Also, the study exposed that poor government funding and insufficient financial assets and materials of school libraries had mired teachers' usage of school library facilities and materials. It was suggested that Libraries funding should be made adequate, library Associations in Nigeria should organise training and development courses for library staff to boost their efficiency in school library operations, relevant and modern books, educational facilities, and materials should be made available and accessible.

Keyword: Accessibility; Usage; Accessibility and Usage; School Library; school Library Materials and Facilities; Social Studies teachers

Introduction

The effect of library assets and materials in facilitating educational enhancement is to make the learning, teaching and educational process meaningful and realistic. The desire to successfully utilise library assets/facilities and materials. Quite possibly, the essential area liable for the dwindling or lessening educational qualities, standards and outcomes in every educational sector and system is library accessibility and teachers usage. The library institution is the heart and core of education on the grounds it is the focal point of activity of any instructive and educational undertaking (Afolabi, 2017). Additionally, enhancing any significant instructive and educational programme/enterprise drastically relies on library materials. In this way, library-quality determines the outcome of any instructional and educational development. Accessibility of library assets and materials could substantially encourage reading and learning by building wide-ranging collections (assets and materials) available to learners/students and teachers (Dike, 2007). Hence, accessibility would encourage and stimulate teachers to read, surf, and consult library assets and materials. These materials full usage or application will help uplift upper basic education objectives.

There is no universally accepted or acknowledged definition of library. Hence, library users/clients and researchers have the freedom to define the library, reliant on the usage they can make of it. The early thought of library was that of books collection containing information and data bonded together and safeguarded for only consultation. Accordingly, it may well be characterised as a coordinated collection/assortment of different books, materials and assets for study/reading, research, recreation/entertainment. Alternatively, a library is an organisation intended to facilitate and preserve/safeguard the usage of graphic records (Ochogwu, 2010). Therefore, the library could be portrayed as collections of different books records, housed, coordinated and deciphered to meet expansive and different needs of individuals, for knowledge, aesthetic enjoyment, recreation/entertainment and information (Obaitan, 2004).

A library is a mass or wider communication/correspondence office, similarly to the museums, archives, galleries and mass media. It is an institution and establishment of discovery and learning

intimately or personally. It is the only institution that shares, contributes, offers and works as a formative process and authentic historical reports/records. The library power or dynamism rests in the assets and through interpretation and understanding (Robin, 2005). Its major purpose is to provide information; thus, a source or warehouse of human experience not subject to space and time barriers. Therefore, the library's function is to implement, enrich, and vitalise and humanise the educational programmes, as it strives to attain excellence in content, process, and product (Davies, 1994). So basically, all libraries are very similar in their function and activities.

The historical evolution of libraries, likewise the dynamic nature of different human activities, account for the types/kinds of libraries today. Since no one library can house the information its users require, various libraries are put up or established to serve and perform different functions and desires. Libraries fall into six basic types or categories. These are (1) public libraries, which serve the public; (2) school libraries, which serve students; (3) college and university libraries, which serve colleges and universities students in higher education; (4) research libraries: serve the wants or needs of advanced scholars; (5) special libraries: for various organisations, industries, and governmental agencies; and (6) government libraries: for governmental departments, agencies, and often the public (Afolabi, 2017).

Each kind of library fosters its statement of purpose, services, collections, and resources to fulfil its specific clients' necessities. A school library is mainly established for reading/learning and teaching with no emphasis on research and documentation. School library clients are pupils or students, and service rendered includes lending and reference (Imeremba, 2002). Various authors have seen libraries as vital tools for teaching in this modern era. Thus, libraries are envisioned or intended to ease and improve teaching. While regretting the overall helpless condition of libraries, their materials, and their facilities in most Nigerian public schools, Fadero (2001) emphasised that school libraries' inadequate provision and setting up is a widespread disease education in Nigeria- from North to South from East to West. In Nigeria, schools are without libraries to aid and sustain teaching, learning and the curriculum.

The literature on the deplorable conditions of libraries, their services, accessibility of assets and materials, and teachers usage abound. Many calls from library practitioners in Nigeria to governments and agencies to revitalise library services, specifically at the upper basic school level, have fallen on deaf ears (Kumar, 1997). Unfortunately, it seems governments are paying lip service to this sector. The status of library usage in the '70s and '80s cannot in any way be compared with the present status today. As reported, these eras saw the national educational programme and system as among the best and vibrant globally. The library existed in all secondary and even primary schools. The libraries were well stuffed with books, journals, learning and teaching materials; learners/students and teachers patronised them very effectively. Teachers are able to utilise the library to either consult, read or borrow at best a book weekly. Teachers' library usage for teaching is quite different (Madah, 2007). Many librarians have decried the dwindling fortunes of library usage in today's school system. Obaitan and Ifidon (2004) agreed that library usage in our educational system had been seriously relegated if not bastardised. Most students, pupils and teachers have no orientation in searching for knowledge through library utilisation.

Obi (2014), in her studies of the scene in Delta State, observed that for libraries to exist in schools is one thing, and for their usage by teachers is another entirely. He also established that only about 30% of teachers utilised the library compared to 70%. Furthermore, on the motives for library usage, 37% of teachers did so for private study, while only 13% utilised it for recreation and pleasure. It is thus becoming clear that library usage for the advancement of schooling and education is fast deteriorating in our schools.

RQs

1. What library assets and materials are accessible to social studies teachers in upper basic schools in Sapele metropolis?
2. What is the regularity of library assets and materials usage by social studies teachers in Sapele metropolis?

3. What are the challenges of library assets and materials usage by social studies teachers in Sapele metropolis?.
4. What approaches would enhance social studies teachers usage of library assets and materials in Sapele metropolis?

Literature Review

School Library

Ternenge and Agipu (2019) elaborated school libraries are essential for their main or parent foundation/institution. Its principal purpose or objective is to organise collections of all human efforts, either in print or non-print forms germane to the student's educational development. Then again, Ezenwa (1993) believed that school libraries are established for the lower, upper and secondary schools whose assortment or collections and purpose is primarily for the youth. For him, they are not just a safe and a storage facility of information/materials and a centre for the dissemination or distribution of information yet additionally an entertainment and unwinding/relaxation centre.

Elaturoti (1995) asserted that a school library is a structure or building in a school environment where non-books and books assets and materials in different areas are reserved for consultation and reading.

Ezenwa (1993) alludes to modern and present-day school libraries as a middle for a wide assortment or collection of instructive media. He refers to them as a hub for a broad range of educational assets and materials: records, books, films, newspapers, maps, magazines, pamphlets, tapes, paintings projectors, motion pictures, photographs, and computer resources.

School Library and Their Roles in Schools

School library no doubt has some roles in schools and the educational programmes and system. First, education is a tool par excellence for national development. It encompasses the advancement of the whole individual mentally, religiously, socially, psychologically, professionally, and ethically. For this reason, education is viewed as an essential piece of national growth and development. Education and schooling are cycles through which individuals are informally and formally prepared to acquire skills, information/knowledge (Brooks, 2009). Through this course of

instruction, individuals are expected or anticipated to acquire skills and knowledge and thus become specialists in their fields of endeavour. This knowledge of information allows individuals to contribute significantly to nation-building (Umaro, 2004).

The realisation and acknowledgement of the considerable power of information have made libraries present in all phase of a nation's life. Hence, libraries are seen in all sectors of the nation, including the school system, research institutions, public libraries and private organisations such as banks, insurance companies etc. (Oyeronke, 2012). Libraries have always served as tools in learning and teaching at all phases and levels (Akintunde, 2004). This is for the fact that they contain information vital for academic excellence. School libraries perform and play a crucial role or function in a child's educational process. It helps improve the skills needed as adults to locate, analyse, evaluate, interpret and communicate information and ideas. Through school libraries, students are encouraged to realise their potential as informed citizens who think critically and solve problems, observe rights and responsibilities reality to the generation of ideas, knowledge and appreciation of the significance of literature in an educated society (Umaro, 2004).

In addition, school libraries are integral to and supportive of the school system and programme, and provide a mechanism for choice and exploration beyond the prescribed course of study. A school library is where teachers, students and people could discover and explore subject contents that interest them, grow their creative mind, dig into areas of distinct interest and foster the capacity to think clearly or plainly, critically innovative on the assets and materials they have decided to view, read or hear (Aboyade, 2004).

The school library makes accessible recreational reading literature and other non-book materials like pictures, games, toys, films, computers and video machines, which add to human satisfaction. In addition, school libraries are provided or established to preserve or store documented knowledge of man; that is, they safeguard recorded information in any format (Brooks, 1990).

Library Materials Essential for Teaching/Learning

A large school building area designed as a library but then empty of materials and assets will be structurally pointless or worthless to teachers since it will have no services and functions to offer to the teacher. Library assets and materials or collections are significant in fulfilling and achieving the school teaching objectives. Typically, the materials of some school libraries include non-books and books materials. Iheakanwa (1998) stated that school library facilities/assets and materials should include non-print and print materials that may well be utilised to enrich teachers, students, individuals and curriculum needs, and their scope or area should cover all discipline or subjects in school programmes cum curriculum. The collection usually consists of fictional and non-fiction assets and materials (Shoham, 2010). Hence, Ogbonna (1998) asserted that standard school library assets and materials or collections should contain the following:

1. The print collections: Books, newspapers and magazines.
2. The non-print collection: Graphics, photographs, charts, pictures, overhead transparencies, maps.
3. Audio materials: Audio- discs, audiotapes, audio cassettes.
4. Visual materials: filmstrips, Slides, films, silent motion pictures,.
5. Video materials: Video tapes and cassettes, video discs.
6. Realia: toys, games, specimens of rocks, models,.
7. Micro firms: microfiche and microfilm.

In school library assets and materials categorisation, Rasaq (2000) asserted that all library assets and materials could be categorised into two main categories: those assets and materials read for entertainment or information and those materials and assets accessed for a sizeable piece of facts or information. The latter are termed reference books. His examples include dictionaries, encyclopaedia, biographical dictionaries, yearbooks, handbooks, and atlases. Additional books, facilities and materials not categorised as reference materials/books are classified into fiction and

non-fiction. When these assets and materials are made available, the teachers utilise them for classroom teaching (illustration), making teaching easier to understand.

Empirical Literature/Studies

Researches on school libraries abound. Nwawkwe (2005) investigated the functions of school libraries using the survey method. The result showed that school library provision is pertinent to school and educational improvement. Also, Chukwuezi (2004) researched school libraries and their roles in schools programme. Although neglected or disused by teachers, school, public and government agencies, the result showed that they are a vital to the realisation of school objectives and to the classroom environment.

Popoola and Haliso (2009) researched school library usage. The study was a survey study. Interviews, observation and Questionnaires, were the instruments employed. The study acknowledged some problems, which include poor funding and a shortage of qualified staff/personnel. Arua and Chinaka (2011), investigated library utilisation by teachers, with a questionnaire as a data gathering tool. The study demonstrated that the teachers did not utilise their respective school libraries regularly.

Methodology

This study employed the descriptive survey design. All the upper basic social studies teachers in government-owned schools in Sapele metropolis made up the study population. Teachers teaching social studies in all government-owned upper basic schools in Sapele metropolis were chosen for the investigation. One hundred and four (104) social studies teachers were the selected study sample using the purposive sampling method. Two (2) instruments were employed for the gathering of data. They are an observation checklist and a questionnaire. The data gathered were analysed using mean. This was for comparability and data clarity. To agree on an item means equal or greater than the 2.50, which is the benchmark mean.

Results

RQ 1

What library materials and facilities are accessible to social studies teachers in upper basic schools in Sapele metropolis?

Table 1: Library Materials and Facilities Accessible

S/N	Library Materials and Facilities	Accessible	
		No	Yes
A	Reference Materials and Facilities		
1	Government documents, globes, dictionaries, atlases, maps,		X
2	Encyclopedias, abstracts, handbooks, indexes, manuals, Bibliographies, Directories, almanacs, Yearbook, Gazetteers		
B	Non-Fiction		
3	Pamphlets, grey books, Textbooks,		X
C	Periodicals		
4	Serial, Magazines, conference papers, periodicals, journals, budgets, newspapers,		X
D	Literature Materials/Books		
5	Novels, Plays, grey literature, Poetry		X
C	Audio facilities/Materials		
6	Record player, audio cassettes, radio lesson, , records, audio-on-reals, audio discs, photographic	X	
E	Audio-Visual Materials		
7	Television, computer, digital video discs (DVDs), computer-assisted instructional materials, video compact discs (VCDs), internet	X	
F	Visual Materials		
8	Projection equipment, sketches, motion pictures, transparencies, drawings, filmstrips, slides, flannel graph, films	X	
9	Display, bulletin board, white board, chalkboard		X

Table 1 indicates that the materials and facilities are into five (5): non-fiction, audio-visual, literature materials/books, audio materials, audio materials, and visual materials. The result illustrates that the accessible library resources include dictionaries, atlases, maps, government documents, pamphlets, textbooks, newspapers, journals, display boards, and literature books. While the materials not accessible are handbooks, encyclopedias, indexes, manuals, bibliographies, yearbooks, abstracts, directories, gazetteers, almanacs, radio lesson, vertical files, record and record player, audio on-reals photographic, slides, computer-assisted instructional materials, filmstrips, television, projection equipment, motion pictures, films and transparencies.

RQ 2

What is the regularity of library materials and facilities usage by social studies teachers in Sapele metropolis?

Table 2: Regularity of Library Materials and Facilities Usage

s/n	Everyday	Biweekly	Weekly	Examination	Total
1	2	2	7	1	12
2	1	4	12	2	19
3	2	2	4	1	09
4	3	6	14	4	27
5	1	1	4	-	06
6	1	2	3	1	07
7	1	3	4	1	09
8	1	2	4	1	08
9	2	3	2	-	07
TOTAL	14=13.4%	25= 24%	54= 52%	11= 10.6%	104= 100%

Table 2 displays how teachers investigated utilised library materials for teaching. It was revealed that 14 teachers representing 13.4%, utilised library materials every day. Teachers who consult library assets and materials biweekly are 25 representing (24%), 54, representing 52% library materials weekly, while during the examination, only 11 teachers, representing 10.6% of teachers, used library materials. Teachers utilising library materials every day are fewer (14, 13.4%). However, teachers that consulted or utilised the library materials during examination are fewer in number and lower in percentage. This symbolises that few teachers use library materials everyday and during examinations.

RQ 3

What are the challenges of library assets and materials usage by social studies teachers in Sapele metropolis?.

Table 3: Challenges of Library assets and Materials Usage in teaching

S/N	Challenges	SA	A	D	SD	Mean	Decision
1	Absence of good room	60	23	15	06	3.26	Agreed
2	School librarians not being friendly	40	28	27	09	2.95	Agreed
3	Inadequate space	10	18	24	52	1.86	Disgreed
4	Inadequate funding	64	26	08	06	3.42	Agreed
5	Absence of related and relevant books	42	34	19	07	3.03	Agreed
6	Inadequate reading funitures (chairs and tables)	58	34	10	02	3.42	Agreed
7	Short time/hours of opening	46	36	18	04	3.19	Agreed
8	Library personal not part of books collections development	36	25	28	15	2.80	Agreed
9	Non-access to assets and materials of the library	62	32	07	03	3.47	Agreed
10	Deficiency of qualified library staff	66	38	08	02	3.81	Agreed
11	No library	78	22	02	02	3.69	Agreed
12	No library instruction	16	24	26	38	1.94	Disagreed
13	Most books have been stolen	34	21	31	20	2.70	Agreed
14	Wrong arrangement of books	34	44	18	08	3.00	Agreed

Table 3 shows that teachers agreed on many items enumerated as challenges to library materials usage by upper basic social studies teaches in Sapele metropolis. Majority of the items constitute challenges to teachers' effective usage of school library materials. Items like lack of decent accommodation, school librarians not being friendly, poor funding, shortage of related materials and books, lack of funitures (shelves, chairs, tables, etc), short hours of opening hours, library personal not part of books collections, Non-access to assets and materials of the library, lack of qualified librarians, absence of school library, loss of relevant books, and the wrong arrangement of books are challenges to teachers utilisation of school library assets and materials as these items had benchmark of 2.70 and above. on the other hand, social studies teachers disagreed that issues like lack of space and lack of library instruction are challenges affecting teachers usage of the school library as their mean is below the benchmark of 2.50.

RQ 4

What approaches would enhance social studies teachers usage of library assets and materials in Sapele metropolis?

Table 4: Approaches to improve teachers usage of school library Assets and Materials

S/N	Approaches	SA	A	D	SD	Mean	Decision
1	Provision of fund	72	30	2	2	3.69	Agreed
2	Engagement of qualified library staff	48	44	8	2	3.29	Agreed
3	Library assets and materials are available to teachers	56	22	22	4	3.25	Agreed
4	Library seminar and conferences for teachers and library staff.	64	24	9	7	3.39	Agreed
5	Provision of decent accommodation	46	34	15	7	3.11	Agreed
6	Provision of contemporary assets and materials in the library	60	37	10	2	3.59	Agreed
7	Enough space and suitable library location	46	36	18	4	3.19	Agreed
8	Availability of library assets, equipment and apparatus	36	25	28	15	2.79	Agreed
9	Constant electricity supply	62	32	7	3	3.47	Agreed
10	access to assets and materials of the library	66	38	8	2	3.81	Agreed
11	Library personal participating in books collections/development	78	22	2	2	3.69	Agreed
12	Integration of library activities in the major school curriculum	34	44	18	8	3.00	Agreed
13	Long opening hours	44	30	20	10	3.04	Agreed
14	Placement of information facilities and materials according to their rightful order	34	21	31	20	2.70	Agreed
15	Library instructions present in library	60	28	7	9	3.34	Agreed

Table 4 shows that teachers agreed that all the enumerated approaches could stimulate the usage of school library assets and materials by teachers. They agreed that provision of funds, Engagement of qualified library staff, library seminar and conferences for teachers and library staff, provision of contemporary assets and materials in the library, appropriate library location, constant power or electricity supply, access to assets and materials of the library, library personal participating in books collections/development, integration of library activities in the major school curriculum, adequacy in library opening hours, placement of information facilities and materials in order.

Discussion

On access to library assets and materials, the finding uncovered the accessibility of Government documents, white boards, bulletin boards, globes, dictionaries, atlases, maps, textbooks, pamphlets, journals, magazines, chalkboards and newspapers. Additionally, materials like Encyclopedias, abstracts, handbooks, indexes, manuals, bibliographies, directories, almanacs, yearbook, gazetteers, record player, audio cassettes, radio lesson, , records, audio-on-reals, audio discs, photographic, television, drawings, computer, digital video discs (DVDs), computer-assisted instructional materials/facilities, internet, projection equipment, motion pictures, transparencies, filmstrips, slides, films, flannel graph, video compact discs (VCDs), were not found. The nonexistence or lack of these facilities and materials may lead to inefficiency in achieving the goals of the schools. Moreover, the inability to access library materials leads to abstract teaching. This was substantiated by Chukwuezi (2004) and Bernard and Frankwell (2014), who stated that many frustrating conditions could be saved on our children if only the teachers used relevant facilities and materials and teaching aids.

In research question two, the study discovered that fewer teachers access library facilities and materials everyday. This is evident in the gathered data, which disclosed that everyday was second to the lowest. Teachers utilising library materials every day are fewer. At the same time, teachers who consult the library materials during examination are fewer and low in percentage. This symbolises that few teachers use library materials and facilities everyday and during examinations. This finding agreed with Arua and Chinaka (2011) and Chidaka (2017), who reported that teachers barely access the libraries and their facilities.

On the challenges related or linked with library assets and materials usage by teachers, the study established or discovered that lots of factors are obstacles to using library assets and materials in teaching by teachers. Lack of decent accommodation, deficiency of qualified library staff, shortage of required facilities, materials and lack of furniture (tables, shelves, chairs, etc) were seen as challenges of library utilisation. The deficiency of qualified library staff is one of the most significant

challenges and barriers to library utilisation. This is because the success of a library depends not only on the physical assets but also on the staff's qualification. They are anticipated to select, acquire, organise and make teaching, learning and library materials and facilities available to teachers and students. Personal not being part of books collections in the library is one more preventive or challenge. This is validated by George (2011) and Afolabi (2017), who reported poor funding and a deficiency of trained staff are the challenges of library utilisation.

The approaches required to boost library utilisation include efficient management and security of the materials and assets of the library, organising library seminars and symposiums for teachers and library staff to improve their skills on library usage (Yusufu, 2011, Ocholla & Ocholla, 2013). In addition, the provision of modern and contemporary assets and materials in the library and electricity can help considerably in usage of modern library materials and assets, to mention but a few.

Conclusions

This study has provided the foundation for the accessibility, regularity of usage, challenges and approaches to improve access and usage of library materials. It revealed how accessible, regular usage, challenges, and approaches to improving school library usage in the Sapele metropolis. It was discovered that non-print media were lacking. However, textbooks and print assets and materials were accessible. Also, the study exposed that poor government funding and insufficient financial assets and materials of school libraries had mired teachers' usage of school library facilities and materials.

Suggestions

1. Libraries funding should be made adequate.
2. Library Associations in Nigeria should organise training and development courses for library staff to boost their efficiency in school library operations.
3. Relevant and modern books, educational facilities, and materials should be made available and accessible.

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