6-8-2015

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Nkechi, Anthonia Idoko
Univerversity of Nigeria Nsukka, nkechi.idoko@unn.edu.ng

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Nkechi Anthonia Idoko (Ph.D)
Nnamdi Azikiwe Library
University of Nigeria, Nsukka.
nkechidoko2007@gmail.com

Cyprian I. Ugwu (Ph.D)
Nnamdi Azikiwe Library
University of Nigeria, Nsukka,
cyprian.ugwu@unn.edu.ng
&
Jane Igie Aba (Ph.D)
Library Department
Federal University of Agriculture, Markudi.
Janeaba2002@gmail.c

Abstract

This study assessed Library User Resources and Programmes for Library Skill's (LS) acquisition in Unity Schools of South East Nigeria. In conducting this research, survey research design was adopted and out of a population of 29,358, multiple-stage sampling technique was used to select a sample of 1,212 that comprised of 480 JSI students, 469 SSIII students and 263 staff from the 12 Unity Schools under study. Two research questions guided the study. Observation check-list and questionnaire titled Library User Education Questionnaire (LUEQ) were the instruments used for data collection. These instruments were validated by five experts. Reliability co-efficient of 0.91 was obtained using Cronbach Alpha method. Frequency and percentage were used to analyze results obtained from research question one while mean and standard deviations were used for that of research question two. Findings revealed that: there was a dearth of Library Resources (LR) in these schools, while some of the available ones were obsolete. The level of Library User Programme (LUP) implementation was very low. Findings of this study have a number of implications for education in general, school librarians, teachers and secondary school curriculum planners in particular. From the above findings it was recommended that Government should give urgent attention to the provision of library recourses (LR) such as establishment of modern school libraries, provision of current library resources among others for the enhancement of library skills' (LS) acquisition. LUP should also be adequately planned and executed in these schools.

Key words; Library user education, user skills, user programmes and unity schools

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Introduction

Libraries exist to provide support to research and other educational activities in their parent institution/organization. Secondary school libraries are not left out of this function. Globally, the symbolic heart and blood or an essential resource of a school, is its library. There is a mass of evidence that library user education is not a new phenomenon in Nigeria today but how well libraries are equipped and their programmes are implemented in Unity Schools in South East Nigeria, remains a matter of conjecture which the study seeks to assess.

According to Nwalo (2003), a library is one of the most important educational establishments aimed at improving the quality of teaching and learning. It must be properly stocked to complement other educational activities in schools. Varieties of library abound and among them is the school library where this work is centered. The quality of secondary school education is a mirage without a quality school library. The aim of the school library, therefore, is to provide the best services for its users/patrons by making them to be available and accessible. It is in realization of this fact that Agaja (2005) described school library as one of the most valuable infrastructures in the academic system. Bundy (2008) pointed out that the core services of the school library include: the provision of a learning environment, reference and access to information resources. He went further to state that each library must tailor its services to the needs of its users. As invaluable as the school library is, it will remain a complex place where a student if left unattended to would just look at the collection and spend precious time without achieving anything.

Ojedokun (2007) asserted that the objective of user education was to develop in readers awareness of the overall information resources available to them; information literacy skills necessary for retrieving materials and to put in place strategies for enhancing information search

in order to stimulate the user to make adequate use of resources available in the library not minding the challenges that may be encountered. The whole essence of library user education therefore is to connect students to the vast array of information resources and programmes using the school library as a gateway (Zeller, 2005). Library user education enables students to acquire information skills necessary for academic pursuit, other life-long opportunities and problem-solving. It is a holistic interactive learning process that presupposes that a student recognizes the need for information and knows how to find, evaluate, use and subsequently communicate this information effectively to solve problems or to make decisions. The underlying message here is the ability to understand and critically evaluate the information before using it. Having given an insight into the library user education and its importance for life-long learning, it is necessary to understand that this work mainly deals with the information resources available and information programmes implemented, for secondary school students in Nigeria using Unity schools as platforms for the study. The choice of Unity schools is because they are a representation of all Nigerian secondary school students irrespective of affluence, religion or tribe. Unity schools were deemed most appropriate for this study as they are Federal Government sponsored secondary schools that should have library resources required in secondary schools.

Apart from the fact that these Unity schools are serving as models for other secondary schools in Nigeria, it is evident from literature that much of the studies in user education appeared to be addressing the information problems of students in University (Aina, 2008). However, not much was done in this area in Secondary Schools especially Unity schools in Nigeria. This explains why many of our students in their first year in the University cannot effectively use the library's information resources. It is for this reason therefore, that this study

was focused to access library resources and programmes aimed at developing information literacy skills of students in Unity Schools in Nigeria.

Statement of Problem

Acquisition of library user skills is particularly indispensible for secondary school students in view of its special importance in this present technology era. Unfortunately many secondary school students including those of Unity schools in Nigeria are generally believed to exhibit poor proficiency in applying these skills notwithstanding the user education programmes in these schools. The situation is worrisome in view of the fact that user education programme has grown to be emphasized in the area of teaching and learning in these schools. It then leaves one to wonder about the availability of library user resources and extent of implementation of user education programmes in Unity schools. It then becomes necessary to explore the prevailing situation, or to critically examine the situation so as to proffer credible remedies.

This study therefore, intends to assess library resources available and programmes implemented for library user education for students in Unity schools in view of the accrued benefits of library user education to these students.

Purpose of the Study

The main purpose of the study is to assess the availability of library user resources and programme implemented in Unity schools in South-East Nigeria. Specifically, the study sought to find out the following:

i)   Resources available for library user education in Unity schools in South East Nigeria and

ii)   Library user education programmes implemented in Nigerian Unity Schools.

Research Questions

The following research questions guided the study:

i)   What are the resources available for library user education in Unity schools in Nigeria?

ii)   To what extent are library user education programmes implemented in Unity schools in Nigeria?

Literature Review

Information resource is a term often times misused or used interchangeably with information source. Whereas information resources include data, the process used to convert data into useful information, the equipment and technology required to use this information and the people involved in making best use of the information; information sources simply refer to where to find information. Information resources include mainly electronic, print and non-print materials like books, periodicals, catalogue, on-line data bases; computer hardware, computer software, computer networks, electronic files and data, people, library building, audio-visuals pictures, images, CD-Rom etc (Pinto,2010).

It is the responsibility of the school to provide library resources and assist the students in the acquisition of skills for effective utilization of these resources through well designed library programmes. Library/information resources are varied and their utilization is determined by the appropriateness of the resources as well as users' needs. According to Samson (2010), information resource was dependent upon the goal of the library, availability and accessibility of information resources, format for presentation of information and students'/users' knowledge and awareness of available information resources. Information resources were expected to be

made available to students through the provision of readers' services and user instruction (Bruce, 2002).

User instruction or education programmes are well planned activities implemented in libraries in order to create awareness about various facilities and services of the library that will enable students to search and refer to the needed books and information with ease. These programmes include: 1. Orientation of new students -- library tour by students, familiarity with the school library, types of organization and location of books; 2. Identification of parts of a book – author, title, contents' page, publication date; 3. Writing of book reviews -- summary and use of quotes; 4.Use of other sources of print information -- newspapers, magazines, ready references and use of on-line sources of information; 5. Use of cross-references and hyperlinks in on-line information sources; 6.Comparison of information obtained from different information sources (on-line and print) ; 7.Usage of mind-map to clarify and expand topic; 8.Identification of key words of a topic-- use of dictionary and thesaurus; 9. Assessing of the quality and value of information -- currency, comprehensiveness, relevance, accuracy authority etc; 10.Presenting information obtained -- poster, text, graphics, diagram, power point; brain storming in a group to generate ideas and concept; 11. Identifying facts, opinions, biases and propaganda; 12.in-class assignment -- locating of resources, familiarity with ICT activities, open book quiz, debates etc (Obi, 2000). The present study is set out to assess the extent of implementation of the above programmes in Unity schools in South East Nigeria.

Assessment according to Nkiko (2006) is a process of gathering and documenting information about the achievement, skills, abilities and personality variables of an individual/student. Assessment is also defined as a process in which goals and learning objectives are identified and data are collected from multiple sources to document measurable

achievement of those goals and objectives (Pinto, Condon and Gomez, 2010). Everyone involved in the process of education is affected by the outcome of assessment and the choice of an assessment tool depends on the purpose and goal of the assessment. Assessment can be done manually to establish rankings among individual students or to determine library resources available as well as the implementation of library programmes. Put differently, assessment will be carried out to ascertain the library user resources available and programmes implemented for secondary school students. Multiple forms of assessment were needed to truly gauge students' performance and programme effectiveness (Secker, 2010). No single measure can capture the complexity of learning (Beile, 2005). The most common approach of assessing students' information literacy skills or library resources and programmes was the questionnaire or multiple choice tests (Branch 2003 and Brevik, 2005). They were popular because they were useful in testing large number of people, quick to administer and analyze (Bruce, 2002). The questionnaire approach was adopted in the present study because of its ease of use.

This study revolves mainly around Unity school students (people in a learning community) who are identified as youths, adolescents, young people, young adults, teenagers, teens etc. The age range of these students is twelve to nineteen years. This range covers the years of most secondary school students who are in their transitional stage of development (between childhood and full adulthood). Federal Government Colleges, otherwise known as Unity Schools, are secondary schools established and funded solely by the Federal Government of Nigeria. Deriving from this special origin, the students are believed to have well-equipped libraries, teaching and learning facilities as well as well planned library user education programmes.

The school has a tradition of organizing library orientation programmes for fresh students at the commencement of every academic year (Federal Republic of Nigeria, 2004). The programmes take the form of instruction/teachings on the different sections and services of the library. Later students are taken on guided tours of the library as part of library user education programmes. Some schools teach use of the library as part of user education programmes, but ascertaining the degree of emphasis on this exercise, will form part of this study. Library programmes in the schools were established on the policy and objectives that make the library the cornerstone of academic activities. Brevik, (2006) and Nna-Etuk (2003) highlighted various methods of teaching effective use of the library and its resources. These terms include reader instruction, library use education and bibliographic instruction and they all refer to organized programmes practised in various types of school libraries to assist library users to acquire skills on how to use library resources effectively.

R*esources available for library user education in Unity schools*

Library resources, according to Gambari (2007), are those varieties of materials in print and non-print forms and other information bearing materials in the library. They include text books, periodicals, encyclopedias, dictionaries, audio-visual aids, video tapes, video disc, CD-ROM, software tools, hardware tools, with other computer networking and other communication tools. The aim of the school library is to make these resources available to students through user education programmes. Users' needs are only satisfied when these resources are readily made available. In the opinion of Ngulube (2009), students' inability to make use of these resources could hamper their quest to acquire information competencies or proficiencies. In the view of Adebisi (2009), there is a need for continuous and persistent training on the use of these resources for the students to be able to adapt to changes as they occur.

However, Aguolu and Aguolu (2002) opined that the availability of library resources could not necessarily entail accessibility due to some conceptual, linguistic, critical, bibliographic and physical reasons. They maintained that availability has to do with users' ability to understand, articulate the content and treatment of the resource material. The other reasons are concerned with the organization of the library resources and how these could affect users' physical access to resources.

A study into the impact of school library on teaching and learning suggested a much greater emphasis on searching for information in the library than on use of information, with fewer students demonstrating understanding of how to access and interpret information (William and Wavell 2001). Inaccessibility of resources has always been described as the bane of the quest for information skills' acquisition (Duke, 2006). Many patrons, especially secondary school students, have complained bitterly over inaccessibility of information resources. The most frequent complaints, according to Idoko (2012), include the issue of out-datedness, inability to locate materials whose records have been found in the catalogue, staff not being able to explain the whereabouts of certain materials that are bibliographically available. Other complaints range from the overall services being too bureaucratic for enhanced easy access to resources to unsystematic arrangement of shelves' content as well as non-availability of electronic resources in the libraries. This shows that library resources are believed to be poorly organized in secondary schools to facilitate access and this negates Ranganathan's last law of librarianship which is "to save the time of user" since the student is bound to waste a lot of time looking for resource material in a purely disorganized system. Accessibility then becomes a highway to library's resources and an important key to library operations via library user programmes (Allen 2008).

Programmes implemented for library user education

There should always be a laid down procedure of alerting library users (students) about new and other sources of information and this is disseminated through library user education programmes. The introduction of user education or library instruction came as a pre-requisite through which most school libraries provide assistance to staff and students for effective use of library materials. Dara (2005) concluded that library users would continue to expect and desire a continuation of these programmes in future. Brophy (2004) maintained that the major responsibility for the proper and effective use of the library lay with the teaching staff or library instructor of user education programmes. He emphasized the importance of user education to the students arguing that a library instructor with inadequate library training is unlikely to encourage his students in the use of the library. Pinto, (2010), reports that the American College of Research Libraries (ACRL) offers one of the most complete sets of /programmes which emphasize the importance of integrating information literacy instruction throughout student's entire academic career. This may not be so with Unity schools in South East Nigeria where Wole, (2003) clearly reported that user education programme is a flop because its impact is not evident in the day to day use of library resources by students.

In implementing library user education programmes, the following methods are required: orientation of new students, library tour by students, writing book review, in-class assignment on locating sources of information, debates, computer appreciation lessons, topic speed search, internet browsing, on-line tutorial, problem-solving exercises etc. Ideally, user education programme is a continuous process with two major components: orientation and instruction. Orientation means familiarization or adjustment to a particular situation. It is concerned with enabling the user to become aware of the existence of the library and the services available there,

aiding the students to learn about the general use of the library. Instruction is concerned with enabling the user to obtain information required for specific purpose by making full use of resources and material available in the library and is concerned with information retrieval.

User education programmes are central to the whole purpose of the library and the effective utilization of information resources; however in most secondary schools, user education programmes end with orientation to beginners and neglecting the library instruction component of the programmes. In order to remedy this flaw, involvement of the school administrators, teachers and library media specialists in the development and planning of user education programmes is necessary for effective results to be achieved.

Methodology

Design of the study

A descriptive survey research design was used by the researcher for this study. A descriptive research design is one which describes conditions as they exist naturally. It is chiefly concerned with finding, describing and interpreting data. The choice of the design was justified in line with what Nworgu (2006) stated as design which describes condition as they exist naturally without manipulations. Ali, (2006) also stated that a descriptive survey is most appropriate for a study that has a fairly large population. This design is considered appropriate for this study because it will accord the researcher the opportunity of sampling a good number of respondents considered to be a significant representative of the population on library user education of Unity school students, without manipulation of the variables of the study

Population of the Study

The population of the study was made up of all the secondary school students, teachers and school librarians in the Unity schools in South East Nigeria. The total population was 28,844

students, 514 teachers. (Source: Federal Inspectorate Services, South/East Zonal Office Enugu, Federal Ministry of Education)

Sample and Sampling Technique

The sample size was made up of 480 JS III students, 469 SS III students and 263 teachers. Multi-stage sampling technique was adopted in the sampling of these respondents in the following order; firstly, all the 12 Unity schools in the zone were selected due to their fewness. Next, JS I and SS III students were purposively selected based on the fact that the researcher wanted to ascertain the level of library skills the students possessed on entering schools and as they leave school. In each of the schools, 40 JS I and 40 SS III students and 26 teachers were randomly selected using table of random number.

Instrument for Data Collection

The instruments used in the present study were Observation Checklist (OC) and a structured questionnaire titled Assessment of Library User Education Questionnaire" (ALUEQ). The observation checklist was used by the researcher to collect data and answer the research question on the availability of user education resources in Unity schools. The structured questionnaire has two sections - (Sections A&B for both staff and students). Section A elicited demographic information from the respondents while Section B which was made up of 12 items in each of the two clusters elicited information on library user resources available and the level of library user education programmes' implementation in Unity schools. All the items of the instruments were placed on a four point rating scale of Very High Extent (VHE) = 4, High Extent (HE) = 3, Low Extent (LE) = 2, Very Low Extent (VLE) =1, while the items on checklist was determined using (A) =Availability and (NA)= Not Available

Validation of Instrument

Five experts with various backgrounds in library and information science & measurement and evaluation reviewed the research instrument for the purpose of judging its face validity. Their judgment considered the clarity of the questions, their specificity and correspondence to the objectives of the study. Consequently, item statements that were ambiguous were either simplified or modified. Those that were not directly related to the objectives of the study were eliminated.

Reliability of Instrument

The questionnaire for staff and students on availability of library user education resources and user programmes implemented were administered to 60 students and eleven staff of Federal Government College Ugwulawo in Kogi State in North Central Zone of Nigeria for trial testing. This zone is outside the area of the study. Cronbach Alpha procedure was used to analyze the data collected to determine the reliability of the instrument. The reliability coefficient of 0.91 was obtained.

Method of Data Collection

The questionnaire was distributed to the students during class hours in their respective schools by the researcher and four research assistants (their teachers). These research assistants were drilled by the researcher on what to do. Copies for the librarians and teachers were given to them during break period. These instruments were collected from the students and staff the same day they were administered. Out of 1212 copies of questionnaires distributed, only 1053 were found useable due to mutilation. The researcher vetted the questionnaire for identification of possible errors and also checked the percentage of return to determine coverage and

generalization of the responses. This gave 87% returned rate. Check list was used by the researcher to collect data on information resources available to students in these schools.

Method of Data Analysis

Data obtained were analyzed using frequency & percentages and mean & standard deviation. Research question one, was analyzed using frequency and percentage, and presented in a table as well as pie-chat. Mean and standard deviation were used to analyze research data for question 2 and was also presented in a table and bar-chart.

RESULT

Table 1: Percentage response on the Resources for library user education

| S/N	Item Statement	Available		Not available	
		F	***%***	**F**	***%***
1.	School libraries	12	100	-	-
2.	Current books	-	-	12	100
3.	Professional librarians	-	-	12	100
4.	Library catalogue	-	-	12	100
5.	Internet services	-	-	12	100
6.	Classified & well labeled books	2	16.7	10	83.3
7.	Shelf guides	11	91.7	1	8.3
8.	Computers and Computer laboratories	5	41.7	7	58.3
9.	Computer instructors	-	-	12	100
10.	Audio-visual materials	-	-	12	100
11.	Reading carrels	-	-	12	100
12.	Stand-by generator	12	100	-	-
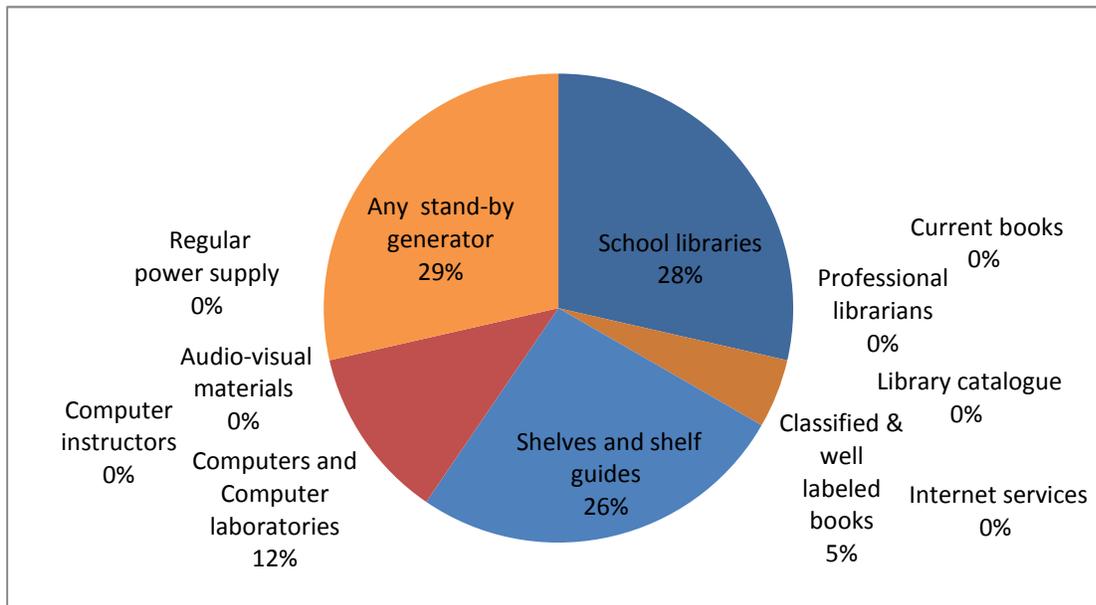
Figure 1: Pie-chart of available library resources for library user education

Data on Table 1 shows that of all the 12-items on school library resources listed, only three (3) of the resources are available in the schools surveyed. These resources include school library (100%), shelf guides (91.7%) and standby generator (100%). This implies that only 25% of the school library resources were found to be available whereas 75% of the resources were not available. This therefore infers that the Unity schools surveyed do not have sufficient library resources.

Table 2: Mean Rating of respondents on programmes for library user education in Unity schools.

ijN = 1053

S/N	Items Statement	Students X̄	SD	Staff X̄	SD	Overall X̄	SD	Decision
1	Orientation of new students	1.83	.90	2.39	.63	2.11	.76	LE
2	Library tour by students	1.55	.79	1.30	.51	1.42	.65	VLE
3	Use of library programme on writing book review, types of reference sources, etc	1.52	.73	1.24	.48	1.38	.60	VLE
4	In-class assignment on locating sources of books, etc	1.65	.78	1.30	.48	1.47	.63	VLE
5	Current awareness programme	1.59	.85	1.65	. 54	1.62	.69	LE
6	Open essay quiz	1.68	.85	1.25	.46	1.46	.65	VLE
7	Debates	1.64	.73	1.88	.49	1.76	.61	LE
8	Computer appreciation	1.74	.87	2.33	.70	2.03	.78	LE
9	Computer quiz	1.79	.91	2.31	.70	2.05	.80	LE
10	Open book quiz	1.76	.86	1.97	.63	1.86	.74	LE
11	Topic speed search/on-line resources	1.71	.83	2.22	.65	1.96	.74	LE
12	Periodic seminar	1.84	1.0	2.17	.69	1.72	.37	LE
	Cluster Mean	1.69	.53	1.76	.22	1.72	.37	LE

Criterion Mean =VHE= Very High Extent 4, HE= High, Extent (3),
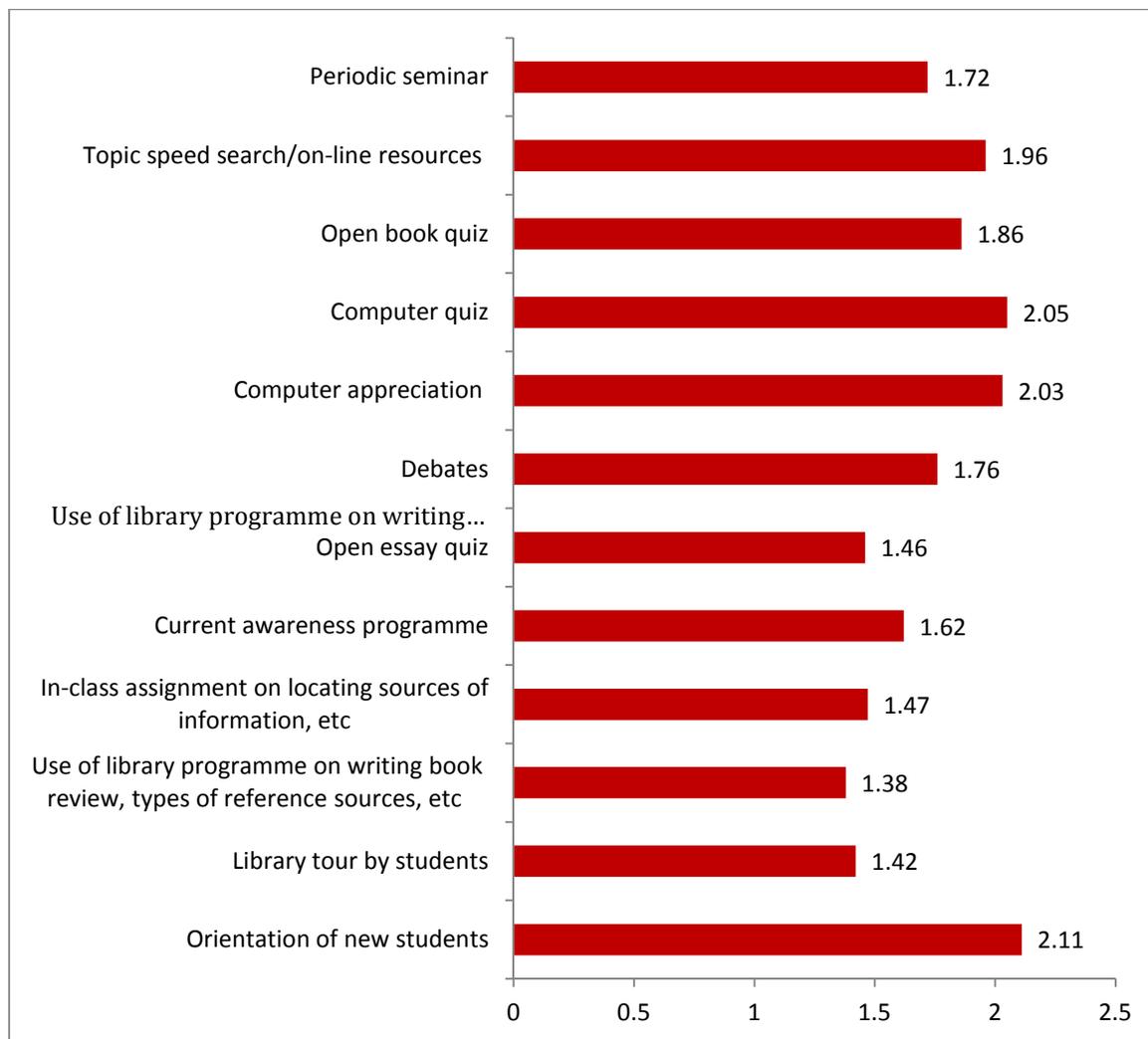LE= Low Extent (2), VLE= Very Low Extent (1)

Figure 2: Bar chart of programmes for library user education in Unity schools in Nigeria.

Data on Table 2 and the bar chart under it are indicative of the fact that all the item statements regarding library user education programme implementation for users, recorded low overall mean rating of 1.72 and standard deviation of .52. The item statements include: orientation of new students, introduction of library tours, introduction of use of library programme, introduction of in-class quiz, creation of current awareness programme on the use of library, open essay, debates, developing computer quiz, open book quiz, topic speed search and developing periodic seminar. This shows that Unity schools have low implementation of library user education programmes for their students

Discussion of Results

The Extent of availability of library resources in Unity schools

It was deduced from the analysis of responses relating to research question one that there is a dearth of library resources for library user education in Unity Schools in South East Nigeria. Findings reveal near absence of current print resources (textbooks, encyclopedia, newspapers and magazines), technological resources (computer hard and soft wares, ICT that enable the transmission, processing, storage, organization and retrieval of information for the purpose of knowledge and action-taking) as shown in table 1. The result of this study gave credence to Islam and Islam (2007) who found that schools lack: infrastructure, ICT, skilled workforce (library media specialists, etc). The study recommended some actions to help solve the identified problems. These include: provision of adequate funds to procure Library Resources, It is pertinent to point out that though all the schools surveyed have school libraries, none has state-of-the–art modern library. Lack of Library Resources in these schools compounds students' quest for acquisition of library user skills and this goes to buttress Adebisi (2009) assertion that students' inability to make use of library resource is seen as another problem that could hamper the development of their knowledge acquisition. It is noteworthy to point out here that literacy thrives in a resource-based learning environment and near absence of this environment in the schools surveyed could be one of the reasons for the low library skills possessed by students.

Extent of implementation of library user education programmes in Unity schools in Nigeria.

It was found that the level of implementation of Library User Programmes (LUP) in library user education in the schools was very low. This is indicated in the overall cluster mean of 1.72 and standard deviation of .37 as shown in table 2. Responses to all the item statements

recorded low mean ratings to signify minimal implementation on: orientation of new students, inclusion of use of the library computer lessons into the curriculum and school time-table, teaching the use of library by library media specialist, creation of awareness in the use of library by embarking on library tours, giving in–class assignment on activities requiring the use of library, computer appreciation and how to search the electronic media for information, periodic seminar, debates and quiz. This finding is in line with the study of Lakos (2004) who investigated information literacy programmes in Maori Secondary Schools in New Zealand whose results showed that students could not access information because of lack of implementation of library programmes in the schools. Samson (2010) in his work said that ideally, these library literacy programmes must exist in all the secondary schools but that unfortunately budget concerns and staff time constraints made it difficult for a collaboration of this type to occur.

Educational Implication of the Study

The findings of this study show that Unity Schools in Nigeria do not have adequate library recourses and lack meaningful or well developed library education programmes for students' library skills' acquisition. These findings have implications for education in general and school administrators in particular. Emphasis on secondary education today is focused on transforming school libraries into learning resource centers for resource-based learning and independent study. This dream cannot be achieved in a school with inadequate library resources and no purposeful programmes for students' library skills' acquisition and lifelong learning. The school administrators are encouraged by these findings to begin to make a case for the transformations that are critical for school libraries in Nigeria. In addition to the acquisition of

library resources, library development and accessibility to information materials can help to bring about the desired learning outcome in our school system.

Low accessibility of school library resources can be interpreted in two ways. It is either that the resources are not available or that they are fairly used. The school librarians are challenged to ensure that the few library resources are made available to students and to also engage them in library programmes that can be developed and implemented to enhance students' use of library resources.

Conclusions:

Based on the findings of this study, some basic conclusions were drawn as follows: Library user resources to a high extent are lacking in Unity schools in South East Nigeria. Such resources include: modern school library, current library materials, functional computers etc.lt is noteworthy to point out that, to a high extent, library user programmes have not been implemented by teachers and school librarians in Unity Schools probably due to constraints posed by overloaded curriculum content. Such programmes are: Use of library lessons, orientation of new students, library tours, awareness of newly acquired materials and resources, etc. These problems if not tackled appropriately will continue to hinder library skills' acquisition by students of Unity Schools in Nigeria.

Recommendations:

In view of the findings of this study, the following recommendations are hereby made to the relevant organs in order to bring about effective library user skills' acquisition;

- Provision of library resources as well as creation and implementation of library user programmes by secondary school management board will to a high extent enhance students' acquisition of library skills.

- Government should give the training and retraining of school librarians, teachers prompt attention, proper and constant supervision of staff by school management and maintenance of information literacy resources, will aid longevity of library user programmes in Nigerian Unity Schools.

- Provision of school library infrastructures and repairing of dilapidated ones is obvious in this information age. Most of the schools visited used a classroom as an improvised library in place of modern library. It was discovered, from this study, that lack-of library user resources affect access and retrieval of information. It is then recommended that building of library infrastructures is a way forward towards a knowledge-driven society for lifelong learning.

- It is also recommended that secondary school management board should revisit their curriculum to include Use of library as a school subject. Librarians should be allowed to teach this subject in collaboration with the school teachers and other library media specialists. Use of library should also be listed in the school time table. This is meant for the students and staff to see the library as a research centre and eradicate the idea that library is just a place to stay and read your books.

- School Librarians should constantly sensitize secondary school principals and management (state and national) on the need for library user skills, its importance and relevance for effective academic performance. The sensitization programme should be through workshops, seminars, awareness campaigns, orientation and through in-class assessment for the students and staff to see and use the library resources. This is meant to attract students and staff as well as Secondary School Management Board to the available novel facilities, resources and programmes for library user education thus compelling the inculcation of library user education programmes in the school curriculum by the management.

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