The use of school libraries in selected secondary schools in Ilorin, Kwara State, Nigeria

Akanbi Mohammed Lawal, Bashorun Musediq Tunji and **Olayinka Abdullahi Rasaq**

Department of Library and Information Science, Faculty of Communication and Information Science, University of Ilorin,
Ilorin, Kwara State, NIGERIA
E-mail: lawal.akanbi@yahoo.com; mubash4eva@yahoo.com; olasra35@gmail.com

ABSTRACT

The study examined use of school libraries in selected secondary schools in Ilorin, Kwara State, Nigeria. A survey approach was adopted while questionnaire was used to collected data from 256 students drawn from four different school through total enumeration sampling technique. Five research questions were raised to guide the study. The results revealed that the use of school library enables students to have broader knowledge of different subjects, prepare and perform well in their examinations, and respond well in class. Furthermore, the result of the study shows that challenges such as unavailability of audio-visual materials, insufficient library resources, lack of internet facilities and unsatisfactory attitude of library staff are hindrances to effective use of school libraries by the students. The impact of school library on academic performance of the students cannot be overemphasized, because of the role it plays in acquiring, processing, organizing, disseminating and preserving relevant information resources to meet user information needs. Therefore, the government, proprietors/proprietress, school management and the school library staff should made available relevant and useful library resources that will help in enhancing students' performance in all areas of their academic pursuit. The study recommends among others that there should be provision of sufficient library resources by the government, proprietors/proprietress, and school management as this will enable students to have access to their various information resources.

Keywords: School libraries; Secondary school; Secondary school students; Library resources; Kwara State; Nigeria

INTRODUCTION

A school library is a library attached to primary and secondary school levels of education. The school library unlike public, special, university libraries is unique because its objectives are mainly centered on enriching the foundation of learning (pre-school, primary and secondary schools). It is expected that the foundation of any endeavour should be solid and form the basis of a higher and lasting structure. The school library therefore, should form the foundation of a child's independent use of information and this foundation is expected to make and solidify the child's use and analysis of information at a higher level of learning and indeed throughout the child's life, when formal education would have terminated. Therefore, the role of school library is

fundamental in the stimulation of learning skills, creative and reflective thinking, and more importantly, independent self-learning.

School libraries in the educational institutions such as pre-primary, primary and secondary schools are important to the life-wire and foundational up-bringing of children. This is because they primarily stock materials that are of interest and developmental growth for young, teenagers and youths of the era (Edeghere, 2001). School libraries are known as learning laboratory for the school. They provide the entire learning package required by the students and their teachers for learning and teaching respectively. A school library according to Elaturoti (1995) can be defined as a room or a building within the school premises where a collection of books and non-book materials in various subjects' fields is kept for reading. He further stressed that apart from the school library, there is the classroom library. The classroom library according to Elaturoti is a small collection of books in a corner of the classroom. Its collection is meant to enrich and supplement the classroom study, and the classroom libraries are branches of school libraries. According to Ayeni and Oyebanji (1997) a school library is a strategic arm of its parent institution. Its major aim is to organize collections of all human efforts either in print or non-print forms that are relevant to the educational development of the children. Whereas, Ezenwa (1993) was of the view that school libraries are libraries in primary and secondary schools whose collections are mainly for the young. For him the school library is not only a depository and a storehouse of knowledge and a center for the dissemination of knowledge but also a recreation and relaxation center.

For school libraries to attain their objectives there must be set standards to serve as guidelines for management. Some of these guidelines are contained in some important policy documents on education management at local and international levels. The National policy on Education (1998) is the main policy document prescribing standards on the levels of education in the country. The policy lists the library as an education service to be provided in schools. It says, "As libraries are one of the most important educational services, proprietors of schools shall provide functional libraries in all their educational institutions in accordance with the established standards. They shall also provide for training of librarians and library assistants for this service".

The role and contribution of school library services in the provision of education at all levels cannot be overemphasized particularly when one considers the functions of a library within the school system. Robin (2005) confirmed that any high school without an efficient and effective library is comparable to a car without engine. Therefore, every school (pre-primary, primary and secondary) should set up a school library that will be responsible for acquisition, organization, preservation and conservation of various information materials needed for learning of pupils and teaching of the teachers. Because just as the university library is the intellectual center of a university so also is a school library the center of intellectual activities in a school. For this reason many educationally advanced countries pay much attention to the development of school library services. Alemna (1988), state that school libraries contribute to the total development of the students and teachers and enlarge their knowledge and stimulate their imaginative, critical and creative facilities. He also points out that the main purpose of the modern school library is to support the educational aims of the school, supplement students' classroom or broaden their horizons.

The fact has also been established that a well-stocked, professionally staffed school library will assist individualized learning and improve pupils and students performance throughout the school curriculum (Shaibu, 1997). Wali (1978) rightly pointed out that the school library serves as the "web" of the school, the axis on which the intellectual life of the school revolves; however, he was quick to say that "yet in practice the school libraries are not the real centre of attention in our schools."

Furthermore, many scholars, parents, principals and successive governments have recognized the fact that the presence of functional school libraries is essential to the educational development of the nation. This was clearly demonstrated in the National Policy on Education which clearly identifies libraries as one of the most important education services (FGN, 2004). The policy therefore, urges the various arms of libraries in all educational institutions to train librarians and library assistants for effective services and utilization of same. In spite of the above, however, school libraries in Nigerian secondary schools are still performing below the roles defined for them in the new national policy on education. That was why Ibrahim (1997) asked why in spite of technological advancement and the rapid growth in the Nigerian educational sectors, school libraries still display inadequacies in funding, staffing, collection and services. Some of these variables as identified by Ibrahim are still in one way or the other affecting the provisions of varied library resources for the use of the students of Nigerian secondary schools.

Despite these objectives, it is amazing to however observe that the development of school libraries in Ilorin is receiving the least attention from school principals and the government. Some school libraries are not well established, some are found in dilapidated buildings and some were not well funded. School library services may be seen as the most neglected of all services in the school system by the principal and the government. Since the introduction of school library into Nigeria in 1946, the process of school library development recently seems to be slow and many schools are yet to have good libraries or have adequately equipped ones.

The study, therefore, intends to investigate and analyze the use of school libraries by secondary school students in selected secondary schools in Ilorin-West Local Government, in order to determine the extent to which school library resources are being used by secondary school students, how often the students use the library, and appraises the influence of availability, accessibility and impact of school libraries on secondary school students performances, as well as determine the constraints hindering the use of school libraries in some selected secondary schools in Ilorin-West Local Government Area.

The place of school libraries in the overall development of Secondary School education cannot be over emphasized because as a resource centre, it is expected to acquire and organized print and non-print materials suitable for the needs of the users and more so, as a learning laboratory. It is expected to provide materials to support teaching and encourage students to find out things for themselves. In the past, government has sunk large sum of money into the provision of library material resources for both teachers and students of the state. Regrettably, observation indicates that government efforts

have not led to effective utilization of school libraries by students and teachers of Kwara State secondary schools.

It has been noted that the problems that affect reading and uses of school libraries resources at the secondary school level in the State are a carry-over from the lower level of education. Kolawole and Kolawole (2007) remarked that most primary schools in Nigeria had no functional libraries, books and teachers who can promote reading at that level of education. The cumulative consequence of these problems is that most pupils in the country leave primary school level inadequately prepared to cope with the challenges of reading at the secondary school level.

Secondary school students in Nigerian secondary schools require standard school library and adequate library resources in order to improve their academic performances and prepare them for the academic challenges in the higher institutions. However, they have limited access to libraries resources in the school libraries. It is generally acknowledged that the major problem of school libraries collection is a drastic cut in the budget of Nigerian secondary schools coupled with high cost of acquiring needed library materials, Lack of adequate fund and unprofessional librarian to manage the school libraries resources have affected the use of school libraries by secondary school students in Nigerian.

A part of the roles of school libraries is to provide materials and necessary information including serials to support teaching, learning and research as well as to provide facilities to process, preserve, organize and disseminate the information. Provision of sufficient funds for acquisition of library resources and training and development of school library staff, attractive and user-friendly library, recruitment/selection and appointment of professional and qualified library staff, provision of internet facilities and audio-visual units etc can be used to address problems facing school library in Nigeria secondary schools. In addition, inclusion of the use of library as a subject to be offered by pupils/students in primary and secondary level of education will equipped pupils/students with the knowledge of what a library is all about and its pertinent in the educational, social, cultural and psychological life of mankind.

In view of this, the researcher decided to embark on this study to find out specifically the use made of school libraries by secondary students in selected secondary schools in Ilorin-West Local Government Area of Kwara State. The study also appraises the level of availability, accessibility and impact of school libraries on secondary school students' performances, as well as identifies constraints the secondary school students face in using the school library resources in Ilorin-West Local Government Area.

Objectives of the Study:
The general objective of this study is to find out how the school libraries are being used by secondary school students and the impact of the school libraries on their academic performances. The specific objectives are to:
   i. Ascertain the extent to which school libraries are being used by secondary school students in the selected secondary schools in Ilorin-West Local Government;

ii.   Determine the frequency of the use of school library resources by secondary school students in Ilorin-West Local Government;

iii.   Assess the level of availability and accessibility of secondary school library resources;

iv.   Determine the influence of school library use on the secondary school students performance;

v.   Examine the constraints/challenges hindering the use of school libraries by secondary school students.

Research Questions

The study will seek answers to the following research questions:
   i.   How are the school libraries being used by secondary school students?
   ii.   How often do secondary school students use school library?
   iii.   What is the level of availability and accessibility of school library resources to secondary school students?
   iv.   How does the use of school library influence secondary school student's performance?
   v.   What are the constraints/challenges hindering the use of school library resources by secondary school students in Ilorin-West Local Government Area?

LITERATURE REVIEW

The school library just like any other types of library developed its collection in order to support the mission of its parent institution thereby disseminating relevant and unfamiliar information resources for its users' utilization. Arua and Chinaka (2011) stated that school library information resources are seen as all inputs which are utilized in the library in order to provide good learning environment for students and teachers so as to be able to achieve educational goals. This variety of library information resources is essential to enable the school library fulfill its functions among which are: to thoroughly provide adequate and relevant information resources necessary for the school's educational programmes and to assist in improving and inculcating the reading skills and learning habits of students as well as aiding the teaching and research study of the school staff. Adeyemi (2009) posited that, student expectations and demands of the library are reflected in their library information resources usage. And Salisu (1996) also argued that, the extent at which pupils and young people of today will be creative, informed and knowledgeable will be shaped by the usage of the library resources available within the school. In addition, Elaturoti (1993) described that, the usefulness of any school library Resource depends on its maximum utilization by students otherwise it is as good as wasted. The school library and resources use therefore, need to be available and accessible for utilization of both school students and staff in order to ensure their maximum utilization to achieve higher educational development and personal development of both school students and staff.

Several studies have been done on the use of school libraries. Bolodeoku (1979) for instance, in a study on the use of school libraries in some secondary schools in Ibadan found out that only two schools out of the ten selected can be said to have school libraries. They were accommodated in separate building. Orji (1996) in his study on the use of school library, found out that users use the school library for many and various reasons i.e.; to prepare for examination; for leisure; recreation for serious academic work, to see friend and people and so on. Similarly, Agyekum and Filson (2012) on the use of library resources by students in Ghana schools found that most of the students use library resources and services to supplement their class notes, assignments and helped them in examination preparation. In addition, Clabo (2002) adds that students use school library information resources for recreational readings, for reference purposes, doing their school homework, teacher requirements and reading news from newspapers. Majid (2005) in the research on use of school library resources in Singapore revealed that teachers generally do not use their school libraries and various information resources effectively due to the inadequacy of their libraries in terms of education materials. Waldman, in one of his research questions that what did they do at library? 80% reported studying, 38% to do research, 33% to sleep, 30% to socialize, 24% to use the library's electronic resources, 22% to check the books out and 21% to e-mail or chat. He concluded that, even though some of these areas overlap (research and use of electronic resources, for example) and students could pick more than an option, it is clear that these students are mostly using the library as a place, not to make use of the library resources. Adebamowo (2011) in a research carried out in Ijebu North local government of Ogun state to find out the use of school library resources by students discovered that though the schools surveyed had libraries, the libraries were not adequately equipped showcasing a sparse collection. These were also not professionally manned and the students did not find the resources particularly useful to their needs. This finding supported that of Udo-Ilomechine (2008) who reported a study of Novena University staff school Kwale, on the significance of school libraries in the educational development of students. The survey showed that the pupils of the staff school were not satisfied with their library's collection and services. They felt that it did not meet their needs and that the resources available were not satisfactory.

Goodall and Pattern (2011) showed a correlate between library use and performance in a research carried out at the Huddersfield University. School libraries would seem to have an indisputable place in the work of the school, something recognized by staff and pupils but despite its importance on the performance of students. Very least attention was paid to it. Adeyemi (2010) in a research on school libraries and students learning outcomes in secondary schools in Ekiti state found that library development in Ekiti sate was very poor. This findings show a correlation with research done in other parts of Nigeria on the state of school libraries and their collections such as those of Petterrs and Otong (2012), Idiegbeyen-ose (2012).

In addition, Arua (2011) observed that poor library accommodation; poor library orientation and restricted library hours were problems militating against the use of school libraries. Poor funding and bad management, inefficiency and inadequacy of library provision are some of the factors affecting students in using their school library effectively. Obi (1964) in her studies of the scene in Eastern Nigeria observed that all of the 225 secondary schools in that region had libraries of sorts, most of which were

largely unorganized and left to the part-time care of the teaching staff. Also, Yusuf (2003) In his study of the reading habits of students in Boarding secondary schools in Kontagora town of Niger State found that although the greater number of students sampled revealed that there were libraries in their public schools 86.8 or 87% of the respondents were all agreed that the libraries in question were all inadequately run both in number of books and the services. He concluded that for libraries to exist in the schools is one thing and for them to be effectively enhancing teaching and learning is another thing entirely. He also found that only about 30% of the respondents made use of the library while a whole 70% did not. On the purpose of using the library, 37% of the respondents did so for private study while only 13% used the library for recreation and pleasure.

According to PSN (2010) the problem areas in the development of school libraries in Nigeria include lack of legislation, shortage of funds, poor accommodation, unavailability of trained staff, lack of relevant material and apathy on part of school administration and government. Similar to this is a report of a study on school library by Egesimba *et al* (2011) which reported inadequate staffing; lack of adequate materials; inadequate funding, obsolete libraries collections; lack of infrastructures and uncomfortable sitting arrangement for users as well as insufficient awareness of the significance of libraries in educational settings constitutes challenges to Nigerian school libraries.

From the literature review, it is observed that despite the importance of school library on the academic performance of students, constraints such as poor funding and bad management, inefficiency and inadequacy of library provision, unqualified library staff, lack of understanding of the role and function of a school library by both students and teachers and others are the problems facing school libraries in Sub-Saharan African countries including Nigeria.

RESEARCH DESIGN

The design adopted for this study is survey design. Survey as a research design collects standardized data about large numbers of people (Haralambos, Holborn and Heald, 2004). The design was considered appropriate in this study because it allows for the use of questionnaire as a data collection instrument. Similarly, survey is appropriate in assessing thoughts, views, opinions, and feeling of a large group of people. Therefore, the design gives room for equal chance of been selected in a sample of respondents thereby not giving room for been bias.

Population of the Study

The target populations for the study are the SSS Three (3) students of the four selected secondary schools in Ilorin-West Local Government Area (Mount Carmel, Queen Elizabeth, Iqra College and An-Nur Islamic College Ilorin). Therefore, total population of the study was 256 students that sat for 2016/2017 National Examination Council (NECO), with 20 students in Mount Carmel College, 115 in Queen Elizabeth Secondary

School, 55 in An-Nur Islamic College, and 66 in Iqra College Secondary School respectively.

Sampling and Sample Size

The study adopted simple random sampling technique to select the case study of the study. This was done to give various secondary schools in Ilorin-West Local Government Area equal chance of being participated in the study. Thus, four schools were selected for the study and the selection were based on their willingness to participate and ability of being have in place facilities that will meet the research objectives, of which average school library if not standard were considered. Total enumeration sampling techniques was used this is because the population is not too large for the researcher to cover although enough for the research scope.

Table 1: Selected Schools for the Study

Name of School	Year of Establishment	Students population	Sample Size
Mount Carmel College	1962	20	20
Queen Elizabeth Sec. Sch.	1956	115	115
Iqra College	2000	66	66
An-Nur Islamic College		55	55
		Total=256	Total=256

Instrument for Data Collection

The data collection instrument employed in this study was questionnaire. It is basically to seek the opinion of individuals in the sample relating to the objectives of the study. Section A requires the respondent's bio-data information [name of schools, gender, age, and class], section B is to seek the level of extent to which school library is being used with response ranging from (Strongly Agreed, Agreed, Not Sure, Disagree, Strongly Disagree), section C shows the frequency of student's visitation to the library chosen (Daily, Sometimes and Never) as response, while section D gathers respondents opinions on the level of availability and accessibility of school library resources in their respective school libraries with response base on (Not Available and Accessible, Partially Available and Accessible, Fully Available and Accessible, Available but not Accessible). Section E focuses on the impact of school libraries use in students' academic performance, section F base on the constraint/challenges hindering or affecting students from using their school libraries effectively, and finally, section G probes with suggestion encouraging the use of school libraries by students.

Procedure for Data Collection

This refers to the process by which the research instruments were administered for the purpose of data collection. The questionnaire was administered to the students of

selected secondary schools in Ilorin-West Local Government Area in a face-to-face exercise. The researcher met them in their schools and has a physical contact with the respondents. A total of 256 copies of questionnaires were distributed to only SSS3 students that sat for 2016/2017 National Examination Council (NECO) in the selected secondary school chosen as case study for the study.

Validity and Reliability of the Instrument

In order to ensure content and construct validity mechanism, the instrument was given to my supervisor and two other experts in the field of Library and Information profession for specialist's scrutiny and expertise judgment with the view of checking the appropriateness of language to enable it measure what it is supposed to measure before administering the instrument. The suggestions by the experts lead to the modification of some items in the instrument before the final administration.

Data Analysis Method

The data collected on the study was analyzed using descriptive statistics, simple frequency and percentage count. Data collected for the five objectives of this study was coded using SPSS 12.0 These methods was adopted because of their simplicity and understanding.

RESULTS

Table 2: Bio Data Information of the Respondents

Variables	Groups	Frequency	Percentage (%)
Gender	Male	79	177
	Female	177	69.1
Age	15-20	254	99.2
	21-25	2	0.8
	26-30	0	0
Class	SSS Three	256	100

Table 2 shows that 79(30.9%) of the respondents are males, while 177(69.1%) are females. Therefore, the majority of the respondents are females. Also 254(99.2%) are within the range of age 15-20, while 2(0.8%) are within the range of age 21-25, and 0(0%) is in the range of age 26-30. Therefore the majority of respondents are within the range of age 15-20. It was shown from the table also that 256(100%) of the respondents are in SSS Three, and this is because the respondents of the study are the SSS Three students of the selected schools.

Research Question 1: What are the uses of school libraries are by Secondary School Students?

Table 3: The Use of School Library by Secondary School Students

Library Use:	SA (%)	A (%)	NS (%)	D (%)	SD (%)
everyday	48 (18.8%)	113 (44.%)	21 (8.2%)	56 (21.9%)	18 (7.0%)
only when I have assignment	25 (9.8%)	34 (13.3%)	24 (9.4%)	78 (30.5%)	51 (19.9%)
only when I want to prepare for a quiz	25 (9.8%)	34 (13.3%)	30 (11.7%)	95 (37.1%)	72 (28.1%)
only when I want to relax	13 (5.1%)	35 (14.8%)	19 (7.4%)	76 (29.7%)	110 (43.0%)
only when my friend want me to	4 (1.6%)	29 (11.3%)	22 (8.6%)	86 (33.6%)	115 (44.9%)
just when I am bored	20 (7.8%)	43 (16.8%)	22 (8.6%)	80 (31.3%)	91 (35.5%)
only when I have examination	48 (18.8%)	72 (28.1%)	22 (8.6%)	68 (26.6%)	46 (18.0%)
only to use the internet	11 (4.3%)	19 (7. 4%)	27 (10.5%)	86 (33.6%)	113 (44.1%)
to hide from the class work	6 (2.3%)	9 (3.5%)	11 (4.3%)	58 (22.7%)	172 (67.2%)
TOTAL FREQUENCY	**199 (8.7%)**	**433 (18.8%)**	**198 (8.6%)**	**683 (29.7)**	**788 (34.2%)**
AVERAGE FREQUENCY	**22.11**	**48.11**	**22.00**	**75.89**	**87.56**

Table 3 shows that 48(18.8%) of the respondents strongly agreed and 113(44.1%) of the respondents agreed, 21(18.2%) of the respondents were not sure, and 56(21.9%) of the respondents disagreed and 18(7.0%) of the respndents of the respondents strongly disagreed that they visit the library everyday. Also, 24(9.4%) and 79(30.9%) of the respondents strongly agreed and agreed that they visit the visit the library only they have assignment, 24(9.4%) of the respondents were not sure of this, while78(30.5%) and 51(19.9%) of the respondents disagreed and strrongly disagreed that they visit the library only when they have assignment. In addition, 25(9.8%0 and 34(13.3%) of the respondents strongly agreed and agreed that they vivit the library only when they want to prepare for quiz, respondents who are not sure of this are 30(11.7%), and 95(37.1%) and 72(28.1%) of the respondents disagreed and stronggly disagreed that they vivit the library only when they want to prepare for quiz.

The result also, revealed that 13(5.1%) and 35(14.8%) of the respondents strongly agreed and disagreed that they visit the library only when they want to relax, 19(7.4%) of the respondents were not sure of this, while 76(29.7%) and 110(43.0%) of the respondents disagreed and strongly disagreed that they visit the library only when they want to relax. On visiting the library only when their friends want them to; 4(1.6%) and 29(8.6%) of the respondents strongly agreed and agreed respectively, 22(8.6%) of the

respondents were not sure, and 86(33.6%) and 115(44.9%) of the respondents disagreed and strongly disagreed respectively. Also, 20(7.8%) and 43(16.8%) of the respondents strongly agreed and agreed that they visit the library only when they are bored, respondents who are not sure of this are 22(8.6%), and 80(31.3%) and 91(35.5%) of the respondents disagreed and strongly disagreed that they visit the libary only when are bored.

Furthermore, 48(18.7%) and 72(28.1%) of the respondents strongly agreed and disagreed that they visit the library only when they have exams, 22(8.6%) of the respondents were not sure of this, while 68(26.6%) and 46(18.0%) of the respondents disagreed and strongly disagreed to this. The result also showed that 11(4.3%) and 19(7.4%) of the respondents strongly agreed and agreed that they visit the library only to use the internet, 27(10.5%) of the respondents were not sure whether they visit the library only to use the internet or not, while 86(33.6%) and 113(44.1%) of the respondents disagreed and strongly disagreed that they visit the library only when they want to use the internet. Lastly on table 4.3.3, 6(2.3%) and 9(3.5%) of the respondents strongly agreed and agreed , 11(4.3) of the respondents were not sure, and 58(22.7%) and 172(67.2%) of the respondents disagreed and strongly disagreed that they visit the library to hide from the class work.

Research Question 2: What is the frequency of use of school libraries by Secondary School Students?

Table 4: Frequency Use of School Library by students

Frequency of school library use:	Daily	Sometimes	Never
textbooks	114(44.5%)	139(54.3%)	3(1.2%)
newspapers	66(25.8%)	133(52.0%)	57(22.2%)
dictionaries	90(35.2%)	130(50.8%)	36(14.1%)
encyclopedia	32(12.5%)	129(50.4%)	95(37.1%)
journals	29(11.3%)	128(50.0%)	99(38.7%)
magazines	49(19.1%)	153(59.8%)	54(21.1%)
government publication	37(14.5%)	109(42.6%)	110(43.0%)
reference resources	39(15.2%)	145(56.6%)	72(28.1%)
story books	111(43.4%)	121(47.3%)	24(9.4%)
maps	36(14.1%)	102(39.8%)	113(44.1%)
TOTAL FREQUENCY	**603(23.6%)**	**1289(50.5%)**	**663(25.9%)**
AVERAGE FREQUENCY	**60.3**	**128.9**	**66.3**

Table 4 above shows that 114(44.5%) of the respondents make use of textbooks daily, 139(54.3%) of the respondents make use of textbooks sometimes, and 3(1.2%) of the respondents never make use of textbooks. Also, 66(25.8%) of the respondents make use of newspapers daily, 133(52.0%) of the respondents make use of newspapers sometimes, and 57(22.2%) of the respondents never make use of newspapers. The table also shows that, 90(35.2%) of the respondents make use of dictionaries on daily basis while 130(50.8%) of the respondents make use of dictionaries sometimes, and 36(14.1%) of the respondents never make use of dictionaries. In addition, 32(12.5%) of respondents agree to making use of encyclopedia daily, 129(50.4%) agree that they use encyclopedia sometimes and 95(37.1%) of the respondents agree that they have never make use of encyclopedia.

On the other hand, the table shows that, 29(11.3%) of the respondents make use of Journals on daily basis, while 128(50.0%) of the respondents make use of Journals sometimes and 99(38.7%) of the respondents never make use of Journals. Also, 49(19.1%) of the respondents make use of Magazines daily, 153(59.8%) of the respondents make use of Magazines sometimes and 54(21.1%) of the respondents never make use of Magazines. It was also revealed that 37(14.5%) of the respondents make use of Government Publication daily, 109(42.6%) of the respondents make use of Government Publication sometimes and 110(43.0%) of the respondents never make use of Government Publication. Also, 39(15.2%) of the respondents make use of Reference Resources daily, 145(56.6%) of the respondents make use of Reference Resources sometimes and 72(28.1%) of the respondents never make use of Reference Resources.
Finally, the table shows that 111(43.4%) of the respondents make use of Story Books daily, 121(47.3%) of the respondents make use of Story Books sometimes and 24(9.4%) of the respondents never make use of Story Books. Also, 36(14.1%) of the respondents make use of Maps daily, 102(39.8%) of the respondents make use of Maps sometimes and 113(44.1%) of the respondents never make use of Maps.

In summary 603(23.6%) of the respondents make use of library resources daily, 1289(50.5%) of the respondents make use of library resources sometimes, and 663(25.9%) of the respondents never make use of library resources. Therefore, majority of the respondents make use of school library resources sometimes.

Research Question 3: What is the Level of Availability and Accessibility of School Library Resources?

Table 5: Level of Availability and Accessibility of School Library Resources

Availability and Accessibility of School Library Resources:	Not Available and Accessible	Partially Available and Accessible	Fully Available and Accessible	Available but not Accessible
textbooks	5 (2.0%)	32(12.5%)	211(82.4%)	8(3.1%)
newspapers	34(13.3%)	54(21.1%)	158(61.7%)	10(3.9%)
dictionaries	11(4.3%)	38(14.8%)	194(75.8%)	13(5.1%)

encyclopedia	48(18.8%)	83(32.4%)	104(40.6%)	21(8.2%)
journals	57(22.3%)	97(37.9%)	84(32.8%)	18(7.0%)
magazines	25(9.8%)	96(37.5%)	122(47.7%)	13(5.1%)
government Publication	60(23.4%)	90(35.2%)	88(34.4%)	18(7.0%)
reference resources	26(10.2%)	101(39.5%)	117(45.7%)	12(4.7%)
story Books	8(3.1%)	33(12.9%)	205(80.1%)	10(3.9%)
maps	27(10.5%)	79(30.9%)	132(51.6%)	18(7.0%)
TOTAL FREQUENCY	**301(11.7%)**	**703(27.5%)**	**1415(55.3)**	**141(5.5%)**
AVERAGE FREQUENCY	**30.1**	**70.3**	**141.5**	**14.1**

From the table above 5(2%) of the respondent agree that textbooks are not available and accessible, while 32(12.5%) of the respondents agree that textbooks are partially available and accessible, 211(82.4%) of the respondents agree that textbooks are fully available and accessible and 8(3.1%) of the respondents said that textbooks are available but not accessible. Also, 34(13.3%) of the respondent agree that newspapers are not available and accessible, 54(21.1%) of the respondents agree that newspapers are partially available and accessible, while 158(61.7%) of the respondents agree that newspapers are fully available and accessible and 10(3.9%) of the respondents said that newspapers are available but not accessible.

The table also shows that 11(4.3%) of the respondents agree that dictionaries are not available and accessible, 38(14.8%) of the respondents agree that dictionaries are partially available and accessible, 194(75.8%) of the respondents agree that dictionaries are fully available and accessible and 21(5.1%) of the respondents agree that dictionaries are available but not accessible. Also, 48(18.8%) of the respondent agree that encyclopedia is not available and accessible, while 83(32.4%) of the respondents agree that encyclopedia is partially available and accessible, 104(40.6%) of the respondents agree that encyclopedia is fully available and accessible and 21(8.2%) of the respondents agree that encyclopedia is available but not accessible. In addition, 57(22.3%) of the respondent agree that journals are not available and accessible, 97(37.9%) of the respondents agree that journals are partially available and accessible, 84(32.8%) of the respondents said that journals are fully available and accessible, and 18(7.0%) of the respondents agree that journals are available but not accessible.

On the availability and accessibility of Magazines, 25(9.8%) of the respondent agree that magazines are not available and accessible, 96(37.5%) of the respondents agree that magazines are partially available and accessible, 122(47.7%) of the respondents agree that magazines are fully available and accessible and 13(5.1%) of the respondents agree that magazines are available but not accessible.

Also, 60(23.4%) of the respondent agree that government publications are not available and accessible, while 90(35.2%) of the respondents agree that government publications are partially available and accessible, 88(34.4%) of the respondents agree that government publications are fully available and accessible, and 18(7.0%) of the respondents agree that government publications are available but not accessible. In addition, 26(10.2%) of the respondent agree that reference resources are not available

and accessible, 101(39.5%) of the respondents agree that reference resources are partially available and accessible, 117(45.7%) of the respondents agree that reference resources are fully available and accessible and 12(4.7%) of the respondents agree that reference resources are available but not accessible.

It was also revealed that 8(3.1%) of the respondent agree that story books are not available and accessible, 33(12.9%) of the respondents agree that story books are partially available and accessible, while 205(80.1%) of the respondents agree that story books are fully available and accessible and 10(3.9%) of the respondents agree that story books are available but not accessible. Also, 27(10.5%) of the respondents agree that maps are not available and accessible, 79(30.9%) of the respondents agree that maps are partially available and accessible, 132(51.6%) of the respondents agree that maps are fully available and accessible and 18(7.0%) of the respondents agree that maps are available but not accessible.

In summary, by using total frequency, we see that 301(11.7%) of the respondents agree that the library resources are not available and accessible, while 703(27.5%) agree that library resources are partially available and accessible, 1415(5.5%) agree that library resources are fully available and accessible, and 141(5.5%) agree library resources are available but not accessible. The analysis therefore, revealed that library resources especially textbooks, story books, dictionaries and newspapers are fully available and accessible.

Research Question 4: How does the Use of School Library Influence Secondary School Student's Performance?

Table 6: Influence of School Library Use on Students' Performance

Influence of School Library Use on Students' Academic Performance:	SA	A	NS	D	SD
respond well in class	114 (44.5%)	106 (41.4%)	22 (8.6%)	4 (1.6%)	10 (3.9%)
perform confidently in my school debate	80 (31.3%)	111 (43.4%)	35 (13.7%)	15 (5.9%)	15 (5.9%)
prepare well for my NECO examination	111 (43.4%)	112 (43.8%)	18 (7.0%)	7 (2.7%)	8 (3.1%)
perform well when I represent my school/class in quiz	86 (33.6%)	106 (41.4%)	31 (12.1%)	19 (7.4%)	14 (5.5%)
perform well in my last May/June 2016 WAEC	109 (42.6%)	110 (43.0%)	21 (8.2%)	7 (2.7%)	9 (3.5%)
have access to good and conducive environment to read/study	115 (44.9%)	102 (39.8%)	19 (7.4%)	10 (3.9%)	10 (3.9%)

have access to expensive textbooks that I cannot afford	99 (38.7%)	95 (37.1%)	23 (9.0%)	15 (5.9%)	24 (9.4%)
develop myself beyond the subjects areas	115 (44.9%)	94 (36.7%)	25 (9.8%)	9 (3.5%)	13 (5.1%)
perform well in my test and assignment	119 (46.5%)	100 (39.1%)	21 (8.2%)	5 (2.0%)	11 (4.3%)
perform poorly in my school in ternal examination	6 (2.3%)	7 (2.7%)	16 (6.3%)	54 (21.1%)	173 (67.6%)
TOTAL FREQUENCY	**1,073 (38.1%)**	**1,056 (37.5%)**	**243 (8.6%)**	**153 (5.4%)**	**291 (10.3%)**
AVERAGE FREQUENCY	**107.3**	**105.6**	**24.3**	**15.3**	**29.1**

Table 6 shows impact of the school library use on the academic performance of the students. The results showed that using the library helps the respondents in many ways, with 220(85.9%) of the respondents agreed that using school library helps them respond well in class, 22(8.6%) respondents were not sure of this fact, while 14(5.5%) of the respondents disagreed to this fact. Also, 191(74.7%) of the respondents agreed, 35(13.7%) of the respondents are not Sure, and 30(11.8%) of the respondents disagreed that using their school library makes them perform confidently in their school debate. On the issue of the school library making them have broader knowledge of different subjects. 232(91%) of the respondents strongly agreed, 12(4.7%) of the respondents were not sure, 12(4.7%) of the respondents disagreed that the use of Library makes them have broader knowledge of different subjects.

In addition, 223(87.5%) of the respondents agreed, that the use of library enable them to prepare well for their NECO exams. 18(7%) of the respondents were not sure of this fact, while 15(5.8%) of the respondents disagreed. Also, agreed that the use of library helps them to perform well when they represent their school/class in quiz are 192(75%) of the respondents, 31(12.1%) of the respondents were not sure, 33(12.9%) of the respondents disagreed that the use of library helps them to perform well when they represent their school/class in quizzes. In addition, 219(85.6%) of the respondents agreed, 21(8.2%) of the respondents were not sure, and 16(6.2%) of the respondents disagreed that the use of library helps them to perform well in their May/June 2016 West African Examination Council (WAEC).

Furthermore, 217(84.7%) of the respondents strongly agree, 19(7.4%) of the respondents were not sure, 20(7.8%) of the respondents disagree that the library makes them to have access to good and conducive environment to read/study. In addition, 194(75.8%) of the respondents agreed that the use of library has exposed them to expensive text books they cannot not afford, 25(9.8%) of the respondents disagreed to this while 23(9.0%) of the respondents were not sure. Also, 209(44.9%) of the respondents 94(81.6%) of the respondents agreed, while 25(9.8%) of the respondents were not sure, and 22(8.6%) disagreed that the use of library has developed them beyond their school subject areas.
On the others hand, the result shows that 219(86%) of the respondents agreed, 21(8.2%) of the respondents were not sure, and 16(6.3%) of the respondents disagreed that the use of library makes them to perform better in their tests and assignments.

Finally, on may be library makes them to perform poorly in their school internal examinations or not; 13(5%) of the respondents agreed, while 16(6.3%) of the respondents were not sure, and 227(88.7%) of the respondents disagreed that the use of library makes them to perform poorly in their school internal examinations.

Research Question 5: What are the Constraints/Challenges Hindering the Use of School Library by Secondary School Students in Ilorin-West Local Government Area?

Table 7: Constraints/Challenges Hindering Students from Using School Library

Factors Affecting Students from Using School Library:	SA	A	NS	D	SD
insufficient library resources	42 (6.9%)	86 (33.6%)	28 (10.9%)	47 (18.4%)	53 (20.7%)
unsatisfactory attitude of library staff	56 (21.9%)	66 (25.8%)	31 (12.1%)	45 (17.6%)	58 (22.7%)
poor ventilation	28 (10.9%)	56 (21.9%)	31 (12.1%)	58 (22.7%)	83 (32.4%)
Un-attracted library building	22 (8.6%)	62 (24.2%)	41 (16.0%)	60 (23.0%)	71 (27.7%)
lack of internet facilities	51 (19.9%)	78 (30.5%)	28 (10.9%)	41 (16.0%)	58 (22.7%)
inaccessibility of useful textbooks and other library materials	25 (9.8%)	59 (23.0%)	35 (13.7%)	51 (19.9%)	86 (33.6%)
unavailability of audio-visual materials	63 (24.6%)	85 (33.2%)	27 (10.5%)	37 (14.5%)	44 (17.2%)
irrelevant information resources	22 (8.6%)	52 (20.3%)	52 (20.3%)	56 (21.9%)	74 (28.9%)
lack of awareness of the importance of library and its resources	34 (13.3%)	63 (24.6%)	37 (14.5%)	51 (19.9%)	71 (27.7%)
inability to identify and use library resources without depend on the Librarian/Teacher Librarian	31 (12.1%)	47 (18.4%)	43 (19.9%)	51 (19.9%)	84 (32.8%)
TOTAL FREQUENCY	**374 (14.6%)**	**654 (25.5%)**	**353 (13.8%)**	**497 (19.4%)**	**682 (26.6%)**
AVERAGE FREQUENCY	**37.4**	**65.4**	**35.3**	**49.7**	**68.2**
Factors Affecting Students from Using School Library:	SA	A	NS	D	SD
insufficient library resources	42 (6.9%)	86 (33.6%)	28 (10.9%)	47 (18.4%)	53 (20.7%)
unsatisfactory attitude of library staff	56 (21.9%)	66 (25.8%)	31 (12.1%)	45 (17.6%)	58 (22.7%)

poor ventilation	28 (10.9%)	56 (21.9%)	31 (12.1%)	58 (22.7%)	83 (32.4%)
Un-attracted library building	22 (8.6%)	62 (24.2%)	41 (16.0%)	60 (23.0%)	71 (27.7%)

The result on the constraints/ challenges hindering/ affecting students from the use of school library revealed that 128(50.5%) of the respondents agreed to th e challenge of insufficient library resources, 28(10.9%) were not sure, while 100(39.1%) do not agree that insufficient library resources hindered them from using their school library. Also, the result shows that 122(47.4%) of the respondents faced the challenge of unsatisfactory attitude of the library staff, 31(12.1%) were not sure whether they face this challenge or not, while 103(40.3%) disagreed to facing this challenge/constraint. Similarly, 84(32.9%) of the respondents strongly agreed, 31(12.1%) were not sure, and 144(55.1%) disagreed that poor ventilation hindered them from using the library. In addition, 84(32.8%) of the respondents agreed that they un-attracted library building is one of the challenges affecting them from using their school library, while 41(16.0%) were not sure of this fact, and 131(51.1%) disagreed to this fact.

In another case, 129(50.4%) of the respondents agreed that they faced the challenge of lack of internet facilities, 28(10.9%) of the respondents were not sure of this, while 99(38.7%) of the respondents disagreed that lack of internet facilities affect them from using their school library effectively. Also, 84(32.8%) of the respondents agreed, 35(13.7%) of the respondents were not sure, and 137(53.5%) of the respondent disagreed that inaccessibility of useful textbooks and other library materials affected them from using their school library effectively. On the other hand, on weather unavailability of audio-visual materials hindered the students from using their school library effectively; Also 148(57.8%) of the respondents agreed, 27(10.5%) of the respondents were not sure, while 81(31.7%) of the respondents disagreed that Unavailability of audio-visual materials hindered them from using the school library effectively.

The result also revealed that 74(28.9%) of the respondents agreed, 52(20.3%) of the respondents were not sure, while 130(50.8%) of the respondents disagreed that irrelevant information resources affect them from using their school library effectively. Also, 97(37.9%) of the respondents strongly agreed to the fact that lack of awareness of the importance of the library and its resources hindered them from using their school library effectively, 37(14.5%) of the respondents were not sure of this fact, while 122(47.6%) of the respondents disagreed to the fact. Lastly, table 4.3.6 shows that 78(30.5%) of the respondents agreed, 43(19.9%) of the respondents were not sure, while 135(52.7%) of the respondents disagreed that their inability to identify and use library resources without depend on the Librarian/Teacher Librarian affect them from using the school library effectively.

From the table above 5(2%) of the respondent agree that textbooks are not available and accessible, while 32(12.5%) of the respondents agree that textbooks are partially available and accessible, 211(82.4%) of the respondents agree that textbooks are fully available and accessible and 8(3.1%) of the respondents said that textbooks are available but not accessible. Also, 34(13.3%) of the respondent agree that newspapers

are not available and accessible, 54(21.1%) of the respondents agree that newspapers are partially available and accessible, while 158(61.7%) of the respondents agree that newspapers are fully available and accessible and 10(3.9%) of the respondents said that newspapers are available but not accessible.

The table also shows that 11(4.3%) of the respondents agree that dictionaries are not available and accessible, 38(14.8%) of the respondents agree that dictionaries are partially available and accessible, 194(75.8%) of the respondents agree that dictionaries are fully available and accessible and 21(5.1%) of the respondents agree that dictionaries are available but not accessible. Also, 48(18.8%) of the respondent agree that encyclopedia is not available and accessible, while 83(32.4%) of the respondents agree that encyclopedia is partially available and accessible, 104(40.6%) of the respondents agree that encyclopedia is fully available and accessible and 21(8.2%) of the respondents agree that encyclopedia is available but not accessible. In addition, 57(22.3%) of the respondent agree that journals are not available and accessible, 97(37.9%) of the respondents agree that journals are partially available and accessible, 84(32.8%) of the respondents said that journals are fully available and accessible, and 18(7.0%) of the respondents agree that journals are available but not accessible.

On the availability and accessibility of Magazines, 25(9.8%) of the respondent agree that magazines are not available and accessible, 96(37.5%) of the respondents agree that magazines are partially available and accessible, 122(47.7%) of the respondents agree that magazines are fully available and accessible and 13(5.1%) of the respondents agree that magazines are available but not accessible. Also, 60(23.4%) of the respondent agree that government publications are not available and accessible, while 90(35.2%) of the respondents agree that government publications are partially available and accessible, 88(34.4%) of the respondents agree that government publications are fully available and accessible, and 18(7.0%) of the respondents agree that government publications are available but not accessible. In addition, 26(10.2%) of the respondent agree that reference resources are not available and accessible, 101(39.5%) of the respondents agree that reference resources are partially available and accessible, 117(45.7%) of the respondents agree that reference resources are fully available and accessible and 12(4.7%) of the respondents agree that reference resources are available but not accessible.

It was also revealed that 8(3.1%) of the respondent agree that story books are not available and accessible, 33(12.9%) of the respondents agree that story books are partially available and accessible, while 205(80.1%) of the respondents agree that story books are fully available and accessible and 10(3.9%) of the respondents agree that story books are available but not accessible. Also, 27(10.5%) of the respondents agree that maps are not available and accessible, 79(30.9%) of the respondents agree that maps are partially available and accessible, 132(51.6%) of the respondents agree that maps are fully available and accessible and 18(7.0%) of the respondents agree that maps are available but not accessible.

In summary, by using total frequency, we see that 301(11.7%) of the respondents agree that the library resources are not available and accessible, while 703(27.5%) agree that library resources are partially available and accessible, 1415(5.5%) agree that library

resources are fully available and accessible, and 141(5.5%) agree library resources are available but not accessible. The analysis therefore, revealed that library resources especially textbooks, story books, dictionaries and newspapers are fully available and accessible

Discussion of the findings

The first objective of the study is to find out the extent to which school libraries are being used by secondary school students using selected Secondary Schools in Ilorin-West Local Government Area as case study (Queen Elizabeth, Mount Carmel College, Iqra College, and An-Nur Islamic College Secondary Schools Ilorin). The study revealed that student are making use of the library with 161(62.9%) of the respondents agreed that they visit the library every day. It has also revealed that most of the students who visited the library do so when they have exams with 120(46.9%) of the respondents agreed to this fact, 22(8.6%) were not sure, and 114(44.6%) disagreed to the fact. Supported this analysis is Orji (2996) in his study on the use of school library, who found out that users use the school library for many and various reasons i.e.; to prepare for examination; for leisure; recreation for serious academic work, to see friend and people and so on. In a similar study, Mubahsrah et al (2013) revealed that libraries are mostly visited by students/teachers for reading of textbooks, preparation of assignment and consume spare time.

The second objective of the study is to determine the frequency of the use of school library resources by secondary school. Fayose (1983) in her study on the "student use of school library resources in Ibadan and Benin" found out that secondary school students make use of their respective school libraries during their free period, and school libraries available in those schools studied do not follow any set of standards, no suitable accommodation, and adequate personnel to man such libraries. "Free period" in Fayose analysis correspond with the analysis of this study that revealed that majority of the students make use of school library resources sometimes 1289(50.5%), and on daily basis 603(23.6%) basis with textbooks has the highest use of 253(98.8%), followed by story books 232(90.7%), dictionaries 220(86%), and then magazines 202(78.9%).

The third objective of the study determine the availability and accessibility of school library resources and it has been discovered that school library resources are fully available and accessible with 1415(55.3%) of the respondents agreed that school library resources are fully available and accessible. Oniovosa (2004) notes that, in a survey around the world on the reading ability of the children that, one of the factors that positively influence children's reading attainment is the availability and accessibility of books and other non-books resources in their immediate surroundings, at home, in the classroom and in the library. In a similar study, Abdullahi (1998) adds that usefulness of a library depends upon its proper organization which includes the availability and accessibility of information resources, their arrangement, the situation of the library, etc.

The fourth objective of the study is to determine the impact of school library on the secondary school students' performance and the study shows that using school library has positive and great impact on the performance of secondary school students. School libraries support the development of student skills and improve student achievement

(American Association of Librarians, 2011). In another study, Dent (2006) in a study of three Ugandan schools with varying levels of library access; found that those students with library access scored higher in particular subjects than those who did not have access. These facts were supported by Lance, et al., (2005) who stated that results from dozens of large-scale studies, involving over 8,700 schools and over 2.6 million students, have consistently demonstrated that students score an average of 10-20 % higher on reading and achievement tests when their school has a strong library media program. This effect holds, regardless of other school conditions such as student-teacher ratio, overall per-pupil spending, student demographics, and community socio-economic conditions.

The analysis of this study corresponds with those studies that revealed that the existence and use of school library improves students' performance. This is because most of the respondents 232(91%), 223(87.5%), and 220(85.9%) believed that their use of the school library have helped them to have broader knowledge of different subjects, prepare well for their National Examination Council (NECO), and respond well in class. The analysis also shows that not only does the use of school library improve and help students to have broader knowledge, be active in the class, and prepare well for their NECO exams but also help them to perform well in their May/June 2016 West African Examination Council (WAEC) as well as in their test and assignment. In addition, 227(88.7%) of the respondents disagreed that the use of library makes them to perform poorly in their school internal examinations. This shows that the use of school library were associated significantly with better learning outcomes.

The fifth objective of the study determine the constraints/challenges hindering or affecting students from the use of school library and this study shows that there are lots of constraints militating students against the use of school library with unavailability of audio-visual materials has highest opinion (57.8%), alongside insufficient library resources (50.5%), lack of internet facilities (50.4%), and unsatisfactory attitude of library staff (47.4%). Supported this analysis is a study of school library by Egesimba *et al* (2011) who opined that inadequate Staffing; Lack of adequate materials; inadequate funding, obsolete libraries collections; Lack of infrastructures and uncomfortable sitting of users as well as Insufficient awareness of the significance of libraries in educational settings constitutes challenges to Nigerian school libraries. In another study, PSN (2010) stated that the problem areas in the development of school libraries in Nigeria include lack of legislation, shortage of funds, poor accommodation, unavailability of trained staff, lack of relevant material and apathy on part of school administration and government.

CONCLUSION

The impact of school library on academic performance of the students cannot be overemphasized, because the library is an institution that is charged with the responsibility of acquiring, processing, organizing, disseminating and preserving and conserving relevant and useful information resources for the purpose of meeting people's informational needs. Therefore, the government, proprietors/proprietress, school management and the school library staff should made available relevant and

useful library resources that will help in enhancing students' performance in all areas of their academic pursuit.

Recommendations

Based on the findings and conclusion drawn from this study above, it is recommended that: Provision of sufficient library resources should be provided by the government, proprietors/proprietress, and school management as this will enable students to have access to their various information resources. As it was discovered form the findings of the study and agreed upon by the majority of the respondents. Audio-visual equipment and materials should be made available and accessible in the library. This will help students to learning and assimilate fast, because children/students learn fast when they hear and see what they are being taught. The school management should also make provision for internet facilities as this will increase students' access to large and vary information materials.

REFERENCES

Abdulahi, A. 2008. The role of libraries in primary and secondary education in Nigeria. *Teaching Education   Today,* Vol.8, no.1 and 2: 21-26.

Adebamowo, O. 2011. The use of school library resources in Ogun state secondary schools: a study of   selected secondary schools in   Ijebu   North   LGA, Nigeria*. Journal of Research in Education and Society*, Vol. 2, no 1:113-121.

Adeoye, M. O. and Popoola, S. O. 2011. Teaching effectiveness, availability, accessibility and use of   library and information resources among teachers of Schools of Nursing in Osun and Oyo State

Adeyemi, T.O. 2010. The school library and students' learning outcomes in Secondary schools in Ekiti   state, Nigeria. *Asian Journal of Business Management*, Vol.2, no.1: 1-8.

Adeyemi, T.O. 2009. The School Library and Students' Learning Outcomes in Secondary Schools in Ekiti State, Nigeria. *Asian Journal of Business Management,* Vol.2, no.1: 1-8 http://maxwellsci.com/print/ajbm/v2-1-8.pdf.

Agyekuma, B.A. and Filson, C.K. 2012. The Challenges of School Libraries after the Implementation of the New Educational Reforms in Ghana" *Library Philosophy and   Practice (e-journal).* Paper 932. Accessed from   http://digitalcommons.unl.edu/libphilprac/932.

 Alemna, A. A. 1998. School libraries in Ghana: A state of art. *School Libraries World Wide*, vol. 4. No. 1 and 2: 37-38.

American   Association   of   School   Librarians.   2011.   *Curriculum   and Instruction*. Retrieved from http://www.aasl.ala.org/essentiallinks/index.php?title =Curriculum_and_Instruction

Arua, U. and Chinaka G, I. 2011. Use of Library Resources by Staff and Students of Secondary Schools in Umuahia North Local Government Area of Abia State. *Journal   of   library   Philosopy   and   Practice* accessed from http://digitalcommons.unl.edu/cgi/viewcontent.cgi?article=1821& context=libphilprac.

Ayeni, O.A. and Oyebanji, V. A. 1997. The present state of Nigerian   School Libraries and Strategies   for their Effective funding. *Nigerian Libraries,* Vol.3: 1 - 2.

Bolodeoku, A. 1979. Use of the School Libraries in some Secondary   Schools in Ibadan, Unpublished   MLS Project of the University of Ibadan.

Edeghere, F. 2001. School library development for UBE. UBE Forum: J.   Basic Educ. Nig. Vol.1, no. 1: 85- 91.

Elaturoti, D.F. 1998. Learning Resources and Development for Nigerian School Libraries in D.F. Elaturoti (1998) Ed. Nigerian School Librarianship, Yesterday, Today and Tomorrow P. 49-58.

Ezenwa, C. F. O. 1993. Funding the School Library Media Programme in Austere Time. *Nigerian School Library Journal.* Vol.3: 1-2.

Fayose, P.O. 1998. New Developments in Library and Information Resources for School Libraries in D.F. Elaturoti. 1998. Ed. Nigerian School Librarianship, Yesterday, Today and Tomorrow P. 59-73.

Federal Republic of Nigeria, 2004. National Policy on Education, Abuja: NERDC.

Goodall, D. and Pattern D. 2011. Academic Library Non/Low Use and Undergraduate Student Achievement: a preliminary Report of   Research   in Progress. *Library Management*, Vol. 32, no.3: 12-20.

Haralambos, M. Holborn, M, & Heald, R. 2004. Sociology: Themes and Perspectives. Harper Collings Publishers Limited, London.

Ibrahim, U. 1999. Strategies for Effective Funding and Management of School Libraries in Nigeria. *Nigeria Libraries,* Vol. 31: 1 - 10.

Lance, Keith Curry, Marcia J. Rodney, and Christine Hamilton-Pennell.   2005. *Powerful Libraries Make Powerful Learners: The Illinois Study.* Canton, IL: Illinois School Library Media Association. http://www.islma.org/pdf/ILStudy2.pdf/.

Mubashrah, J., Riaz-ul-haq, T. & Shaziah, J. 2013. Library Resources: Utilization by Teachers and Students. *Bulletin of Education and Rese   arch*, Vol.35,   no. 2:   1935. Nigeria. *Library Philosophy and Practices.* Retrieved on 15/08/14 fro m *http://www.webpages.uidaho.edu/~mbolin/ adeoye-popoola.htm.*

Orji, C.E 1996. *The use of public library by civil servants: a case study of Umuahia Public Library*. B.L.S. Research Project Report. Abia State University, Uturu (unpublished).

Petterrs, Janet S. and Ottong, E.J. 2012 Correlates of school Library   development in Calabar, Nigeria: Implications for Counselling. *Journal of Education and Practice,* Vol. 3, no.12: 67-71

Private Schools in Nigeria Blog PSN, 2010. Problem areas in the development of school libraries in Nigeria. Privateschoolsinnigeria.co m/blog/? p=153

Robin H 2005. New Library brings out the best in students. The Robinhood Foundation. http://www.edutpla.org/design

Salisu, S. O. 1996. *New trends in education technology and implication for school librarian*. Lagos: Librarians

Shaibu, S. 1997. An assessment of the school Library literature in Nigeria. *World Libraries,* Vol.7, no.2: 58.

Wali M. H. 1978 .The role of school libraries *Nigerian School Library Journal.* Vol.1, no. 1: 35-38.

Yousaf, M.I. 2005. *Relationship of Performance of University Students with the Selected Variables of School Age*. Unpublished PhD Thesis, University of Arid Agriculture.