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Use of School Library Resources In Enhancing Childhood Education In Primary Schools In Idemili South Local Government Area, Anambra State

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Introduction

Library is derived from the Latin word “Liber” meaning “Books”. It is a social agency designed to conserve heritage, provide information, underpin education and research and serve as fountains of reaction. For centuries library has functioned as instrument of political and social change, as guardian of the intellectual freedom. A library is a collection of sources, resources, and services, and the structure in which it is housed; it is organized for use and maintained by a public body an institution or a private individual. It can mean the collection itself, the building or room that houses such a collection or both. Library collections have always contained a variety of collections that include not only printed materials such as manuscripts, books, newspapers, and magazines, but also art reproductions, films, sound and video recordings, maps, photographs, microfiches, CD-ROMs, computer software, online databases, and other media. With library, there is an opportunity for education to reach every child by teaching how to make use of materials in the library (Ogbebor, 2011).

School libraries are organized collection of books placed in schools for teachers and students. It may comprise reference books and books for home reading under the care of a professional librarian. It is an indispensable unit in any school, regardless of its educational philosophy (Ogugua, Unegbu and Esievo, 2019). According to Unegbu (2012), a school library can be said to be a miniaturized intellectual power house or information centre found in primary schools, secondary schools and teachers training colleges, that is, it is a stepping stone towards a child’s intellectual development. School library can also said to be an organized collection of books placed in school for use by both the teachers and students.

Also according to Anumkua, Alaehie and Igbokwe (2016), school library as an information centre located in a school environment whose responsibilities are to identify, collect, organize,

store, preserve, retrieve and disseminate information to the members of a school community namely teachers, students and non-tutorial staff with a view of satisfying their changing and varying information needs.

Amabali, Usman and Adesina (2018), posit that, library resources are the reading or accessible resources in the library, which may be physical or non physical resources. They went further to explain that physical resources are those printed resources which can be seen and handled by the user. They include; books, journals, newspapers, magazines and manuscripts. While the non print are the resources that can only be accessed with the help of a gadget such as computers, CD Rom, mobile phones which gives information from online. School library resources also serve as instructional materials for teaching and learning. According to Arua and Chinaka (2011), school library resources are seen as all inputs which are utilized in the library in order to provide good learning environment for pupils and teachers so as to achieve educational goals. The use of library resources stimulates interest, excitement and instills confidence in the user to develop his potential and capabilities both academically and socially.

The school library resources are important in the intellectual and social development of young persons. It is therefore essential that schools be able to educate their pupils not only through the use of books but in the use of books. For the effective use of school library resources, the schools should be to provide library material that when used would be meaningful for the growth and development of the pupils. The use of school library helps to provide pupils with certain experience to help them social adjustment future. Oluwadere, (2014). Stated that the adequate library resources play an effective role in the education of a child in Nigeria. that is to say that it's essential that every school especially primary school should have a functional library and adequate library resources every pupil should have access to a variety of reading materials

from the very beginning to find information they need from book and provide pupils with the skills required to transform the gathered information into knowledge. The school library resources assist pupils to broaden their knowledge and understanding of life.

Childhood education according to Lawali, (2018), is the education an individual receives at his/her early years of life. No one can confidently explain what would have been the fate of the child in the modern Nigeria society if there is no childhood education. Anero, (2014) explains that childhood education is referred to as primary education that is the hub of societal civilization since members of the society wholly depend on its services for the training and upbringing of her future generations. Through the use of school library resources in primary schools childhood education is enhanced.

Statement of Problem

The school library is a repository of knowledge which helps primary school teachers to achieve the objective of producing pupils that are well informed and are prepared for lifelong education (Smith, 2013). School libraries are established to support teaching, learning, research and services designed to meet the information need of its users. It must be stated that in Idemili South Local Government Area, Anambra State from observation, there are very few school libraries in primary schools and the state of these libraries are unsatisfactory. In some, what is referred to, as a library is a classroom with few books, few tables and some benches. Pupil in such schools neither see the library as part of school system nor as something beneficial to their studies. Even in some primary schools that have fairly good libraries there are no professional librarian. A teacher maybe appointed to be in charge of the library. The teacher librarian as they are generally called combines his/her normal classroom teaching with the extra duty of taking charge of the library. He/she may open the library at break time or at his/her convenient time.

From observation libraries lack of relevant resources, pupils do not make adequate use of the library resources to enhance childhood education in Idemili South Local Government Area Anambra State.

Uwem, (2013), asserted that the acquisition of library resources would be a waste of fund if the resources are not consulted by users, it is perceived that the resources are not used. There is therefore the need to examine the use of school library resources in enhancing Childhood education in primary schools in Idemili South local government area, Anambra state.

Purpose of the Study

The main objective of the study is to determine the use of school library resources in enhancing childhood education in primary schools in Idemli South L.G.A. Anambra State.

Specifically the study intends to

1. To identify the library resources available in enhancing Childhood education in primary schools in Idemili South L.G.A.
2. To ascertain the purpose of pupils and teachers use of library resources in primary schools in Idemili South L.G. A.
3. To find out to what extent the pupils and teachers use school library resources in enhancing their learning ability in their primary school education.
4. To investigate the problem that hinder the effective use of school library resources in primary school in Idemili South L.G.A.
5. To determine strategies that could be adopted to improve the use of school library resources in primary schools in Idemili South L.G.A.

Scope of the Study

This study concentrates on primary schools in Idemili South Local Government Area of Anambra State. There are 45 community primary schools in Idemili South Local Government Area, however, the researcher limits its scope to 5 primary schools namely; Umuoshi primary school, Alor, Central primary school, Alor, Ebenesi primary school, Nnobi, Ukpaka primary school, Nnokwa and Community primary school, Awka Etit.

Significance of the Study

The findings of this study will be of great benefit to the pupil/student, teachers, school authority, policy makers, parents and researchers in this field of study.

The findings of this study will be of utmost benefit to the pupil and students as it will help in encouraging the use of school library resources by pupils and student in enhancing the education thereby improving their learning abilities.

The findings of this study will also be of great benefit to teachers as the pupils and students educational life is enhanced making it easier for them to read and learn on their own which will reduce the work load for their teachers and will be motivated to consult library resources in order to update their knowledge and also help them to prepare their lesson note.

The school authorities and teacher librarian will through this research know the area in which the library is lacking and strive to make possible arrangement in providing and equipping the school library with necessary equipment and resources needed for an improved childhood education.

This research work will also help to sensitize policy makers on the problem of use of school library resources in primary schools and what they need to do in their capacity to improve the pupil use of school library resources in enhancing their education.

Parents will also benefit from this research work as it will all bring about the improvement of their children's performance in school and the researcher will also benefit from this work by using it as a reference while carrying out their own researches on similar topics.

Research Questions

The under listed research question have been formulated to guide the study. They are;

1. What are the library resources available in enhancing Childhood education in primary schools in Idemili South L.G.A.
2. What are the purpose for pupil's and teachers use of library resources
3. How does the pupils use of library resources enhance their learning ability in their primary school education
4. What are the problem that hinders the effective use of school library resources in primary schools in Idemili South L.G.A
5. What strategies could be adopted to improve the use of library resources in primary school in Idemili South L.G.A

School Library

School library is an organized collection of books and other learning materials placed in the school for use by the teachers, and pupils. Nwaigwe, (2012) states that school library is a library that is established in primary and secondary school that have collections for young children. It is an integral part of the school community.

School library also supports all students and pupils in learning and practicing skills for evaluating and using information, regardless of form, format or medium, including sensitivity to the mode of communication within the community. The school library fulfills these functions by developing policies and services, selecting and acquiring resources, providing physical and intellectual access to appropriate source of information, providing instructional facilities and employing staff.

School library is the heart of school around which all school programmes revolves (Okiy, 2014). School library provides the required study materials such as periodicals as well as audio visuals like film strips, slide projectors and other materials for effective teaching and learning. Uzuegbu and Ibiyemi, (2013) described the school library as the collection of relevant materials that are put in place, in printed or other forms which is organized and made available for the users to have access to it.

The School Library Resources Available In Enhancing Childhood Education

The main aim of establishing school library is to provide access to information to support school program. In other to achieve this purpose it should provide access to varieties of information resources in different physical format. Salisu, (2016) opined that the extent at which children and young people of today will be creative, informed and knowledgeable will be shape of the boundaries of the content of the library resources available within the schools. However, resources in school libraries are made up of print and non-printed media and they are the information carrier.

Egesimba, Quadri, Dimkpa and Ezebuike, (2015), highlighted that the resources in school library usually come in these forms; book, picture book with word picture book without words,

non-book material which includes charts, slides, types, transparencies, models, magazines and newspapers. The variety of library resources that can be made available in school library to enhance childhood education includes the following; Fiction materials, reference materials, graphics, microfilm, vertical file material, audio-visual materials, serial publication and textbooks,

Problems that Hinder the Use Library Resource.

Azuoma, (2018), identifies poor attitude of teachers to the school library as a problem the author noted that many classroom teachers in primary school system today still sees their notes of lessons as best in their teaching and learning. On the use of school libraries and their resources by teachers, Majid (2015), remarked that teachers generally do not use their school libraries and various information resources effectively, mainly due to the inadequacy of their school libraries in term of educational materials.

Adeyemi ,(2013), carried separate research which all arrived at the same position on the barriers that hinders the pupils utilization of school library resources as seen below; lack of current reading materials, lack of professional librarians, restricted library hour, inadequate space, low level of information technology development and lack of adequate funding.

Purpose of Use of School Library Resources

According to Morris, (2013), the school library exist to provide a range of learning opportunities for both large and small groups as well as individuals with a focus on intellectual content, information literacy and the learner. The school library provides avenue for independent work for the student. It enables them gain access to equipment, including computers, literacy books and a host of educational materials. The school library resources equip students with life-

long learning skills and develop their imagination thus enabling them to live as a responsible children and citizens. Adomi, (2016), stresses the importance of adequate collections, which forms the basis for adequacy. School libraries help children to discover for themselves by independent study and learning how to ask questions. Adeoye and Popoola (2012), assert that libraries provide resources for knowledge acquisition, recreation, personal interest, and interpersonal relationship for all categories of users.

How the Use of School Library Resources Enhances Learning Ability

The extent to which the pupil use of school library resources matters alot in their academic pursuit. It is a matter of necessity for adequate use of the school library resources for improved academic performance.

According to Herring, (2014), the main purpose of modern school library is to support the educational aim of the school, the school library and its resources exist to support and further the purpose which are formulated by the school. He went further to explain that proper use of the school library resources will train pupils to read fast without losing comprehension, this could be achieved if the subject teacher uses the school library effectively by taking the pupils to the library often and guiding them on how to read on their own. This will inculcate in the pupil the habit of going to the library and making adequate use of these library resources. However the effective use of the library resources widens the pupil knowledge in different subject areas thereby making one well informed and well adjust in learning.

Strategies that Could be Adopted to Improve the Use of School Library Resources

Owing to the numerous problems facing the use of library resources, authors have suggested various ways by which the problems can be reduced to enhance the use of libraries.

This gives the reason why Ajayi and Adetayo (2013), suggested that the library environment should be made more pleasant comfortable. A list of solution to problem of use of library resources was given by Echezona, (2015). The author opined that access to library resources will be enhanced if the following are taken into consideration; Provision of both printed and electronic information resources, provision of online material in electronic format, updating the skills of library staff to enable them help users, provision of need based education program by the library for easier exploitation of available resources, improving the funding of the library to enable it to purchase and maintain needed information technology, books, journals, and audio-visual resources.

Research Design

The study adopted descriptive survey research design. Nwogu, (2015) defined descriptive survey as the collection of data aimed at describing a particular events or population with the same characteristics and making generalization. It is deemed suitable for this work since it described and found out the use of school library resources in enhancing childhood education in Idemili South L.G.A Anambra State.

Area of the Study

The area of study was Idemili South Local Government Area of Anambra State, South East Nigeria. This was created out of Idemili Local Government Area in 1989, with a land area of 139,000 square kilometer. It comprises of seven towns (Alor, Awka-Etiti, AkwaUkwu, Nnobi, Nnokwa, Ojoto, and Oba), with Ojoto as the headquarters.

Population

The population of the study comprised of some selected primary schools in Idemili South local government area which according to the data collected from the state Ministry of Education, Awka (2021) was forty five (45) in number.

Sample and Sampling Technique

The number of primary schools in Idemili South was too large to access. The researcher through the sampling techniques selected five (5) primary schools, out of the forty five (45) Primary schools in Idemili South Local Government Area. In each of the schools ten (10) pupils and ten (10) teachers were selected using Simple Random Sampling Technique. A total of fifty (50) pupils and fifty (50) teachers were used as the sample.

Instrument for Data Collection

The main instrument used for collecting data for this study was the questionnaire and observation checklist. The questionnaire was designed in two parts. Part one (1) was designed to collect relevant background information on the respondents, whereas part two (2) elicited information on the research questions. Research question 1 used the checklist. Research question 2, 3, 4, and 5 used a 4-point scale of SA- Strongly Agree, A- Agree, D- Disagree, SD- Strongly Disagree to answer the items on the questionnaire.

Method of Data Collection

The researcher personally distributed the questionnaires to the respondents in their school location and collected same after 45 minutes of issuance. Out of the 100 questionnaires distributed to the pupils and teachers, 80 were returned. Therefore, the 80 completed questionnaire returned were used for this study.

Method of Data Analysis

Data collected were analyzed using descriptive statistics particularly the mean scores. However, the average individual score for response on a 4 point rating scale is as follows:

SA – Strongly Agreed = 4

A – Agreed =3

D – Disagreed =2

SD – Strongly Disagreed =1.

This will be represented as thus: $4 + 3 + \frac{2 + 1}{4} = 2.50$

Decision Rule: Mean score of 2.50 and above was accepted while any mean score below 2.5 was rejected.

Research Question 1: What are the Library Resources Available in Enhancing Childhood Education in Idemili South L.G.A Anambra State?

Table 1: Observation Checklist on the library resources available in enhancing childhood education

S/N	ITEMS	UMUOSHI	CENTRAL	EHENESI	UKPAKA	COMMUNITY
O		PRI. SCH	PRIM. SCH	PRIM. SCH.	PRI. SCH.,	PRIM. SCH.
1	Encyclopedia	-	-	-	-	-
2	Newspapers and magazines	YES	YES	-	YES	YES
3	Yearbook	YES	-	YES	-	YES
4	Dictionaries	YES	YES	YES	YES	YES
5	Maps	YES	YES	YES	YES	YES
6	Gazetteers	-	-	-	-	-
7	Manuals	YES	YES	YES	-	YES
8	Handbooks	YES	YES	YES	YES	-
9	Textbook	YES	YES	YES	YES	YES
10	Computers	YES	-	YES	YES	YES
11	E- books	-	-	-	-	-
12	Story books	YES	YES	YES	YES	YES
13	Films	-	YES	YES	YES	-
14	Cassettes	-	YES	-	YES	-
15	Radio	YES	YES	YES	-	YES
16	Projectors	-	-	-	-	-

17	Audio Cassette	YES	YES	-	YES	YES
18	TV	-	YES	YES	YES	-
19	Almanacs	YES	YES	YES	YES	YES
20	Journals	YES	-	YES	YES	YES

The table above discovered that the Library resources available in enhancing childhood education in the selected schools are newspapers and magazines, yearbook, dictionaries, maps, manuals, handbooks, textbook, computers, story books, films, cassettes, radio, audio cassette, TV, almanacs, and journals were available. However, there were no encyclopedia, gazetteers, e-books, and projectors available in enhancing childhood education in Idemili South L.G.A Anambra State.

Research Question 2: What is the purpose for pupils' and teachers use of library resources?

Table 2: Mean responses on purpose for pupils' and teachers use of library resources

S/N	Purpose for pupils' and teachers use of library resources	Mean	Decision
1	Educational purpose	3.42	Agree
2	Researchpurpose	3.31	Agree
3	Information purpose	3.44	Agree
4	Reading purpose	3.58	Agree
5	Recreational purpose	3.60	Agree
6	Publishing purpose	3.30	Agree
7	Reference purpose	3.39	Agree
8	To access online database	3.12	Agree
Cluster Mean		3.39	Agree

Table 2 shows that the purpose for pupils' and teachers use of library resources are for educational purpose, research purpose, information purpose, reading purpose, recreational

purpose, publishing purpose, reference purpose, and to access online database. Therefore, the cluster mean of 3.39 represents acceptance which implies that all the above items on the table were the purpose for pupils' and teachers use of library resources

Research Question 3: How do pupils' use of school library resources to enhance their learning ability in primary school

Table 3: Mean responses on pupils' use of school library resources to enhance their learning ability

S/no	Pupils use of school library resources enhance their learning ability	Mean	Decision
1	Attendance to teaching on literacy and reading skills	2.96	Agree
2	Membership of reading clubs within the library set up	3.02	Agree
3	Education on Lifelong learning	2.64	Agree
4	Involvement in literacy education	3.11	Agree
5	Involvement in Story-talk Hour	2.81	Agree
6	Attendance in Drama presentation	3.11	Agree
7	Participation in Book Exhibition and Book Talk	2.91	Agree
8	Participation in creative activities/creative writing	2.92	Agree
9	Borrowing books from the library	3.14	Agree
10	Attending library week	2.90	Agree
	Cluster Mean	2.96	Agree

The table above discovered that the respondents agreed on all of the above items as the avenues through which the pupils' use school library resources to enhance their learning ability. Therefore, the cluster mean of 2.96 represents a positive outcome. This implies that attendance to teaching on literacy and reading skills, membership of reading clubs within the library set up,

education on lifelong learning, involvement in literacy education, involvement in story-talk hour, attendance in drama presentation, participation in book exhibition and book talk, participation in creative activities/creative writing, borrowing books from the library, and attending library week enhance pupils' learning ability through the use of school library resources in primary school

Research Question 4: What are the problems that hinder the effective use of school library resources in primary schools in Idemili South L.G.A

Table 4: Mean responses on problems that hinders the effective use of school library resources

S/n	Problems that hinders the effective use of school library resources	Mean	Decision
1	Restricted library hour	2.96	Agree
2	Lack of current reading materials	3.02	Agree
3	Lack of professional librarians/ staff	2.64	Agree
4	Poor orientation about library use	3.11	Agree
5	Inadequate space	2.81	Agree
6	Lack of interest	3.11	Agree
7	Power outage	2.91	Agree
8	Insufficient internet access point	2.92	Agree
9	Inadequate sitting facilities such as table and chairs	3.14	Agree
10	Distance of the library from classroom area	2.90	Agree
11	Lack of resource awareness	2.83	Agree
12	Inadequate funding of the library	2.68	Agree
13	Restricted library hour	2.78	Agree

Cluster Mean**2.90****Agree**

The table above discovered that the respondents agree on all of the above items as the problems that hinders the effective use of school library resources. Therefore, the cluster mean of 2.90 represents a positive outcome. This implies that restricted library hour, lack of current reading materials, lack of professional librarians/ staff, poor orientation about library use, inadequate space, lack of interest, power outage, insufficient internet access point, inadequate sitting facilities such as table and chairs, distance of the library from classroom area, lack of resource awareness, and inadequate funding of the library were the problems that hinders the effective use of school library resources in primary education.

Research Question 5: What are the strategies that could be adopted to improve the use of library researches in primary schools in Idemili South L.G.A?

Table 5: Mean responses on strategies to improve the use of library researches in primary schools

S/n	Strategies to improve the use of library researches in primary schools	Mean	Decision
1	Proper training should be given to school librarian on how to guild the library users	2.96	Agree
2	Standby generators school be provided by school administrators in case of power failure	3.12	Agree
3	The use of school library school be included in the school curriculum	2.84	Agree
4	Provision for current and up to date reading materials in the library for use	3.01	Agree
5	Need to appoint professional/ qualified librarians	2.91	Agree
6	The library operating hour school be extended beyond school hours	3.21	Agree

The table above discovered that the respondents agree on all of the above items as the strategies to improve the use of library researches in primary schools. Therefore, the cluster mean of 3.00 represents a positive outcome. This implies that proper training should be given to school librarian on how to guild the library users, standby generators school be provided by school administrators in case of power failure, the use of school library school be included in the school curriculum, provision for current and up to date reading materials in the library for use, need to appoint professional/ qualified librarians, and the library operating hour school be extended beyond school hours were the strategies to improve the use of library researches in primary schools.

DISCUSSION OF FINDNGS

From the result of the findings, the types of library resources available in enhancing childhood education in Idemili South L.G.A Anambra State were newspapers and magazines, yearbook, dictionaries, maps, manuals, handbooks, textbook, computers, story books, films, cassettes, radio, audio cassette, TV, almanacs, and journals. This result was in line with the study of Ternenge and Agipu, (2019) who stated that library resources such as maps, manuals, handbooks, textbook, and dictionaries were mainly seen and available in primary schools. He also opined that these library resources if adequate and sustained, will improve literacy skills and reading abilities towards enhancing childhood education. Furthermore, the availability of newspapers and magazines, story books, and films will improve the learning culture of the children

The study also revealed that the purpose for pupils' and teachers' use of library resources are for educational purpose, research purpose, information purpose, reading purpose, recreational

purpose, publishing purpose, reference purpose, and to access online database. This result was in line with the study of Mkumbo, (2016) who stated that the major aim of the use of library resources by children in childhood education are for reading, educational and research purpose. He further opined that information and recreational needs are part of the purposes why children use these library resources. He further advocated for enhanced provision of library resources for use by these children towards improving their academic performance and reading skills.

The findings further revealed that the avenues through which the pupils use school library resources to enhance their learning ability were through attendance to teaching on literacy and reading skills, membership of reading clubs within the library set up, education on lifelong learning, involvement in literacy education, involvement in story-talk hour, attendance in drama presentation, participation in book exhibition and book talk, participation in creative activities/creative writing, borrowing books from the library, and attending library week. This result tallied with the study of Oluwadre, (2014) who stated that the ways by which pupils use school library resources to enhance their learning ability are through their membership of reading clubs within the library set up, involvement in story-talk hour and attendance to teaching on literacy and reading skills. He further stated that programmes such as literacy education, book exhibition and book talk, creative activities/creative writing and library week will serve as a goods avenue for pupils to continue to use school library resources towards their skill improvement and learning ability

From the results of the findings, the problems that hinder the effective use of school library resources were restricted library hour, lack of current reading materials, lack of professional librarians/ staff, poor orientation about library use, inadequate space, lack of interest, power outage, insufficient internet access point, inadequate sitting facilities such as table

and chairs, distance of the library from classroom area, lack of resource awareness, and inadequate funding of the library. This result was supported by the study of Mojapelo, (2018) who opined that problems of inadequate funding, lack of current reading materials, and lack of professional librarians/ staff are part of the issues that is bedeviling the use school library resources to enhance their learning ability. Also, he stated that poor orientation about library use, inadequate space, and lack of interest of pupils are part of what affects the use school library resources by pupils

The study furthermore revealed that the strategies to improve the use of library resources in primary schools are; proper training should be given to school librarian on how to guild the library users, standby generators should be provided by school administrators in case of power failure, the use of school library should be included in the school curriculum, provision for current and up to date reading materials in the library for use, need to appoint professional/ qualified librarians, and the library operating hour school be extended beyond school hours. This result is in agreement with the study of Azuoma (2018) who stated that the challenges of poor use of library resources by pupils in childhood education can be curbed through various strategies such as provision for current and up to date reading materials in the library for use and the use of professional/ qualified librarians. Also, he went further to suggest that school library should have standby generators in case of power failure

Conclusion

Based on the findings of this study, it can be concluded that library resources such as newspapers and magazines, yearbook, dictionaries, maps, manuals, handbooks, textbook, computers, story books, films, cassettes, radio, audio cassette, TV, almanacs, and journals were available in enhancing childhood education and as such, they should be adequately provided for

the benefit of the pupils. The purpose for pupils' and teachers' use of library resources are to boost the pupils and teachers' for educational, research, information, reading, recreational, and reference purposes and efforts to sustain these purposes need to be harnessed by the school and the government by ensuring adequate learning and instruction library tools in these schools. Pupils' attendance to teaching on literacy and reading skills, membership of reading clubs within the library set up, education on lifelong learning, and attending library week have been seen as very useful purposes on why the pupils use school library resources to enhance their learning ability. The problems of restricted library hour, lack of current reading materials, lack of professional librarians/ staff, inadequate space, lack of resource awareness, and inadequate funding of the library has been a mirage for many school libraries and this has the capacity to affect and hinder the effective use of school library resources by these pupils. Similarly, strategies such as proper training if given to school librarian on how to guild the library users as well as provision of standby generators, provision for current and up to date reading materials, and the library operating hours extended beyond school hours will be a vital avenue that will solve these problem that affects pupils in the use of library.

Recommendations

Based on the findings of the work, its recommended that:

1. Sufficient and relevant library resources for the primary education programmes should be provided
2. School librarian in early education programmes need to be provided with adequate trainings on how to ensure effective utilization and access of these library resources by pupils
3. Pupils should be taught how to use the library resources and how to locate them

4. ICT and research skills should be included in the primary education curriculum so as to prepare pupils for effective use of library resources in this digital age instead of the obsolete traditional means
5. Problems of funding for the early primary education should be improved
6. Efforts to expand the library space and resources should be in view as this can sustain the purposes why pupils use the library

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