INFLUENCE OF UTILISATION OF SCHOOL LIBRARY RESOURCES ON LIFELONG LEARNING OF SECONDARY SCHOOL STUDENTS IN KARU LOCAL GOVERNMENT AREA, NASARAWA STATE

[1] Wilson Oserada [2] Simon Ojonoka Favour [3] Abubakar Usman [4] Dr Hassan Mallam Ibrahim

[1,2,4] Department of Library and Information Science, Nasarawa State University, Keffi;
4 College Library, Federal College of Education, Odugbo, Benue State.
wilsonoserada@gmail.com , usmania2018@gmail.com , ibrahasmal@gmail.com
+2348062323665

Abstract

This paper examined the influence of utilisation of school library resources on lifelong learning of secondary school students in Karu Local Government Area, Nasarawa State. *The study was guided by three objectives and three corresponding research questions. Among the objectives of the study was to: determine the level of utilisation of school library resources for lifelong learning in the study areas. Descriptive survey research design was adopted for the study. The population of this study was 1,736 which comprised secondary school students in Karu Local Government Area, Nasarawa State as at May 2025. The sample size of this study was 315. This sample size was obtained by subjecting the target population of 1,736 to Krejcie and Morgan 1970 recommended table for determining sample size of a population. Questionnaire was used as instrument for data collection. Descriptive statistics, such as frequencies, means and standard deviation were used as method of data analysis. The findings of the study revealed among others that lack of a library policy, poor staffing practices, lack of adequate funding; poor ICT infrastructure, poor library facilities, lack of awareness, power outage, lack of current relevant books and lack of interest were seen as challenges that hinder the effective utilisation of school library resources for lifelong learning among students. The study concluded that information resources are in short supply in secondary school libraries in Karu Local Government Area of Nasarawa State. The secondary school students revealed that they use information resources such as textbooks, reports, Internet, dictionaries, radio, television, video tapes and folklore for their lifelong learning. The study recommended among others that the management of school libraries in Karu Local Government Area of Nasarawa State should encourage teachers and school librarians by giving them special incentives that will motivate them to create necessary awareness on the use of information resources to the students. This will change the students' impression as regards the use of the school libraries.*

Keywords: Lifelong Learning, School Library Resources, Utilisation

Introduction

Learning is popularly said to be beginning from cradle to the grave. The phenomenon called life is too broad to be completely learnt in a single phase. Before we were yet conscious of the world we live in, we were enrolled in crèches. From there, we built up till we reach the desired apex of educational attainment. Education definitely goes beyond the teaching and learning that takes place within the four walls of the classroom (Speranza, 2015). Learning as an exercise takes place in the presence of teachers. We learn also when we read books and when we interact with our immediate family and people around. Furthermore, we learn by listening and through technology.

Knowledge can be acquired and developed anywhere, learning is unavoidable and happens all the time (Kelly, 2016). Lifelong learning is about creating and maintaining a positive attitude towards learning, for both personal and professional development. Lau (2017) defined lifelong learning as the provision or use of both formal and informal learning opportunities throughout people's lives in order to foster the continuous development and improvement of knowledge and skills needed for employment and personal life fulfilment. Lifelong learning is an essential skill to be developed in every learner and to achieve this, the learner must be committed to learn the rapidly changing information and developments over time. This not only creates an environment of learning but also brings forth the abilities to teach others and contribute to a knowledgeable society.

Lifelong learning is a key for updating knowledge and skills, in that, people can learn if they are continuously in need of learning (Colakoglu, 2013). The school library can provide information resources needed for students to update their skills and knowledge to enable them become independent lifelong learners.

According to Oyedum and Babalola (2014), libraries from the modern conception of the world, are no passive repositories of artifacts and documents of the past, but are today seen as living agencies of intellectual enrichment. Consequently, a library is an organised collection of various sources of information resources made accessible to a defined community for reference or consultation providing physical or digital access to the user community. According to Agbo (2015), school libraries are libraries attached or found in the pre-tertiary institutions such as nursery, primary and secondary schools with the mission of contributing to the intellectual development of pupils and students. The school library is the part and parcel of the school where collection of books, periodicals, magazines, newspapers, films, computers, filmstrip, videotapes, recording of all types are kept for use by the students and teachers.

School libraries are established to provide educational information resources, which communicate experiences and ideas to students and make them easily and freely available through some service-oriented efforts to make them independent lifelong learners. School libraries deliver its services with the aid of different forms of information resources, and these resources are utilised in order to provide good learning environment for students and teachers so as to be able to achieve educational goals (Anete et al., 2020).

Library resources are library materials that preserve and disseminate information and knowledge for study and reference purpose(s). According to Ntui and Udah (2015), library resources are the raw materials that provide vital services in the teaching and learning process. Furthermore, Ntui and Udah (2015) asserted that library resources contain information in both print and non-print formats such as textbooks, journals, indexes, newspapers and magazines,

reports, Internet, video tapes, diskettes, and microforms. Library resources are the equipment, printed and non-printed materials meant to promote teaching and lifelong learning among both teachers and students.

It is important to note that the value of any library lies on the stock of necessary information and the effectiveness of utlisation of its available information resources to the community of users it serves. The term 'use' in this study involves getting information from the library mostly with the help or aid of a librarian which satisfies the information need of the user. Anyaoku (2015) stated that library use involves the consulting, reading and borrowing of library resources. The use of school library by students involves reading and borrowing of library information resources for their assignments, tests and examinations. The school libraries and its information resources are used by students to prepare for their next class period, examination, general education, information, competitions, recreation and inspiration (Chukwueke *et al.*, 2019).

These reasons, therefore, make it a thing of uttermost importance for the school libraries to judiciously select and procure the prescribed or recommended textbooks worth studying and other reading materials from different sources, technically process them by making use of a standard scheme of classification and cataloguing them to provide various access point bearing in mind the manner most convenient for the student and teachers. The dwindling economy due to a result of shortage of fund needed to acquire necessary library information resources to enhance effective use among students for their academic activities is invariably being affected thereby altering the importance attached to school librarianship. It is against this backdrop that this study will examine the utilisation of school library resources on lifelong learning among students in Karu Local Government Area, Nasarawa State.

Statement of the Problem

The school library is a repository of knowledge which aids in producing, nurturing and ultimate development of students that are well informed and are prepared for gainful lifelong education. The whole range of information resources are necessary to enable the school library fulfill its function which include, help children develop the habit of reading, increase the reading skills and learning habits of pupils (Ogugua et al., 2019). Library facilities contains information in both print and non-print formats such as textbooks, journals, indexes, newspapers and magazines, reports, Internet, video tapes and diskettes.

In an era of ubiquitous information dissemination, the need for lifelong learning cannot be overemphasised as it significantly enhances performance. Given the importance of lifelong learning in today's rapidly changing world, it is crucial to understand how school libraries can support this process among students. The researcher has observed challenges such as poor performance, inadequate research habits, and underdeveloped reading and learning skills among students in the Karu Local Government Area of Nasarawa State. Interestingly, while libraries, which should contribute to the intellectual development of these students, are present in the schools under study, it raises these questions: Are these libraries adequately resourced, and are the students' utilising these resources effectively? This study aims to explore these questions, seeking to understand the role of library resources in supporting lifelong learning among students.

In view of the above narration this study investigated the influence utilisation of school library resources on lifelong learning of secondary school students in Karu Local Government Area, Nasarawa State.

Objectives of the Study

The aim of this study is to investigate the influence of utilisation of school library resources on lifelong learning of secondary school students in Karu Local Government Area, Nasarawa State. To achieve this aim, the following objectives were set.

1. determine the level of utilisation of school library resources for lifelong learning in the study areas;
2. influence of utilisation of school library resources for lifelong learning in Karu Local Government Area, Nasarawa State;
3. investigate the challenges that hinder the effective utilisation of school library resources for lifelong learning among students in the study areas.

Literature Review

School Library Resources

The main aim of establishing school library is to provide free access to educational information to support learning and school curriculum. In other to achieve this purpose, the school library 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 *et al.* (2015) highlighted that the resources in school library usually come in varied 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 acquired and stocked in school library to enhance continuous education and lifelong learning. These include: fiction materials, reference materials, graphics, microfilm, vertical file material, audio-visual materials, serial publication and textbooks.

Purpose of Use of School Library Resources

According to Morris (2013), the school library exists 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 responsible children and citizens. Adomi (2016) stressed 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. Ogugua et al. (2019) asserted that libraries provide resources for knowledge acquisition, recreation, personal interest, and interpersonal relationship for all categories of users.

Use of School Library Resources for Enhance Lifelong Learning

The extent to which the students use school library resources matters a lot in their academic learning and good pursuing. It is necessary to adequately utilise school library resources for improved academic performance. According to Asuata and Emasealu (2022), the

main purpose of modern school library is to support the educational aim of the school through support to ensure the goals are achieved.

Asuata and Emasealu (2022) argued further 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 students to the library often and guiding them on how to read on their own. This will inculcate in the students 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 students' knowledge in different subject areas thereby making them well informed and well-adjusted to learning generally.

Challenges confronting the use of School library resources

Lack of a library policy

A library policy serves as a roadmap for the management and operation of a school library. It defines the visions, role, aims, and objectives for the whole school community and is underpinned by good practice (Chukwueke, 2018). The policy should make reference to the library's status as a learning environment in the school and its role in raising achievement (Danladi & Yohanna, 2018).

However, the absence of a well-defined library policy can lead to inconsistencies and inefficiencies in the management of the library. Without written guidelines, it becomes difficult to have effective school library programs, which can negatively impact the learning outcomes of students. Furthermore, a lack of library policy can lead to financial implications for schools as there may be no dedicated funding to create or maintain libraries (Shonhe, 2019).

Poor staffing practices

Staffing is a critical component of any library's operations, and this is particularly true for school libraries. The presence of qualified and dedicated staff is essential for the effective functioning of a library. However, many school libraries face the challenge of poor staffing practices (Shonhe, 2019). In many cases, school libraries are run by staff who lack professional librarianship qualifications (Shonhe, 2019). This can lead to a number of issues, including irrelevant library collections, uncatalogued and poorly organized books, and a lack of information literacy among students. Furthermore, unprofessional staff may not be able to adequately market library services or raise awareness about the library's role in the school community.

Lack of adequate funding

Adequate funding is another critical factor for the successful operation of school libraries. However, many school libraries face the challenge of insufficient funding.

In a study conducted by the National Literacy Trust and Penguin Random House UK, it was revealed that four out of ten primary schools in the UK have no dedicated library budget (Robertson & McMenemy, 2020). In some cases, teachers are forced to buy reading materials for children with their own money due to the lack of funding. The lack of funding can lead to inadequate resources and poor staffing, hindering the development and maintenance of functional school libraries (Mojapelo, 2018). The issue of school library budget and funding needs to be addressed within the school library policy and the National school library policy within the Ministry of Education.

Methodology

The study adopted survey research design method. According to Oyedem *et al.* (2015), a survey study is used to assess a situation with a view to correcting inadequacies to effect improvement The population of this study was 1,736 which comprised secondary school students in Karu Local Government Area, Nasarawa State as at May 2025. These were secondary schools with school libraries. Questionnaire was used as instrument for data collection. The research instrument was validated by experts in the Department of Library and Information Science, Nasarawa State University, Keffi. Errors pointed out were effected by the researcher. Descriptive statistics involving statistical tool (SPSS) version 23 was used in analysing the data.

Results and Discussion of Findings

Table 1: Level of Utilisation of School library resources for Lifelong Learning among Secondary School Students

S/N	Statements	VO	O	NO	NU	FX	$\bar{x}$	STD	Decision
		4	3	2	1				
1	I use handbills for lifelong learning	37	36	91	105	543	2.01	0.48	Never used
2	I use newspapers for lifelong learning	85	7	73	104	611	2.27	0.23	Never used
3	I use magazines for lifelong learning	27	58	85	99	551	2.05	0.45	Never used
4	I use maps for lifelong learning	39	106	33	91	631	2.35	0.15	Never used
5	I use globes for lifelong learning	44	50	70	105	571	2.12	0.37	Never used
6	I use textbooks for lifelong learning	124	103	26	16	873	3.25	0.75	Very often
7	I use reports for lifelong learning	73	111	43	42	753	2.79	0.29	Very often
8	I use Internet for lifelong learning	100	99	49	21	816	3.03	0.53	Very often
9	I use video tapes for lifelong learning	91	98	43	37	781	2.90	0.40	Very often
10	I use folklore for lifelong learning	79	88	52	50	734	2.73	0.23	Very often
11	I use dictionaries for lifelong learning	88	120	47	14	820	3.05	0.55	Very often

12	I use radio for lifelong learning	98	110	47	14	830	3.09	0.59	Very often
13	I use television for lifelong learning	110	102	47	10	850	3.16	0.66	Very often
14	I use pamphlets for lifelong learning	13	33	101	122	475	1.77	0.73	Never used
15	I use brochures for lifelong learning	20	33	116	100	511	1.89	0.60	Never used
	Weighted mean						**2.42**		

Key: Very Often (VO), Often (O), Not Often (NO), Never Used (NU)

Table 1 showed the responses of secondary school students on their level of utilisation of school library resources for lifelong learning. Out of the fifteen items listed, eight items produced high mean scores, which were above the average bench mark of 2.50. These items include item 6: I use textbooks for lifelong learning ($\bar{x}$=3.25; SD=0.75), item 13: I use television for lifelong learning ($\bar{x}$=3.16; SD=0.66), item 12: I use radio for lifelong learning ($\bar{x}$=3.09; SD=0.59), item 11: I use dictionaries for lifelong learning ($\bar{x}$=3.05; SD=0.55), item 8: I use Internet for lifelong learning ($\bar{x}$=3.03; SD=0.53), item 9: I use video tapes for lifelong learning ($\bar{x}$=2.90; SD=0.40), item 7: I use reports for lifelong learning ($\bar{x}$=2.79; SD=0.29) and item 10: I use folklore for lifelong learning ($\bar{x}$=2.73; SD=0.23). On the other hand, seven items produced low mean scores which were below the average benchmark of 2.50. These items include item 4: I use maps for lifelong learning ($\bar{x}$=2.35; SD=0.15), item 2: I use newspapers for lifelong learning ($\bar{x}$=2.27; SD=0.23), item 5: I use globes for lifelong learning ($\bar{x}$=2.12; SD=0.37), item 3: I use magazines for lifelong learning ($\bar{x}$=2.05; SD=0.45), item 1: I use handbills for lifelong learning ($\bar{x}$=2.01; SD=0.48), item 15: I use brochures for lifelong learning ($\bar{x}$=1.77; SD=0.73) and item 14: I use pamphlets for lifelong learning ($\bar{x}$=1.77; SD=0.73).

The decision mean of 2.50 and above is considered as the level secondary school students utilised school library resources, while the mean of below 2.50 indicate the school library resources not utilised among secondary school students. Consequently, the weighted mean of 2.42 shows that the level secondary school students utilised school library resources for their lifelong learning is very low.

Table 2: Influence of Utilisation of School library resources for Lifelong Learning among Secondary School Students

S/N	Statements	SA	A	D	SD	N	FX	$\bar{x}$	STD	Decision
		4	**3**	**2**	**1**	**269**				
1	The use of school library resources has influenced the writing of my assignments	112	117	32	8	269	875	3.25	0.75	Agreed
2	The use of school library resources has influenced my preparation for tests	101	95	50	23	269	812	3.01	0.52	Agreed
3	The use of school library resources has influenced my preparation for examinations	116	142	7	4	269	908	3.38	0.88	Agreed
4	The use of school library resources has enabled me know more about what is happening in my environment	98	110	47	14	269	830	3.09	0.59	Agreed
5	The use of school library resources has influenced my knowledge on general education	95	99	54	21	269	806	2.99	0.49	Agreed
6	The use of school library resources has enabled me obtain current and up-to-date information	91	95	60	23	269	792	2.94	0.44	Agreed
7	The use of school library resources has influenced my competitions	80	99	59	31	269	766	2.85	0.35	Agreed
	Weighted mean							**3.07**		

Key: Strongly Agreed (SA), Agreed (A), Disagreed (D), Strongly Disagreed (SD)

Table 2 showed the responses of secondary school students on the influence of utilisation of school library resources for their lifelong learning. All the seven items listed produced high mean scores, which were above the average bench mark of 2.50. These items include item 3: The use of school library resources has influenced my preparation for examinations ($\bar{x}$=3.38; SD=0.88), item 1: The use of school library resources has influenced the writing of my assignments ($\bar{x}$=3.25; SD=0.75), item 4: The use of school library resources has enabled me know more about what is happening in my environment ($\bar{x}$=3.09; SD=0.59), item 2: The use of school library resources has influenced my preparation for tests ($\bar{x}$=3.01; SD=0.52), item 5: The use of school library resources has influenced my knowledge on general education ($\bar{x}$=2.99; SD=0.49), item 6: The use of school library resources has enabled me obtain current and up-to-date information ($\bar{x}$=2.94; SD=0.44) and item 7: The use of school library resources has influenced my competitions ($\bar{x}$=2.85; SD=0.35). The decision mean of 2.50 and

above is considered as the influence of school library information resource on secondary school students' lifelong learning and vice versa. Above all, the highest mean score was discovered from item 3 which is on the use of school library resources influenced the preparation for examinations. This is not far from the fact that secondary school students use school library resources more when it comes to examination particularly when it comes to West African Examinations Council (WAEC), National Examination Council (NECO). Consequently, the weighted mean of 3.07 shows that school library resources influence lifelong learning among secondary school students.

Table 3: Challenges that Hinder Effective Utilisation of School library resources for Lifelong Learning among Secondary School Students

S/N	Statements	SA	A	D	SD	N	FX	$\bar{x}$	STD	Decision
		4	**3**	**2**	**1**	**269**				
1	Lack of a library policy affects utilisation of school library resources for lifelong learning	92	104	56	17	269	809	3.02	0.51	Agreed
2	Poor staffing practices affects utilisation of school library resources for lifelong learning	73	80	67	49	269	715	2.66	0.16	Agreed
3	Lack of adequate funding	116	142	7	4	269	908	3.38	0.88	Agreed
4	Poor ICT infrastructure affects utilisation of school library resources for lifelong learning	101	95	50	23	269	812	3.01	0.52	Agreed
5	Poor library facilities affects utilisation of school library resources for lifelong learning	92	99	45	33	269	788	2.93	0.43	Agreed
6	Lack of awareness affects utilisation of school library resources for lifelong learning	84	99	57	29	269	776	2.88	0.38	Agreed
7	Restricted library hour affects utilisation of school library resources for lifelong learning	39	42	97	91	269	567	2.11	0.39	Disagreed
8	Power outage affects utilisation of school library resources for lifelong learning	112	130	19	8	269	884	3.29	0.79	Agreed
9	Lack of current relevant books affects utilisation of school library resources for lifelong learning	97	118	39	15	269	835	3.10	0.60	Agreed
10	Lack of interest affects utilisation of school library resources for lifelong learning	85	123	47	14	269	817	3.04	0.54	Agreed
	Weighted mean							**2.94**		

Key: Strongly Agreed (SA), Agreed (A), Disagreed (D), Strongly Disagreed (SD)

Table 3 showed the responses of secondary school students on the challenges that hinder their effective utilisation of school library resources for lifelong learning. Out of ten items listed, nine items produced high mean scores which were above the average bench mark

of 2.50. These items include item 3: Lack of adequate funding ($\bar{x}$=3.38; SD=0.88), item 8: Power outage affects utilisation of school library resources for lifelong learning ($\bar{x}$=3.29; SD=0.79), item 9: Lack of current relevant books affects utilisation of school library resources for lifelong learning ($\bar{x}$=3.10; SD=0.60), item 10: Lack of interest affects utilisation of school library resources for lifelong learning ($\bar{x}$=3.04; SD=0.54), item 1: Lack of a library policy affects utilisation of school library resources for lifelong learning ($\bar{x}$=3.01; SD=0.52), item 4: Poor ICT infrastructure affects utilisation of school library resources for lifelong learning ($\bar{x}$=3.01; SD=0.52), item 5: Poor library facilities affects utilisation of school library resources for lifelong learning ($\bar{x}$=2.93; SD=0.43), item 6: Lack of awareness affects utilisation of school library resources for lifelong learning ($\bar{x}$=2.88; SD=0.38) and item 2: Poor staffing practices affects utilisation of school library resources for lifelong learning ($\bar{x}$=2.66; SD=0.16). On the other hand, one item produced low mean score below the benchmark of 2.50 which is item 7: Restricted library hour affects utilisation of school library resources for lifelong learning ($\bar{x}$=2.11; SD=0.39). The nine items that have high mean scores show that these challenges mainly hinder the effective utilisation of school library resources for lifelong learning among secondary school students.

Discussion

As regards to research question 1, level of utilisation of school library resources for lifelong learning among secondary school students is moderate. The secondary school students revealed that they use textbooks, reports, Internet, dictionaries, radio, television, video tapes and folklore for lifelong learning. The use of these information resources provide good learning environment for students to achieve academic excellence. This is in line with the findings of Anete et al. (2020) that school libraries deliver its services with the aid of different forms of information resources, and these resources are utilised in order to provide good learning environment for students and teachers so as to be able to achieve educational goals.

In response to research question 2, the study showed that influence of utilisation of school library information resources for lifelong learning among secondary school students is high. The secondary school students indicated that use of school library resources has influenced the writing of assignments, preparation for tests, preparation for examinations, knowledge on general education, know more about what is happening in the environment, obtain current and up-to-date information and influenced their competitions. The use of library resources broaden the knowledge scope of students and make them read ahead towards preparing for tests and examinations. This is in line with the findings of Chukwueke *et al.* (2019) that the school libraries and its information resources are used by students to prepare for their next class period, examination, general education, information, competitions, recreation and inspiration.

The findings from research question three equally revealed that the respondents agreed with all the challenges that hinder the effective utilisation of school library resources for lifelong learning among students with the exception of item 7 as seen in Table 4.7. These challenges especially on poor library facilities, lack of current relevant books and lack of interest can affect students use of information resources in the library and invariably their lifelong learning. This is in line with the findings of Mojapelo (2018) that the lack of funding can lead to inadequate resources and poor staffing, hindering the development and maintenance of functional school libraries.

Conclusion

In conclusion, the findings of the study revealed that information resources are inadequate. The secondary school students revealed that they use information resources such as textbooks, reports, Internet, dictionaries, radio, television, video tapes and folklore for their lifelong learning. The study revealed that lack of a library policy, poor staffing practices, lack of adequate funding; poor ICT infrastructure, poor library facilities, lack of awareness, power outage, lack of current relevant books and lack of interest were challenges that hinder their effective utilisation of school library information resources for lifelong learning.

Recommendations

1. The management of school libraries in Karu Local Government Area of Nasarawa State should encourage teachers and school librarians by giving them special incentives that will motivate them to create necessary awareness on the use of information resources to the students. This will change the students' impression as regards the use of the school.

2. The management of school libraries in Karu Local Government Area of Nasarawa State should regularly organise workshops and seminars where students would be trained the use of modern method that promotes higher achievement and interest in use of information resources for lifelong learning.

3. The management of school libraries in Karu Local Government Area of Nasarawa State should put more priority on adequate provision of fund necessary and alternative source(s) of power supply by making provision for state of the art modern technologies that will facilitate learning activities to the students and also for the employment of qualified and trained teacher-librarian.

References

Adomi, E. E. (2016). Collection development and management in context. *Warri: Etodick Publishers.*

Agbo, A. D. (2015). School libraries and development of library skills in Nigerian secondary education system. *Research Journal of Library Science*, 3(2), 1-4.

Anetu, C. A., Ugwoke, E. O. & Moghalu, F. A. (2020). Availability and Utilisation of e-learning technologies for improving teaching and learning of business education programme in public universities in Enugu State. *Vocational and Technical Education Journal (VOTEJ)* 2(2), 144-153.

Anyaoku, E. N. (2015). Evaluating undergraduate students' awareness and use of medical library resources: A study of Nnamdi Azikiwe University, Nigeria. *International Journal of Library Science*, 4(3), 53-58.

Asuata, I. E. & Emasealu, H. U. (2022) Availability and utilisations of library information resources in secondary schools by special patrons. *International Journal of Knowledge Content Development & Technology,* 12(1), 35-47.

Chukwueke, C. (2018). Effect of library services on the educational development of secondary school students in Abia State: A study of Igbere secondary school Igbere. *Library Philosophy and Practice (e-journal).* 1847. https://digitalcommons.unl.edu/libphilprac/1847.

Chukwueke, C., Onuoha, J. & Nnadozie, C.O. (2019). Effect of library services on the educational development of secondary school students in Abia State: A study of Igbere Secondary School Igbere. *Library Philosophy and Practice (e-journal).* 1847. Retrieved from https://digitalcommons.unl.edu/libphilprac/ 1847.

Danladi, D. R., & Yohanna, S. R. (2018). The role of school libraries in promoting reading culture among secondary school students: A case study of federal Government College, Jos. *Library Philosophy and Practice*, *2058*.

Egesimba, N. M., Quadri, R. F., Dimkpa, T. N. & Ezebuike, M. N. (2015). Adequate material as prerequisite for functional school library. *Mediterranean Journal of Social Science*, 2(4).

Mojapelo, S. M. (2018). Challenges in establishing and maintaining functional school libraries: Lessons from Limpopo Province, South Africa. *Journal of Librarianship and Information Science*, 50(4), 410426. doi:10.1177/0961000616667801.

Morris, B. (2013). Administering the school library media center. Westport, CT: Libraries unlimited (p.32).

Ntui, A. I. & Udah, A. E. (2015). Accessibility and utilisation of library resources by teachers in secondary schools in Calabar Education Zone of Cross River State, Nigeria. *Global Journal of Human-Social Science: Arts & Humanities – Psychology*, 15(8), 31-42.

Ogugua, J.C., Unegbu, M.C. &Esievo, L.O. (2019). Availability and utilisation of school library resources by students in senior secondary schools in Owerri West LGA Imo State. *International Journal of Library and Information Science Studies*, 5(4), 13-23.

Okiy, E. (2014). The impact of school media center on academic achievement available:http://www.news.666c.co.uk/2/hi/uk-news/education/249465.st.

Oyedum, G. U. & Babalola, G. A. (2014). Assessment of physical facilities and readers' satisfaction: A case study of Federal University of Technology Minna Library. *Tin City Journal of Library, Archival, and Information Science*, 4(2), 6-7.

Robertson, C., & McMenemy, D. (2020). The hollowing out of children's public library services in England from 2010 to 2016. *Journal of Librarianship and Information Science*, *52*(1), 91-105.

Salisu, S. O. (2016). New trends in education technology and implication for school librarian. Lagos: librarians. School Library Association. Retrieve from http://www.slaorg.uk/purposeofschoollibrary.

Shonhe, L. (2019). A consolidation of challenges faced by school libraries in developing countries. Library *Philosophy and Practice (e-journal).* 2467. https://digitalcommons.unl.edu/libphilprac/2467.

Speranza, A. (2015). Hacking student passions through genius hour. Retrieved from https://educationtechnologysolutions.com.au/2015/04/hacking-student-passions-through-genius-hour/