Full Length Research

Utilization of Library Resources by Secondary School Students: A Case of Britarch Secondary School Library

[1]Okeuhie, S.N., [2]Agbagha, Mercy Mma (CLN), [3]Ndu Maria Ogonna and [4]Emmanuela Chibure Anyakwo

[1]National Root Crops Research Institute Umudike.
Corresponding author's E-mail: okeuhiendubu154@yahoo.com
[2]Federal University of Technology Owerri (FUTO). E-mail: mercyagbagha@futo.edu.ng
[3&4]Federal University of Technology Owerri (FUTO)

This study examined the utilization of library resources by students in Britarch International secondary school library. The study was guided by four specific objectives and four research questions. The study employed descriptive survey research design, while the population of the study is eight hundred and forty (840). The proportionate stratified sampling technique was used as the sampling technique. Only one instrument (questionnaire) was used. The questionnaire was validated by professionals from LIS Department, MOUAU. Mean was used in analyzing data for the study. The study identified that English textbooks for secondary schools, Mathematics Textbooks for secondary schools, Revised Standard Version for CRS, Literature in English for secondary schools, Social studies textbook for secondary schools, General studies for secondary schools, and Government textbooks for secondary schools are the library resources utilized in Britarch International secondary school library. Identified that the extent of utilization of library resources among Britarch International secondary School students on the following library resources is high: English textbooks for senior secondary schools, Mathematics Textbooks for senior secondary schools, Revised standard version for CRS, Literature in English for secondary schools, Social studies textbook for secondary schools,, General studies textbooks for secondary schools, Government textbooks for secondary schools, Igbo language for secondary schools. Time to visit the library, lack of fund, unawareness and teachers attitude are identified as challenges experienced by Britarch International secondary School students. Indicated that provision of fund by the school management to acquire relevant materials in the school library that students should increase time to visit the library, literacy of the parents, teachers to display good attitude to the library users, the school to make the environment friendly, Resources in the school library to be current as strategies to the challenges of utilizing information resources in the school library' The study therefore recommended that: the management of secondary schools should ensure that library resources identified in the study such as English textbooks for senior secondary schools, Mathematics Textbooks for senior secondary schools, should be adequately provided. The relevant authorities of the secondary schools should also encourage students in the use of Igbo Language textbooks in order to facilitate its utilization at a very high extent. The secondary school authority should ensure that provision of fund to acquire relevant materials in the school library is guaranteed, students should increase time to visit the library, literacy of the parents should be encouraged, teachers should display good attitude towards library users, the school should make the environment friendly, resources in the school library should be current, and there should be provision of current library resources.

Keywords: library resources, school library, Library and Information Resources

INTRODUCTION

Background to the study

Utilization according to Dike (2007) is defined as the ability to employ appropriate instructional materials expertly and at the right time in order obtain an instructional objective.

Library resources and their prompt accessibility can play a role in encouraging reading by making a varied collection available to teachers and students. Hence, access to libraries will encourage the students to quit the internet, read and use the library resources will help to raise their standard of learning and further achieve the overall objective of secondary school education (Edoka, 2000).School libraries are indispensable tools essential for education in our contemporary schools. This postulation is elicited from the role played by library resources in enhancing effective teaching and restoring the already dilapidated learning system in Nigeria especially in primaryand secondary school (Edoka, 2000).

Due to technological development, the traditional role of school libraries have evolved from mere custodians of knowledge materials to an all-encompassing facet of learning that has made modern schools to use such terms as school library resource centers, media resource centers and learning resource centers etc, to emphasize this evolution and spectra of knowledge economy amongst pupils and students (Dike, 2006). Furthermore, Onanya and Adeoji, (2008) opined that school libraries usually have collective library resource that is founded fully by the ministry of education, information service agency, Non-governmental Organization (NGOs), philanthropic organization and parent teachers association (PTA).

The common resources available in school libraries includebooks, general reference, non-fiction and fiction periodicals, newspapers, journals, audio materials, disc, phonographic records, audio tapes and cassettes (Onanya and Adeoji, 2008). It has been established that no education can rise above the qualityof its teachers and the library has a role to play in harnessing teachers for quality output. Since teaching is communication between the teacher and learner, then the communication media must be effective enough forany impact to be made (Amadi, 2006).

Ganiyu, Edale, and Oluwafemi (2014) and Suleiman, Vashistha and Jimah (2018) posited that Library users visit the library to receive sufficient and significant up-to-date information in print and non-print, forms for effective teaching, learning and research that meets their information needs, and also allowing them to make important academic decisions. The implication is that the library is a catalyst to academic advancement. The library as perceived by Olajide and Adio (2017) is a busy information centre, where information is organized in various formats to the advantage of the users. However the worth of the library collection depends not only on the quantity and quality of information sources with an effective and efficient ways and means of providing and interpreting them to users. This is because some of the terms used in the library services, such as cataloguing, classification, charging and discharging, etc. are not common to the users, and therefore these terms should be interpreted in the easiest understandable ways (Olajide and Adio,2017). Nonetheless, an interesting observation is that there is an underutilization of the library facilities in most institutions (Chen 2015; Ibrahim &Sakiyo 2015), which is counterproductive to the goals and objectives of the library department with regard to enhancing access to information.

Statement of the Problem

The school library is an important tool in the school system as it supports the secondary school curriculum and provides means bywhich school achieve her educational objectives and goals. It does this by making available library resources which encourage self-development among teachers as they use the resources in the library in planning their lesson notes and employing them in teaching and learning in classes. The school library provides comprehensive sources of learning materials in different forms for use by teachers. Itis a store of materials and equipment for use by teachers and the pupils.

Furthermore, it has been observed that students in secondary schools in Abia state do not effectively use the library resources in their learning activities. This results in poor academic performances. This is evident in Senior School Certificate Examinations where performance of students is in large average or more specifically poor. Also, negligence by government has further enhanced the elimination of libraries and the few existing growing moribund. The situation reduces the performance of school libraries therefore resulted in poor academic performance. A careful study of available published research report shows that utilization of library resources by students of secondary schoolshas not been positive. This indicates a problem situation that needs to be addressed.

Since no study has been carried out on the utilization of library resources by students in Britarch International Secondary School Library, the researcher has decided to undertake this study and fill in this gap in knowledge as well as identify means to enhance the use of school library resources for teaching and learning.

Objective of the Study

The main purpose of this study is to examine the attitude of primary school pupils towards the utilization of library resources. Based on this purpose, the specific objective of this study is to:

1.   determine the utilization of library resources in Britarch secondary school library by students.
2.   Ascertain the extent of utilization of library resources among teachers and students
3.   Find out the challenges of utilizing library resources in Britarch secondary school library by students.
4.   Proffer strategies for enhancing the utilization of library resources in Britarch secondary school library by students.

Research Questions

1. What are the library resources utilized by students in Britarch secondary school library?
2 What is the extent of utilization of these library resources in Britarch secondary school bystudents?
3. What are the challenges affecting the utilization of library resources in Britarch secondary 4. school library by students?
4. What are the strategies for enhancing the attitude of users towards the utilization of school library resources?

Significance of the Study

   This research is going to be of significant effect to various individuals, namely researchers, staff and management of secondary schools and library users.
   It is helpful to the researcher as it opens her eyes and knowledge to the concept of research and it's ethics. By carrying out the research as an undergraduate student, it helps the researcher to obtain a good knowledge of how to carry out an intensive research into a concept and make a positive impact on the discipline researched on.
   Furthermore, it will also provide the staff and management of secondary School libraries with knowledge on the strategies to employ so as to improve the users' awareness, and for improved academic performance.
   Finally, to the users of the library (students and staff) this research will help improve their attitude towards the use of library and information resources in the school library.

Scope of the Study

The scope of the study covers students in SS1, SS2, and SS3 of Britarch International, located in Umuahia, Abia State. The study sought to examine the utilization of library resources, extent of utilization of library resources, identify the challenges and proffer solution to the identified challenges of utilizing library resources in Britarch International secondary school library by students.

The study will furthermore, cover the users (secondary school students) of the school library under study.

LITERATURE REVIEW

In this chapter, literatures relevant to the study will be reviewed and discussed under the following headings.

Conceptual Framework

Concept of School Libraries

Concept of Utilization of library Resources
Challenges of utilization of library resources
Strategies for enhancing the utilization of school library resources
Empirical Studies
Summary of Literature Review

Concept of School Libraries

Libraries being one of the educational services have to be established and maintained in schools with high quality of human and material resources, in order to achieve the effective goals of Educational services (Ode, 2013). Education cannot do without libraries, it is believed that educational services are to facilitate the implementation of educational planning, objectives and promote the efficiency of education in a country (Reginacited in Lawal-Solarin, 2016). The services also help to develop access and improve educational programmes.

Lawal-Solarin, (2016) averred that for education to be meaningful and achievable there should be resources of various types; and libraries provide educational resources for all categories of users; for examples teachers, students, businessmen, civil servants. The teachers are the pioneers of the society because in the classroom, among other functions, they transmit skills and knowledge to the students. There are different types of libraries, such as; School library, Academic Library, Public Library and Special Library. He further stated that School libraries in the educational institutions, such as pre-primary, primary and secondary schools, are the backbones of functional education without which academic excellence may not be achieved. Aside educational achievements, school library is essential for literacy, social, economic and cultural development of a nation. It is referred to as school library media centre, media resource centre or school media centre, and the head is the school librarian, school library media personnel, school library media specialist and learning resource centre managers (Adepoju& Joseph, 2012).The school librarians are professionals who hold degrees in librarianship or information science, they suggest a variety of appropriate print, non-print and electronic resources to supplement and complement classroom materials and activities, and ensure proper organisation of the library resources for easy accessibility and use. They also build connections between student information/research needs, curriculum content and learning outcomes (Subramaniam, 2012).

There are policies guiding the establishment of school libraries. The policy, among other reasons, are to equip students to live effectively in our modern age of science and technology, inspire students with a desire for achievement and self-development both at school and in later life (Abdullah, 2015). Students, according to Lawal-solarin, (2013), visit the library for academic excellence and future development while the teachers among other reasons would visit the library for quality information resources.

Fakomogbon, *et al.,* (2012) argued that school library help to support the school curriculum by providing up-date information to keep teachers and students abreast of new development. The library also promotes the development of reading skills and encouraged long term planning habits through reading, listening to and viewing a range of learning materials

Concept of Utilization of Library and Information Resources

The term "utilization" is a verb that indicates an act of use a thing or phenomenon. As defined by *dictionary.cambridge.org* (2019), the term "utilization" means to put something such as a tool, skill or building to a particular purpose. Also, it can be regarded as the act of getting the best out of something. To use something, be it a thing, phenomenon or situation, entails getting out the best out of the purpose for which that thing, phenomenon or situation was created or established. Interestingly, the term use is relative, depending on the context in which it is applied. In the context of Internet, it entails having the ability to maneuver through the intricacies associated with it, while navigating in search of information for academics and other purposes, as intended by the user. Availability of information resources is about information being accessible as needed, when needed, where needed. The objective of availability is to enable access to authorized information or resources. Availability refers to the ability of a user to access information or resources in a specified location and in the correct format. Chandrasekhar (2006) observed that the availability of library resources depends on the availability of funds as well as the demand for their use. Dike cited in Amankwah (2014) conducted research on the scarcity of books in Nigeria and the threat to academic excellence. She was able to establish that non-availability of information resources has led faculty and students not to use library services. A study by Marama & Ogunrombi cited in Ankrah and Atuase (2018) confirms high unavailability of library and information science (LIS) collections in most libraries had a negative effect on the use of information resources in the libraries studied.

Hayden (2013) and Achebe (2014), in their respective researches asserted that continuous library utilization has positive multiplier effect on the academic performance and self-development of any user. Afebende and Ebaye (2008) noted that the effectiveness of a library does not depend on only its collection/resources and other facilities per se, but also on the success of its exploitation and use. While the librarian is concerned with collection and organization of information materials, he also has the responsibility of creating awareness so that users can take full advantage of the acquired materials. The works of Ogbonnaetal, (2007), assessed students and faculty use of the library. They found that both students and faculty use library materials for classroom and research works.

Prytherch (2008) also emphasized that the essence of establishing a library is "utilization". He further expressed that, if a library is put into proper use, the cost of establishing and managing it would be justified. "Utilization", as a concept has to do with value or appreciation and here an item or subject or object has no value it cannot be put to use. On the other hand, as generally believed, if something is valuable it is likely to be highly utilized. Utilization in relation to journals was defined as physical selection of any library resources and the act of leafing through the pages (Keflt, 2011). Thus, the use of library could be described as the physical selection of any library resources and the act of reading through the pages.

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 facilitate the school library fulfill its functions among which are: to thoroughly provide information resources necessary for the school's educational programmes and to help in improving and rising the reading skills and learning habits of students. 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. Abanobi (2012) asserted that for library resources to play effective role in the education process, a wide variety and plentiful supply of resources are required to encourage independent students so that young people can learn how to think from their early age. He pointed out that school library resources should cover all the subject areas of the schools' curriculum as well as cater for individual interest and extra-curriculum pursuit. No doubt, underutilization of school libraries in Nigeria by pupils and teachers has serious implications on the quality of students turned out by the school.

In a similar study, Idiodi and Igbinosa (2003) also revealed that library patronage was low because only 20% of the readers use the library the way the library is expected to be used. About 5.36% of the readers do not use the resources of the library at all. Elaturoti (2008), identified the storage and retrieval of learning resources like textbooks, reference books, museum materials, magazines, pamphlets, pictures, televisions, radios, discs-recording, films and slides as the role of school libraries. These are important because the scope of knowledge has become too vast to be covered extensively with the in boundaries of classroom instruction. Through the school library, these can be extended immeasurably to all areas of knowledge, in all forms of creative expression and the means provided to meet and stimulate the many interest, appreciation and curiosity of youth. Bolarinwa (2010), observes that "schools are expected to produce the required type of students for the economy". Effective use of school libraries is important because teachers alone cannot satisfy the information needs of the students within the four walls of the classrooms (Lyle, 2014).

Without adequate use of the library, teaching and learning becomes a problem. In addition maximum use of library resources is essential for the justification of the existence and survival of any school library and its acquisition programme. Nwokedi and Ogundare (2015) maintained that one of the major objectives of any library is to ensure that maximum use is made of its resources and services. This is because no matter how rich a library collection may be, it is believed that if the users do not effectively make use of them, the library collection is regarded as a waste. Furthermore, to justify the existence of any university library, provision of adequate library resources is necessary so as to attract students and lectures who are usually the potential users of such libraries. University libraries are regarded as integral parts of their universities and teaching programme. Julien (2000), on the other hand, observed that regular library users are active learners who participate more in class, and read, write and study more.

In a nutshell, it is generally believed that students in every school should effectively make use of the library to satisfy their information needs; however, studies as indicated above have shown that school libraries in Nigeria are underutilized by undergraduates (Nwachukwu, 2020). Nevertheless, one wonders why the school libraries are underutilized even though they were established to supplement and complement the classroom teaching. Several questions come across one's mind, as to what may have been responsible for this undesirable situation. Could it be that the library resources are poor in quality? Could it be due to lack of adequate environmental factors such as good ventilation, library physical facilities and noise-free reading environment? Or could it also be lack of currency of resources, lack of adequate access, etc.

Utilization of Libraries Resources

Information utilization is the putting into appropriate use of acquired information. Utilization of information differs from person to person and from one corporate organization to the other according to their information needs and other socio economic imperatives (Uhegbu, 2007). It can be viewed within the context of need, accessibility and function performed. The ultimate purpose of utilizing information is to satisfy the seeker's need. Because user's needs are varied, their satisfaction amounts to a high level achievement for them (Nkamnebe, 2014). According to Tiefel (2004), most library users are unaware of the quality and variety of information available in the library. As a result, it is the duty of the library to device a means to create awareness about the varieties of services the library could offer.

The study of Obaje and Camble (2008), revealed that information resources were mostly used for literature searches during project, dissertation and thesis writing as well as for personal research by staff. In a related study carried out to access the use of e-resources by library users by Soyizwapi (2005), it was found that postgraduate students used electronic information databases, but that a few of the databases were not used. It was also found that a number of problems were experienced by postgraduates in the process of using the databases. .

Nonetheless, an interesting observation is that there is an underutilization of the library facilities in most institutions (Chen 2015; Ibrahim & Sakiyo 2015), which is counterproductive to the goals and objectives of the library department with regard to enhancing access to information. Several hypotheses have been suggested to explain the irregular patterns of library resource usage in learning institutions. However, these suggestions are not one-size-fits-all solutions for library use issues in different settings and contexts. Given the integral role of schools in the education system, educational institutions should ensure that library services are optimal for its student and faculty population. This feat can only be achieved by understanding the perceptions and needs of students regarding the library.

In the study by Henderson, Selwyn and Aston (2017), it was noted that the inability to locate relevant material during searches left students confused and contributed to the development of negative attitudes towards library databases. Furthermore, slow internet connections sometimes discouraged students from using online resources in the library (Bagarukayo & Kalema 2015). This sentiment was echoed during this study, further highlighting the importance of fast internet in the utilization of library databases.

Challenges of Utilization of Library Resources

In spite of the uses of the school library, there is gross neglect of it in Nigeria, due to some factors such as lack of finance, professional librarian, up-to-date facilities/ resources, poor accommodation and non ICT integrated libraries, (Adebanwo, 2011; Adeyemi, 2010; Owate & Okpa, 2013; Udo-Ilomechine, 2008). Poor performances by both teachers and students were recorded as a result of irregular use of school libraries, no inspiration of imagination, learning and creativity (Franscotti et al., 2007; William et al., 2002).

On the challenges of library resources, the study of Okeke, Ogheneteg and Nwabu, (2013) discovered that the problem of arrangement of materials on the shelves is a major obstacle to the use of reference materials. Hence, the problem of easy accessibility to the materials on the shelves. Inadequate reference sources is another obstacle discovered through the respondents reaction indices. It shows that some of the respondents on realizing that the shelves are stocked with little or insignificant materials totally ignore them. Even when reference materials are available some of the respondents lack literature search skills. This is very common among students in Madonna University library, Okija. During the research the respondents indicate that they do not have the searching skills, hence their inability to properly use materials in the reference section. The respondents indicated that they do not see professional in the section to help them.

Expressing the problems of school library Abanobi (2012), noted that teacher's attitudes, too much emphasis on external examinations, attitude of the library staff; lack of new and current books; accommodation and other resources pose a great problem to the school library. The holdings of many libraries is in chaos as far as shelve arrangement is concerned despite the classification scheme used for organizing library materials. Hence Aliero (2013), contended that if the services of any library or information centre are to be effective and successful, the importance of proper shelving cannot be over emphasized. This is because of the vital roles it plays in ensuring efficient and effective service delivery including organizing and structuring library collections in a way that each material is adequately identified, appropriately located relatively to similar disciplines and sub-disciplines, thereby bringing order lines to the collection, making the use of the materials easier and maximizing the value obtainable from the library services.

The study by Adeyemi (2009) in Nigeria found that poor quality of school library resources, scarcity of current reading and research materials were the challenges facing students in using school libraries. In the same vein Arua (2011), observed that poor library accommodation; poor library orientation and restricted library hours were problems militating against the use of school libraries. In South Africa, Patron-Ash (2012), revealed that one the problem facing school libraries include the lack of a national policy, school library information resources, the theft of computers as a result of the lack of security, as well as the lack of understanding by teachers of the role the library in teaching and learning. According to Umunnakwe (2008) and Uzokwe (2011), non-quality of library resources in sufficient quality is also a problem. It is a limiting factor for the use of library resources. Omiebi - Davids (2015), recognizing non-availability of equipment and materials also saw non-suitability of available materials, high cost of procurement, frequent power failure and fluctuation, ignorance of importance of instructional materials, inability to welcome change among others as problems of associated with the use of library resource in schools.

Shrestha (2008), Carried out a study to determine the "Students use of the library resources and self-efficacy". The

tried to find out the information seeking behavior of the graduate level students and their knowledge about the library resources and services made available to them. And how their fluency with the resources and technology develops self-efficacy, the study also examined how the integration of the Internet has affected the information searching habit on students and found that lack of proper guidance and professional person along with the inadequate collection in the material as well as insufficient networking computers has been the main drawbacks on students exploring the resources. For them to be more interested towards libraries librarians along with the faculty members need to work together in educating them about the services and resources that is available and library should also work towards networking with other libraries so that it could provide better range of materials in given subject (Shrestha ,2008).

In Nigeria, the National Policy on Education (2004) is the most current and authoritative government policy statement on provision of school library, but the implementation of the policy has not been effective. For instance, in a study to evaluate the development in utilizing library resources on some selected secondary schools at Ijebu North local government area of Ogun state in Nigeria, Adebanwo, (2011) affirms that the libraries still lack accommodation, finance, qualified staff, only one secondary school has a separate accommodation for the library while others use classrooms as school libraries. In Kogi state, Omera, (2013), in a study on secondary school libraries at Idah local government, affirms that government efforts have not led to effective development, the school libraries still lack professional librarians, library resources and the teachers do not patronize the libraries. Furthermore, the staff and students of Umuahia North local government area of Abia state, also, submits that there was no development of library resources; the library still lack adequate print and non-print materials to support the school curriculum. Moreover, no professional librarian to offer effective services to users (Arua & Chinaka, 2011). This finding was consistent with that of Obajemu, (2002) in Oyo town on school libraries, that the libraries in the town have not been developed to meet the present day information demand; non-print resources were virtually non-existent in the secondary schools of study. In addition, Olaojo, (2012) affirms the findings when he reported that, "different types of school library exists in Oyo state secondary schools such as purpose-built, classroom type and lock-up shelves; the resources were obsolete; and there were indications that almost all the available school libraries were not developed (173 out of 290 respondents supported this claim)"

In Tanzania, Benard & Dulle, (2014) reported that school libraries were at a developing stage; they lack adequate funding, physical facilities, staffing professional librarian and good library services and the situation led to poor performance of secondary schools in the country (Laddunuri, 2012). India, with statistics of five hundred and forty seven (547) Government schools and two hundred and thirty one (231) private/public schools at the higher secondary school level has not considered school library as an instrument of learning process; most of the libraries are not developed; they are housed in small single rooms within the school premises where students have inhibitions to visit; they lack furniture and professional librarians (Ahmad, 2011). Malaysia, school librarians are subject teachers familiar with the school curriculum (Lee *et al*., 2003; Northashmah, 2007); and most of them are with little qualifications in library and information science (Abdullah & Omar, 2003). Furthermore, in South Africa, the developments of school libraries have been confronted by numerous problems such as national policy, lack of school library resources, insecurity, and roles the library is expected to play in teaching and learning for both teachers and students (Patron-Ash, 2012). In Sub-Saharan African Countries, the World Bank (2008), observed inadequate funding, lack of sufficient library premises, lack of up-to-date library collection, untrained school librarians and poor training, poor library management systems, heavy collection of wear and tear, theft, loss and damage etc caused by poor security, pest and fungal as problems preventing development of School libraries in Sub- Saharan African countries

Strategies for Enhancing the Utilization of School Library Resources

Shrestha (2008) concluded that in today's fast paced world the desire for expediency has promoted students to place a premium on information that can be found easily and quickly. But that many students limit their search to electronic resources, choosing format over substance and convenience over accuracy. With reliance on the World Wide Web as a primary and often sole research tool has impacted the quality and thoroughness of student's projects and reduced student's familiarity with more traditional print resources and bibliographical databases in their college library collection. Consequently Internet has rapidly become one of the most powerful global sources of wide range of information presenting many possibilities for the efficient and unlimited dissemination of information. It has contributed positively in enhancing the search effectiveness, which has led to giving students psychological boost and problem solving ability.

The work of Ishola and Ojeniyi (2015) suggested that Practical oriented users' education Programme on the effective use of catalogue for information retrieval by students should be enhance and perhaps step up the teaching. He further recommended that recommended that user education programme should be made more pragmatic, regular shelving and shelf reading as well as preparation of guide for catalogue users should be stepped up.

Mwatele (2013) in his study identified awareness and familiarity of library and information resources, including their

organization and retrieval tools, library skills and information literacy as the main factors that influence utilization of libraries' resources. The study revealed that lack of library and information skills, which are the foundation for empowering students with information literacy competencies of identifying, locating, and using of information resources, is the source of underutilization of integrated information resources accessible through Mombasa Library. And further stated that the level of information literacy among students can be raised through integrated library skills programme designed with the cooperation of all the stake holders. The study concluded that there is high correlation between the Mombasa Library and ICT Lab as a result of students use the ICT Lab to identify and locate physical materials available in the library and for accessing library's e-resources, and recommends need for instituting integrated programme for library skills in the Campus that will take into cognizance individual students' characteristics to ensure development of self-directed, lifelong learners.

Current and relevant print resources must be available to cause both the students and their teachers to read for longer period in the library; also current textbooks will be needed to do school work and assignments but the ones available were obsolete. This calls for adequate funding; but the government and other stakeholders in education are yet to appreciate the pivot role of school library (Ahmad, 2003; Nnadozie, 2005). Moreover, their teachers will need current textbooks for teaching; very few schools had current journals and newspapers among their collections (Table 3); thereby agreeing with the findings of previous researchers (Obajemu, 2003; Gbadamosi & Salawu, 2003; Olaojo, 2012). Furthermore, proper acquisition, accessioning, cataloguing and shelving of the library resources for easy accessibility and use would need the service of a professional (Adepoju, 2011; Adetoro, 2006). All the schools visited with the exception of one had nonprofessional staff in charge of the library (Table 5). In addition, the opening/closing hours of most school libraries in Nigeria that are tied to the school hours have tremendous disadvantages in both learning and teaching outcomes, hence, a large number 355 (69%) of respondents rated the service low.

Empirical Studies

Ogunbote and Odumewu (2008), carried out a research on "school library and utilization in the Ijebu North Local Government Area of Ogun state". The study was a survey of school libraries and usage in Ijebu North Local Government Area of Ogun state. The researchers used descriptive survey method to find out how school libraries are utilized in Ijebu L.G.A. of Ogun state. Questionnaires, interview and observation were used as instrument for teachers and thirty (30) senior secondary school students in each of the school surveyed forms the population. Based on the study, the researchers identified some problems, which include inadequate funding and dearth of trained personnel. Therefore, recommendations were made by them as follows: the Federal Government should as a matter of urgency create an intervention fund for school libraries, the approval of licenses for private schools should be based on the ability of such school to provide a functional library as part of considerations, clarion call for "library hour on school time table should be honored. The ministry of Education should enforce this, like guidance-counselors, the Government should enforce the employment of trained library professionals for each school.

The study of Lawal-Solarin (2016) on "Investigation of School Libraries: A case study of Private School Libraries at Ado-Odo, LGA Ogun State, South West, Nigeria" used a survey research design on both teachers and students with a sample size of 515; 80% students and 20% teachers responded. Instruments used were self-structured questionnaire, interview and observations. Respondents were first asked how often they have been using the library and majority of the students and their teachers responded that, they visit their school libraries "occasionally". This shows lack of interest or ignorance of what school library stands for by the respondents. Regarding how the respondents have been locating resources in their school libraries whenever they decide to use the library, majority of the students responded that they do ask the librarian/officer in charge of the library. While some of the pupils and students responded that they do browse through the library shelve. This implies that the respondents don't make use of the library catalogue - which is the holding of all materials in the library. This also shows that the respondents have not undergone library orientation in their respective library. The findings also revealed that the state of the available library resources for both students and teachers in libraries visited has not being satisfactory for teaching and learning; relevant and current books according to Daniel (2004), should be central reference points for both students and the teachers in developing reading skills and other achievement, but majority of the respondents were not satisfied with the library resources available for use in their libraries.

The study Dulle (2014)on "Access and Use of School Library Information Resources by Secondary Schools Students in Morogoro Municipality Tanzania". The main objective of this study was to assess access and use of library information resources by students of secondary schools in Morogoro Municipal. The study was carried out in five purposefully selected advanced level schools in Morogoro Municipality. Simple random sampling was used to select 30 respondents from each selected school to make a sample size of 150 respondents. The study employed a case study research

design and used combination of methods to collect both quantitative and qualitative data. Data was collected by using documentary review, questionnaires, interviews and personal observations. Quantitative data was analysed by using SPSS, while content analysis was adopted for qualitative data. Key findings revealed that the most frequently used library information sources by secondary students are only books and novels. Moreover, other library information resources, such as atlas and maps, dictionaries, novels, audio visuals and poetry were not accessible by students hence those sources were not satisfactory to meet their information needs. The findings further revealed that secondary school students face many constraints in using school library including lack of current and up to date reading materials, restricted reading hours, lack of sitting facilities, and lack of informational professional/ librarian for processing materials. The study conclude that for effective use of Schools Libraries by the secondary school students, there is need for current and adequate school library information resources, provision of accommodation facilities, provision of professional school librarians to manage libraries and conducive reading environment. These could be done in collaboration with all stakeholders in secondary education in the country. However, the study recommended that adequate provision of fund is necessary for the provision of current and up to date information resources and also for the employment of qualified and trained teacher librarian.

Summary of Literature Review

   The researcher reviewed the attitude of primary school pupils towards the utilization library and information resources by other researchers. The studies had various sampling techniques and drew various conclusions from their research. The population of the studies ranged from students, teachers, etc. and the case studies were different. The studies pointed out several problems that impede the attitude of school pupils to us the school library resources.

   However, literature has revealed the factors that affect students' attitude to the use of school library resources to include lack of skilled librarians, obsolescence of library materials, lack of conducive environment and so on to affect the attitude of students towards the use of library resources in the school library. Based on the identified challenges, literatures further revealed that these militating factors should be looked into so as to improve the attitude of school children towards the use of school library resources.

RESEARCH METHOD

This chapter will further be divided under the following sub-topics: Research Design Area of Study, Population of the Study, Sample Size and Sampling Techniques, Instruments for Data Collection, Validation of Instrument, Method of Data Collection.

Design of the Study

This study is designed to be a descriptive survey research. According to Muguda (2003) a descriptive survey is one in which group of people or items are studied and data analyzed from a few people or items considered to be the representative of the venture group. In the same vein, numerous researches as well are of the view that descriptive survey aims at collecting data on, and describing in a systematic manner, the characteristics, features or facts about a given population.
The survey design was adopted because it allowed a group of people to be studied. This study has the nature of collecting and analyzing data from a limited number of students considered representative of academic library users (student). This is in line with Nworgu (2015) who stated that surveys are mainly used in studies that have individual people as a unit of analysis.

Area of the Study

The area of study is Umuahia the capital city of Abia State in Southeastern Nigeria. Located along the rail road that lies between Port Harcourt to its south and Enugu city to its north. The study was conducted in Britarch International School in Amuzukwu town located in Umuahia North Local Government area of Abia state.

Population of the Study

The population of the study is approximately 840 as obtained from the school registration record for secondary section. This consists of duly registered students of Britarch International School.

Sample and Sampling Technique

The sample size is 84 representing 10% of the total population of 840 registered Britarch International School, Amuziukwu. This is in line with Nworgu (2015) as he opined that "when the population runs into few hundred use 40% or more, when it is in several hundreds use 20%, when it is in few thousands use 10% and when it is in several thousand use 5% or less". The proportionate sampling technique was used to draw students from various students of Britarch International School.

Instrument for Data Collection

The research instrument for data collection is a self-developed questionnaire

1) by the titled, "Questionnaire On The utilization of Library Resources by students in Britarch Secondary School Library. A Study of Britarch International Secondary School Library". The instrument consisted of two (2) sections: A and B. Section A consisted of the respondents' information and it contains four items while section B captured research information on the utilization of secondary school students towards the utilization of library resources.
The items in the questionnaire were designed based on four (4) point rating scale of Strongly Agree (SA); Very Highly Aware (VHA) = 4, Agree (A); High Aware (HA) =3, Disagree (D); Low Aware (LA) = 2, and Strongly Disagree (SD); Very Low Aware (VLA) = 1

Validation of the Instrument

For the purpose of achieving face validity of the instrument for data collection, the draft questionnaire will be submitted to the research supervisor and three other lecturers for evaluation, corrections and reorganization. This is to facilitate an expert evaluation and approval as meeting standard for use in collecting data for the work. This will help the instrument to achieve credibility for the study. However, all corrections regarding the draft instrument will be effected and suggestions incorporated into the final distributable copies of the instrument.

Method of Data Collection:

In order to ensure maximum return of the rating scale, the researcher with the help of a research assistant was distributed the instrument to the users of the school library understudy. A eighty-four(84) copies of the questionnaire was distributed to the students. The administration of instruments was done directly by hand after educating the students on the contents of the instruments and it was retrieved immediately.

Method of Data Analysis

The mean score was employed for the data analysis. The Four Point rating Scale method was the parameter used to determine the degree of agreement and/or variance in each item of the questionnaire. Meanwhile, the criteria mean of 2.50 was used in reaching a decision on whether to accept the response as positive or reject, as the case may be. That is, any item with a mean score of 2.50 and above was accepted while any item with mean score of less than 2.50 was rejected.

The 2.50 mean criterion was reached as shown:-
Strongly Agree (SA) = 4
Agree (A) = 3
Disagree = 2
Strongly Disagree = 1

i.e. $\frac{4 + 3 + 2 + 1}{4} = \frac{10}{4} = 2.50$

The mean was calculated with the formula below:-

$$x= \sum \frac{fx}{n}$$

Where, x= Mean

N= Total Number of Respondents
F= Frequency of the Respondents
x= Score
∑= Summation

RESULTS AND DISCUSSIONS

The data analysis and results and discussion of results are presented in this chapter. It was presented under descriptive analysis, findings and discussions of findings.

Presentation of Results

Research Question 1: What are the resources utilized by students in Britarch International secondary School?

Table 1. The mean responses of students on the resources utilized in Britarch International secondary school library = 84

S/N	Item Statements	SA	A	D	SD	$\bar{x}$	RMK
1	English textbooks for secondary schools	78	6	-	-	3.93	Accepted
2	Mathematics Textbooks for secondary schools	79	5	-	-	3.94	Accepted
3	Revised standard version for CRS	45	5	15	19	2.91	Accepted
4	Literature in English textbooks for secondary schools	50	4	20	10	3.12	Accepted
5	Social studies textbook for secondary schools	48	14	12	10	3.19	Accepted
6	General studies textbooks for secondary schools	70	14	-	-	3.83	Accepted
7	Government	58	16	5	5	3.51	Accepted
8	Igbo language for secondary schools	18	2	34	26	2.12	Rejected
	Cluster Mean					3,32	

The result of data analysis in table 1 shows that the cluster mean of the resources utilized by students in Britarch International secondary school is 3.32, which is greater than the criterion mean of 2.50 on a four point rating scale. This shows that student' utilized resources in the Britarch International secondary school library.

Research Question 2.What is the extent of utilization of library resources among Britarch secondary School students?

Table 2. The mean responses of students on the extent of utilization of library resources among Britarch International secondary School students = 84

S/N	Item Statements	VHE	HE	LE	SVLE	$\bar{x}$	RMK
8	English textbooks for secondary schools	72	12	-	-	3.86	VHE
9	Mathematics Textbooks for secondary schools	76	8	-	-	3.91	VHE
10	Revised standard version for CRS	48	4	12	18	2.93	HE
11	Literature in English textbooks for secondary schools	54	16	10	4	3.45	HE
12	Social studies textbook for secondary schools	46	4	18	14	3.00	HE
13	General studies textbooks for secondary schools	64	20	-	-	3.76	VHE
14	Government	47	13	20	4	3.17	HE
15	Igbo language textbooks for secondary schools	40	8	12	24	2.76	HE
	Cluster Mean					3.36	

The result of data analysis in table 2 shows that the cluster mean of the extent of utilization of library resources among students in Britarch International secondary school library is 3.36, which is greater than the criterion mean of 2.50 on a four point rating scale. This shows that student' utilized resources in the Britarch International secondary school library at a high extent.

Research Question 3: What are the challenges of utilizing library resources by students in Britarch International secondary School?

Table 3. The mean responses of students on challenges of utilizing library resources by pupils in Britarch International Primary School =84

S/N	Item Statements	SA	A	D	SD	$\bar{x}$	RMK
18	Time to visit the library	44	16	14	10	3.12	Accepted
19	Lack of fund	54	6	12	12	3.21	Accepted
20	Parental illiteracy	20	4	36	24	2.24	Rejected
21	Unawareness	34	16	24	10	2.88	Accepted
22	Teachers attitude	20	24	28	12	2.62	Accepted
23	Environmental factors	14	10	35	25	2.15	Rejected
24	Out datedness of information materials	21	15	20	28	2.35	Rejected
	Cluster Mean					2.65	

The result of data analysis presented in table 3 shows that the cluster mean of the scores from table 3 on the challenges experience in utilizing information resources in the library is 2.65, which is greater than the criterion mean of 2.50 on a four point rating scale. This result shows that all the items listed are the challenges students experience in utilizing information resources in the Britarch International secondary school library.

Research Question 4.What arethe strategies for enhancing utilization of library resources by students in Britarch International secondary School library?

Table 4. The mean responses of students on the strategies for enhancing utilization of library resourcesby students in Britarch International secondary School   **library = 84**

S/N	Item Statements	SA	A	D	SD	$\bar{x}$	RMK
27	Provision of Fund by the school management to acquire relevant materials in the school library	74	10	-	-	3.88	Accepted
28	Students should increase time to visit the library	68	16	-	-	3.81	Accepted
29	Literacy of the parents	60	10	10	4	3.5	
30	Teachers to display good attitude	58	14	8	4	3.5	Accepted
31	The school should make the environment friendly	24	34	12	14	2.81	Accepted
33	Resources in the school library should be current	72	12	-	-	3.86	Accepted
	Cluster Mean					3.56	

Result of data analysis in table 4 yielded a cluster mean of 3.56, which is greater than the criterion mean of 2.50 on a four point rating scale. This result indicates an agreement that all the items listed are the strategies to the challenges of utilizing information resources in the Britarch International secondary school library.

SUMMARY OF FINDINGS OF THE STUDY

Based on the results of data analysis, the study:

  Identified that English textbooks for secondary schools, Mathematics Textbooks for secondary schools, Revised Standard Version for CRS, Literature in English for secondary schools, Social studies textbook for secondary schools, General studies for secondary schools, Government textbooks for secondary schools are the library resources utilized in Britarch International secondary school library.
  Ascertained that the extent of utilization of library resources among Britarch International secondary School students on the following library resources is high: English textbooks for senior secondary schools, Mathematics Textbooks for senior secondary schools, Revised standard version for CRS, Literature in English for secondary schools, Social studies textbook for secondary schools,, General studies textbooks for secondary schools, Government textbooks for secondary schools, Igbo language for secondary schools Determines that Time to visit the library, lack of fund, unawareness and teachers attitude are identified as challenges experienced by Britarch International secondary School students.
  Identified provision of fund by the school management to acquire relevant materials in the school library that students should increase time to visit the library, literacy of the parents, teachers to display good attitude to the library users, the school to make the environment friendly, Resources in the school library to be current as strategies to the challenges of utilizing information resources in the school library.

DISCUSION OF FINDINGS

Discussion of findings of the study are presented as follows:

Research Question 1: Resources utilized by students in Britarch International secondary school

The study revealed that the following information resources are utilized by the students in Britarch International secondary school: English textbooks for secondary schools, Mathematics Textbooks for secondary schools, Revised Standard Version for CRS, Literature in English for secondary schools, Social studies textbook for secondary schools, General studies for secondary schools, Quantitative and verbal reasoning for secondary schools. The findings of the study agrees with that of Obaje and Camble (2008), who found that respondents used information resources in the library

Research Question 2: extent of utilization of library resources among Britarch International secondary School library

The finding of this study revealed that extent of utilization of information resources in Britarch International secondary school library. The library resources students utilized at a very high extent include the following: English textbooks for secondary schools Mathematics Textbooks for secondary schools, and General studies textbooks for secondary schools. Finding of the study agrees with that of Soyizwapi (2005), their findings revealed users utilized resources in the library at a high extent.

Research Question 3: Challenges experienced by students in utilizing information resources in Britarch International Secondary School Library

The study further found that some of the challenges experienced by students in Britarch International secondary school in utilizing information resources in the school library are as follows: Time to visit the library, lack of fund, unawareness and teachers attitude. This finding conforms with that of Nwatele(2013) who reported that unawareness is one of the factors that is responsible for non utilization of library resources.

Research Question 4: Strategies to the challenges of utilizing information resources in Britarch International Secondary School library

The finding of the study revealed that the Strategies to the challenges of utilizing information resources in Britarch International secondary school library include the following: provision of fund by the school management to acquire relevant materials in the school library, students should increase time to visit the library , literacy of the parents should be encouraged , teachers to display good attitude towards library users, the school should make the environment friendly, resources in the school library should be current, This finding is in agreement with Ahmed, (2003) and Nnadozie, (2005), their finding revealed that current and relevant print resources must be available to cause both the students and their teachers to read for longer period in the library.

SUMMARY, CONCLUSIONS AND RECOMMENDATION

Summary

The study examined the utilization of library resources by Britarch International Secondary School students. The study adopted descriptive survey research design. Population of the study is 840. Through proportionate stratified sampling technique, the sample size of 84 students was used as the respondents from which data for the study was collected.

The instrument used for data collection is a structured questionnaire. The instrument was captioned Utilization of Library Resources Questionnaire (ULRQ). The instrument was validated. The validity of the questionnaire was determined by experts in the department of Library and Information Science. Data for the study was collected by the researcher through the School principal and class teachers.

The data collected were analyzed using descriptive statistics method such as means to answer the research questions. Results of data analysis identified the following as information resources in Britarch International Secondary School library that were utilized: English textbooks for secondary schools, Mathematics Textbooks for secondary schools, Revised Standard Version for CRS, Literature in English for secondary schools, Social studies textbook for secondary schools, General studies for secondary schools, Government textbooks for secondary schools.

Also identified as information resources utilized at a high extent include the following: English textbooks for senior secondary schools, Mathematics Textbooks for senior secondary schools, Revised standard version for CRS, Literature in English for secondary schools Social studies textbook for secondary schools,, General studies for secondary schools, Government textbooks for secondary schools, Igbo language for secondary schools.

Challenges experienced in utilizing information resources in the Britarch International Secondary School library identified are: Time to visit the library, lack of fund, unawareness and teachers attitude towards library users.

Identified as strategies to the challenges experienced in the utilization of library resources in the library by students of Britarch International Secondary School are: provision of fund by the school management to acquire relevant materials in the school library, students should increase time to visit the library , literacy of the parents should be encouraged, teachers to display good attitude towards library users, the school should make the environment friendly, resources in the school library should be current, provision of current library resources.

CONCLUSION

From the results and findings obtained in this study, the following major conclusions were drawn:

The major library resources that the students of Britarch International Secondary School utilized in the school library are: English textbooks for senior secondary schools.
The information resources utilized at a very high extent by students in the school library of Britarch International Secondary School are: English language textbooks for senior secondary schools, Mathematics textbooks for senior secondary schools and General studies textbooks for senior secondary schools.
The major challenge faced by students of Britarch International Secondary School is Lack of fund.
The main strategy to the challenges of utilizing information resources in Britarch International Secondary School library is provision of fund by the school management to acquire relevant materials in the school library.

IMPLICATIONS OF THE STUDY

The findings of the study have implication for the management of secondary schools inAbia State who are directly responsible for the provision of library resources in the school libraries for use by students. They must ensure that library users especially students in secondary schools are adequately satisfied through the provision of library information resources.

However, the findings of the study on the extent to which students in Britarch International secondary schools utilize resources in the school libraries revealed that Igbo language textbooks, though utilized at a high extent, are the library resources that were underutilized than other resources in the library. This has an implication on the academic performance of students in the school. Therefore, since utilization of library information resources can lead to good academic performance of students in the secondary schools, the management of secondary schools should ensure that library information resources are adequately provided to facilitate their utilization by students.

The findings of the study on the challenges experience in utilizing information resources in the school library revealed that the following are challenges: Time to visit the library, lack of fund, unawareness and teachers attitude towards library users. This has an implication on the academic performance of students and this will in turn reflect on the quality and strength of the students from the school.

The findings of this study on strategies to the challenges of utilizing information resources in the school library identified the following as strategies to the challenges of utilizing library resources in Britarch International secondary school library: provision of fund by the school management to acquire relevant materials in the school library, students should increase time to visit the library , literacy of the parents to be encouraged, teachers to display good attitude to library users, the school should make the environment friendly, resources in the school library should be current, provision of current library resources. This implies that there is urgent need for the government and other authorities concerned to implement the strategies to avoid the falling standard of education in the secondary schools.

Government as the financiers or funding authorities of secondary schools in the country should ensure that information resources are provided in the school libraries, if they are to function efficiently and effectively. This study has revealed the need for adequate utilization of library resources in the school library to the government and other relevant authorities; it is left for them to provide all the necessary information resources to satisfy the information needs of students in the secondary school.

LIMITATIONS OF THE STUDY

The findings of the study were limited by the following factors: The inability of the researcher to extend this study to other secondary schools in Abia State due to time and economic issues.

RECOMMENDATIONS

The following recommendations have been made based on the findings, discussions and implication of the study:

The management of secondary schools should ensure that library resources identified in the study such as English textbooks for senior secondary schools, Mathematics Textbooks for senior secondary schools, Revised standard version

for CRS, Literature in English textbooks for secondary schools, Social studies textbook for secondary schools,, General studies textbooks for secondary schools, Government textbooks for secondary schools, are adequately provided.

The relevant authorities of the secondary schools should also encourage students in the use of Igbo Language textbooks in order to facilitate its utilization at a very high extent.

The secondary school authority should ensure that provision of fund to acquire relevant materials in the school library is guaranteed, students should increase time to visit the library, literacy of the parents should be encouraged, teachers should display good attitude towards library users, the school should make the environment friendly, resources in the school library should be current, and there should be provision of current library resources.

SUGGESTIONS FOR FURTHER STUDIES

In view of the limitations of the study, the following suggestions are made for further research:

A study on the utilization of library resources by students in public secondary schools in Abia State, Nigeria.
A comparative study of the utilization of library resources by students in public and private secondary schools in Abia State.

REFERENCES

Achebe N (2012). Current trends and challenges in reference and information services in Nigerian libraries. In: Daniel J.O, Ifidon EI and Okegbola T (eds) Trends In Library & information Science in Nigeria: festschrift in honour of Prof. Sam E. Ifidon. Lagos: Elis Associates.

Adebanwo, O. (2011). The use of school library resources in Ogun State secondary schools: A study of selected secondary Schools in Ijebu North L.G.A. Nigeria. *Journal of Research in Education and Society*, 2(1).

Adomi, E. (2007) Foundations of reference services. Warri: Goddick publisher

Arua, U. &Chinaka, G. (2011).Use of library resources by staff and students of secondary schools in Umuahia North local government area of Abia state. Library Philosophy and Practice 2011.

Chen, Y H (2015). Testing the impact of an information literacy course: undergraduates' perceptions and use of the university libraries' web portal", Library & Information Science Research, vol. 37, no. 3, pp. 263-274.

Dike, V. W (2009). library services to special group. *Nigerian School Library Journal* 6(1) Pg 10.

Edoka B. E (2000). Introduction to library science (1st ed.), Onitsha, Palma Publications and Links Company.

Fakomogbon, M.A., Bada, A.A., and Omiola, M.A., (2012). "Assessment of School Library Resources in Public Secondary Schools in Ilorin Metropolis" *Interdisciplinary Journal of Contemporary Research in Business* Vol.3(10) accessed from http://connection.ebscohost.com/c/articles/77243791/assessment-school-library-resources-public-secon

Henderson, M, Selwyn, N & Aston, R (2017). What works and why? Student perceptions of "useful" digital technology in university teaching and learning", Studies in Higher Education, vol. 42, no. 8, pp. 1567-1579

http://digitalcommons.unl.edu/cgi/viewcontent.cgi?arti cle=1821&context=libphilprac

Ibrahim, F L &Sakiyo, J (2015). Aesthetics and utilization of university libraries in north east zone of Nigeria", Information Impact: *Journal of Information and Knowledge Management*, vol. 6, no. 3, pp. 1-20

Kumar, K (2010), library organization, Department of library and information science, university of Delhi-vikas publishing House PVT LTD

Nkamnebe, (2014).Evaluation of the use of university library resources and services by the students of Paul University, Awka, Anambra state, Nigeria. *Library Philosophy and Practice (e-journal)*, 1(3).

Nor Shahriza, A.K. (2007).Reading habits and attitude in the digital age Analysis of gender and academic. The Electronic Library, 25(3), 285-298.

Ochai, A. (2002). Management of school Libraries in the 21 Century. A Paper Presented at ANCOPSS Plateau State Chapter, Jos. The 21" Century Principal, 106-107

Odusanya, O.K. and Amusa O.I. (2002).A survey of secondary school student understanding and use of school libraries in Ogunstate.*Journal of Nigerian Library Association* 36 (1).

Obaje, M.A. &Camble, E. (2008) Use of CD-ROM database by staff and students in the University of Jos Library: The information scientist. *An International Journal of Information and Communication Technology (ICT)* 5(1), 7-8

Osinulu LF (2003). Effectiveness of reference services to faculty members: A case study of Olabisi Onabanjo University, Ago-Iwoye. Gateway Lib. J. 6(2):98-105

Owate, C. &Okpa, I. (2013). The availability and utilization of school library resources in some selected secondary schools in Rivers state. *Academic Journal*, 8 (16) 1449-1460.

Partin, K. (2002). The relationship between positive adolescent attitudes toward reading and home literary environment.Reading Horizon, 43(1), 61.

Paul, A. A., Rosnold, O., O., &Adeyinka, T. (2007). Attitudes of Librarians in selected Nigerian Universities toward the use of ICT. Library Philosophy and Practice: [Online]. Available at: http://www.webpages.uidaho.edu/~mbolin/tella3.pdf.

Saunders, L (2015). Academic libraries' strategic plans: top trends and under-recognized areas", *The Journal of Academic Librarianship*, vol. 41, no. 3, pp. 285-291.

Soyizwapi, I.L. (2005). Use of electronic databases by postgraduate students in the faculty of science and agriculture, university of Kwazulu Natal, Pietermarizburg. Thesis University of Kwazulu Natal. State of Nigeria. *International Journal Research in Education*, 6(1/2).

Tiefel, V. (2004) The Gateway to Information: A System Redefines: How Libraries are used in American libraries. 22 (9).

Udoh-Ilomechine, Q. (2008). The significance of school libraries in the educational development of students: the case of Novena University staff school, Kwale, Delta state, Nigeria. Library Philosophy and Practice (e-journal).Paper 201. Retrieved   from http://digitalcommons.unl.edu/libphilprac/201

Uhegbu, A. N. (2007).The information user: Issues and Themes. Okigwe; WHYTEM Publishers Nigeria. 6611.

Velnampy, T. (2006).Association among personal demographic variables and incentive systems in Sri Lanka. Proceedings of the 3rd international conference on business management. Colombo: University of Sri Jayewardenepura.