



Utilization of Library Resources Among Students of Government Senior Secondary School Kyan Rikkos, Jos Plateau State, Nigeria

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Abstract: *This study examined the utilization of library resources among students of Government Senior Secondary School Kyan Rikkos, Jos, Plateau State, Nigeria, addressing three research questions. A descriptive survey research design, specifically a cross-sectional survey, was employed. The study population comprised 314 senior secondary school students, with a sample of 100 students selected through simple random sampling. The sample included 30 students from SS I, 40 students from SS II, and 30 students from SS III. Data collection was conducted using a structured questionnaire titled Questionnaire on Utilization of Library Resources among Students of Government Senior Secondary School (SQULRS). The instrument underwent face and content validation and achieved a reliability coefficient of 0.81. Data were analyzed using simple percentages, frequency counts, and mean methods. Findings revealed that the use of library resources significantly influences students' academic achievements, educational progress, comprehension, overall knowledge, and intellectual capacity. The study also highlighted varied student perceptions of library resources, with some viewing them as essential materials and equipment, while others saw them as tools to enhance learning. The study concluded that the utilization of library resources is affected by various internal and external factors. It recommended that school administrators actively encourage library usage among students and that parents and teachers promote library engagement to support students' intellectual development.*

Keywords: *Utilization, Library resources, students, secondary school, and Plateau State*

I. Introduction

Libraries are essential for intellectual growth and knowledge acquisition, serving as organized spaces that house a variety of information resources such as books, periodicals, and digital media. These resources are accessible to specific communities for consultation or borrowing, making libraries vital hubs for education, research, and cultural preservation. Libraries are classified into different types, each serving a unique role. Academic libraries support the academic and research needs of students and faculty in educational institutions, while public libraries cater to communities at large, providing resources for education and entertainment. Special libraries focus on specialized fields like medicine, law, or business, offering tailored collections for professional use. National libraries preserve the literary and historical records of a nation. Each type of library contributes to fostering learning, research, and community engagement.

Library resources encompass a wide array of materials and services that support learning and research. These can include traditional items like books and newspapers, as well as digital tools such as e-books, academic journals, and multimedia. Services provided by libraries include reference assistance, study spaces, access to computers, and educational

programs. University libraries often grant access to academic databases like JSTOR or ScienceDirect, which are crucial for scholarly work (Issa & Nwalo, 2020). Public libraries.

might provide e-book lending through platforms like OverDrive or Libby (Ifijeh, 2018), while some libraries offer specialized services like language learning tools and maker spaces with creative technologies (Madu, 2021). Effective use of these resources is vital to maximize their impact, requiring libraries to implement user education programs and integrate new technologies to facilitate accessibility and engagement.

Recent concerns have been raised about the under-utilization of library resources among secondary school students, particularly in government schools like those in Jos North. Factors such as resource availability, accessibility, and student awareness contribute to this challenge (Deeken et al., 2019). The study at hand aims to explore strategies to improve the effective use of library resources by secondary school students. Central to this study is the concept of "library resource utilization," which measures how actively students engage with school library resources and how these engagements impact their learning (Okojie, 2021). This utilization is crucial for fostering academic performance and developing information literacy skills a student's ability to locate, evaluate, and effectively use information from various sources (Allen & Taylor, 2017).

Information literacy supports academic success and lifelong learning, and understanding its connection to library use can elucidate the role of libraries in cultivating research skills and critical thinking among students. Another important element is "educational equity," which ensures that all students, regardless of socio-economic background, have fair access to educational resources. Educational equity is vital for removing barriers to library resource use and promoting student engagement (Landsman & Lewis, 2023). This research focuses on addressing the challenges associated with low library resource utilization among secondary school students in Jos North, with the goal of identifying solutions that enhance access, engagement, and educational outcomes. By delving into the interactions between library resource use, information literacy, and educational equity, the study seeks to underscore the critical role school libraries play in advancing student learning and fostering academic excellence. Through targeted strategies, this research aims to recommend practical solutions for increasing the effective use of library resources in government secondary schools, thereby promoting a more equitable and engaged learning environment.

1.1 Statement of the Problem

The utilization of library resources by secondary school students in Government Senior Secondary Schools in Jos North, presents a significant challenge that warrants research attention and intervention. Despite the presence of a school library and the availability of resources, there are indications of under-utilization and limited engagement with these valuable educational assets. This study seeks to identify and address the underlying factors contributing to this problem. Within the context of existing knowledge and contemporary practice, several issues contribute to the observed under-utilization of library resources. Firstly, there is a lack of awareness among students regarding the breadth and depth of resources available in the school library (Wang., Xu, & Zhang, 2023). Many students may not fully understand how to access or make use of library materials for their academic benefit. This gap in awareness highlights a need for targeted interventions to promote library resource utilization.

Moreover, previous studies and observations suggest potential methodological deficiencies in how school libraries are integrated into the curriculum and supported within educational frameworks (Nengomasha, Uutoni & Yule, 2014). There may be challenges related to staffing, funding, and infrastructure that hinder the effective promotion and utilization of library resources among students (Ifijeh & Yusuf, 2020). Understanding these deficiencies is crucial for designing effective strategies to enhance library engagement and promote information literacy skills. The statement of the problem isolates the specific focus of this study within the confines of Government Senior Secondary Schools in Jos North. It aims to investigate the root causes of library resource under-utilization among secondary school students in this specific context. By addressing these confines, the study aims to generate insights and recommendations that are relevant and actionable within the targeted educational setting.

1.2 Aim and Objectives of the Study

The aim of this study is to examine the utilization of library resources among students of government senior secondary school Kyan Rikkos Jos, Platea State. Specifically, the study objectives include to;

1. find out the perception of students towards library resources in senior secondary school kyan Rikkos
2. Identify the factors that influences students utilization of library resources by government secondary school students in Government Senior Secondary Schools in Jos North.
3. determine the impact of utilization of library resources on students

1.3 Research Questions

The following research questions will be answered in the study.

1. What is the perception of secondary school students in Kyan Rikkos towards library resources?
2. What are the factors that influence utilization of library resources by government secondary school students in Kyan Rikkos Jos?
3. What are the impact of utilizing library resources on students?

1.4 Theoretical/Conceptual Framework

The theoretical framework for this study is grounded in Carol Kuhlthau's Information Seeking Process (ISP) model, a cornerstone in library and information science. Introduced in 1985 and further refined in later works (Kuhlthau, 1991; 2004; Rather & Ganaie, 2019), the ISP model delineates how individuals, including students, engage in the process of seeking information. The model outlines a sequence of stages that individuals experience when faced with an information need: initiation, selection, exploration, formulation, collection, and presentation (Lalazaryan & Zare-Farashbandi, 2014). This structured approach not only explains the cognitive journey of information seekers but also integrates their emotional responses, highlighting feelings such as uncertainty, frustration, and eventual satisfaction (Mills, 2014).

The ISP model's applicability to studying secondary school students' use of library resources lies in its comprehensive nature, which captures the cognitive and affective dimensions of their information-seeking behavior. By employing this model, the study can better understand how students engage with library resources from identifying their initial needs to collecting and synthesizing information for academic purposes. This understanding is crucial, as it helps reveal how cognitive processes and emotional states shape their interactions with libraries, thereby influencing the effectiveness of their research activities and overall academic performance

The model's iterative approach, which acknowledges that the search process is dynamic and non-linear, underscores the challenges students may encounter. These challenges can include defining what information is needed, locating appropriate sources, and managing evolving research objectives. Recognizing these challenges can inform the development of targeted strategies and interventions aimed at bolstering students' information literacy skills and optimizing their use of library resources (Mishra, 2015). The ISP model, with its emphasis on both the cognitive processes and emotional experiences involved in seeking information, aligns with the complexity of students' behaviors within a school library context. It provides a basis for designing programs and services that support students through each stage of the information-seeking process, thereby enhancing their ability to utilize library resources effectively.

By leveraging insights from Kuhlthau's ISP model, this study seeks to address the multifaceted nature of students' interactions with library resources. Understanding the cognitive and emotional challenges outlined in the model can help educators and librarians implement supportive strategies that guide students toward more confident and effective research practices. Consequently, this approach can improve students' academic outcomes and foster a deeper engagement with information resources, ultimately contributing to their academic growth and development.

II. Review of Literatures

2.1 Overview of School Libraries in Nigeria

School libraries play a fundamental role in the educational ecosystem, acting as vital centers for knowledge acquisition and student engagement with diverse learning materials. Initially conceived as simple book collections tailored to the needs of young learners in primary and secondary education, these institutions have evolved into multifaceted media centers. According to Madu (2021), school libraries now integrate digital resources, multimedia tools, and internet access, which facilitate individualized and curriculum-based learning. They inspire a culture of reading, promote lifelong learning, and foster critical thinking and research skills, essential for academic achievement and informed citizenship.

Beyond academic support, school libraries enhance literacy, encourage independent study, and provide equitable access to information for students of all socio-economic backgrounds. Professional librarians or teacher-librarians are essential in managing these spaces, guiding students in the selection of appropriate materials, supporting research efforts, and promoting the ethical use of information. Modern school libraries have adopted digital transformations that align with contemporary learning needs, such as e-books, online databases, and educational software, thus supporting a range of learning preferences.

The development of school libraries in Nigeria has mirrored the country's educational growth. Early libraries emerged in the late 19th and early 20th centuries through missionary and government initiatives. The Eastern Nigeria Library Legislation of 1956 was pivotal, marking the government's formal recognition of school libraries. By 1966, standards for libraries in schools were introduced, cementing their role in preparing students for national examinations. However, despite progress, economic challenges and insufficient funding in the 1980s and 1990s hampered growth. Nevertheless, interventions by NGOs and international organizations provided critical support through book donations and training for teacher-librarians.

The Universal Basic Education (UBE) program launched in 1999 reinvigorated efforts to strengthen school libraries. Embracing digital technology became a significant milestone in the 21st century, with secondary schools incorporating online resources and training programs aimed at enhancing librarians' competencies. This evolution underscores the enduring importance of school libraries as dynamic educational hubs that enrich the curriculum and develop students' information literacy, preparing them for modern academic and professional environments.

2.2 The Nature and Role of School Library in Nigeria

School libraries in Nigeria have seen significant evolution, shaped by educational reforms and advancements in technology. However, a notable divide persists between urban and rural schools. Urban school libraries have generally succeeded in incorporating comprehensive collections that include both print and digital resources, thereby enriching students' educational experiences and bolstering curriculum support. As Ifijeh (2018) notes, these advancements are pivotal for enhancing students' academic journeys and promoting information literacy. Conversely, rural school libraries continue to face challenges, including insufficient funding, inadequate infrastructure, and a shortage of trained librarians. This discrepancy limits access to essential educational materials, contributing to disparities in academic performance between urban and rural students (Madu, 2021).

One of the key issues confronting school libraries in Nigeria is the uneven integration of digital resources. While some schools benefit from digital libraries and internet-based educational tools, others, particularly in rural areas, struggle with poor connectivity and inadequate technological infrastructure. This digital divide exacerbates educational inequities, reinforcing the need for strategic investment and targeted policy measures (Okojie, 2021). Nonetheless, school libraries remain essential to the learning process, serving as hubs for information literacy and critical thinking. Modern librarians are no longer just custodians of books; they act as educators who guide students in navigating and effectively using diverse resources, which is crucial for developing research and literacy skills (Iwe, 2020).

School libraries contribute to more than academic achievements. They foster a culture of reading, provide quiet spaces conducive to study, and promote lifelong learning. Investments in school libraries, as highlighted by Issa and Nwalo (2020), have been shown to positively impact students' academic outcomes and personal development. Recent policy efforts and government initiatives have aimed to improve library infrastructure, train librarians, and integrate digital resources, thereby enhancing library services and ensuring equitable access (Madu, 2021). Community partnerships and collaborations with NGOs and international organizations are becoming increasingly important, providing critical resources and training to bridge gaps in funding and infrastructure (Okojie, 2021).

The makeup of a school library's collection is fundamental to its role in education. According to Iwe (2020), the core of these collections comprises subject-specific textbooks and general reading materials that support both the curriculum and independent learning. Kuhlthau (2004) categorizes library collections into print media, non-print media, and audio-visual resources, which include reference materials like dictionaries and encyclopedias. Kohout-Taylor (2018) emphasizes that maps, periodicals, and newspapers are also integral to a well-rounded collection. Modern school libraries have expanded their offerings to include films, recordings, and other multimedia resources, creating interactive learning environments that engage students more deeply (Landsman & Lewis, 2023). The inclusion of audio-visual materials facilitates active learning, which helps students build not only knowledge but also analytical and emotional intelligence.

While strides have been made in enhancing school libraries in Nigeria, challenges remain, particularly in rural areas. Addressing these issues requires increased government funding, targeted policies, and sustained community and international support to create equitable access to resources. The ongoing integration of digital resources alongside traditional print collections is essential for meeting the diverse learning needs of students and fostering an environment that encourages lifelong learning.

The primary function of school libraries is to support educational programs by providing materials that enhance instruction and promote intellectual growth. They encourage students to develop skills in using information resources, foster recreational reading, and support research and independent learning. As Smith (2016) outlines, libraries also serve to keep school communities informed and stimulate critical thinking through exposure to varied resources. Librarians play a crucial role in acquiring, organizing, and disseminating these resources, aligning library functions with educational goals (Ifidon et al., 2002). Ultimately, the objectives of school libraries are to support the curriculum, provide materials for personal development, and enhance both teaching and learning, ensuring that they remain indispensable components of Nigeria's educational framework.

2.3 Information Resources

University libraries are fundamental to achieving the educational objectives of higher institutions by offering a variety of information resources that support students, faculty, and researchers. These resources range from print materials like textbooks, journals, and dissertations to non-print items such as audiovisual tapes and digital content, fostering an information-literate environment that enhances teaching, learning, and research (Ifijeh & Yusuf, 2020; Iwe, 2020). The integration of information communication technology (ICT) has allowed libraries to expand their services with digital resources and electronic support, broadening the ease of access and distribution of information (Savolainen, 2015; Simon & Ogom, 2015). However, access to these resources requires effective management and presentation, as improper cataloging, poor shelving, and technical challenges can impede availability (Nengomasha et al., 2014; Okojie, 2021). The successful use of resources also depends on skilled curation and expertise to maintain online databases and ensure stable access (Igwebuike & Agbo, 2017). Libraries serve as essential spaces for complementing classroom learning, supporting analytical thinking, and promoting independent learning, thereby playing a crucial role in enhancing academic performance (Madu, 2021; Ternenge & Agipu, 2019). Their function as a laboratory for educational activities underscores the importance of these resources in elevating teaching, research, and academic success.

2.4 User-Education and Utilization of Resources in School Libraries

User education is a crucial process that equips potential library users with the knowledge and skills needed to effectively identify, locate, retrieve, and utilize information resources. According to Onye (2016), the purpose of user education, often termed library instruction or bibliographic instruction, is multifaceted. It aims to teach students how to use the library efficiently, raise awareness of available resources, foster personal and intellectual growth, and promote independent learning beyond formal education. This includes enabling students to conduct research, access relevant information, and present findings in a scholarly manner. User education also helps students manage and structure diverse information to solve academic and professional problems effectively.

Successful user education programs should equip students with the ability to conduct thorough information searches, recognize and select appropriate resources, define and express

search topics in various terms, and present information acceptably within the academic context. However, evaluating the effectiveness of user education programs can be challenging. Madu (2021) highlighted that effective library services require thorough planning to achieve set goals within resource constraints. Libraries must strive to understand user expectations and adapt their services accordingly to fulfill the ultimate aim of serving users efficiently. Ensuring users are familiar with library resources involves initial orientation for new students and training in information retrieval and the use of audio-visual tools. Academic staff and students should be provided with comprehensive training to maximize library resources. Libraries should also maintain updated manuals detailing how resources can be accessed and utilized to benefit users. Such initiatives underscore the library's commitment to fostering a literate and resourceful academic community.

III. Research Methods

The study adopted a survey research design, specifically cross-sectional survey research design. This design enables the measurement and understanding of respondents' opinions regarding a specific phenomenon and further permits for conclusions to be drawn about the entire population from the sampled group. The rationale for this design is its suitability in assessing the utilization of library resources among students of Government Senior Secondary School Kyan Rikkos in Jos, Plateau State. The population for this study consists of 314 senior secondary school students from SS I to SS III at Government Secondary School Kyan Rikkos Jos Plateau State. The demographic includes both genders, with the distribution of students as follows:

- **SS I:** 92 students (30.5%)
- **SS II:** 121 students (38.5%)
- **SS III:** 91 students (31%)

For the study, a sample of 100 students was selected, comprising 30 from SS I, 40 from SS II, and 30 from SS III, representing equal proportions from each class. A simple random sampling technique was employed for this study. A sampling frame was prepared for each class, with numbers assigned to each student. The selection process involved placing these numbers in a basket, from which numbers were drawn randomly to ensure unbiased selection. This method continued until the required sample size was achieved. The primary tool for data collection was a structured questionnaire titled "Students Questionnaire on Utilization of Library Resources among Students of Government Senior Secondary School" (SQULRS). This questionnaire consists of two sections: Section A collects bio-data (class and gender), while Section B contains 15 analytical items categorized into three sub-sections aligned with the research objectives. Responses were measured on a four-point scale ranging from "Strongly Agreed" to "Strongly Disagree." The questionnaire was developed after careful consideration of the study's objectives and research questions, alongside a thorough literature review and expert consultation. This process ensured that the instrument was appropriate for data collection. To ensure validity, the questionnaire was reviewed by two experts from educational foundations and library science, whose feedback was used to refine the instrument. For reliability, the internal consistency was evaluated using the split-half method, yielding a reliability coefficient of 0.81, indicating that the instrument is dependable for use. The questionnaires were administered in a face-to-face manner, ensuring high retention rates. Research assistants were available to help distribute and retrieve the questionnaires and provide guidance to respondents. Data collected were analyzed using simple percentages, frequency counts, and the mean method. Simple percentages addressed research questions and

analyzed the bio-data, while the mean method facilitated the analysis of responses to the research questions through SPSS computation version 26 for computation.

IV. Results and Discussion

4.1 Research question one

What is the perception of secondary school students in Kyan Rikkos towards library resources?

Table 1. Respondents Mean Opinion on Perception of Students towards Library Resources

S/N	ITEM	SA	A	D	SD	$\bar{X}$	SD
1	Students perceive library resources as materials for better learning	49	36	6	9	2.9	6.0
2	Students' perception of library resources is positive	43	47	8	2	3.22	9.3
3	Library resources are seen as equipment for better reading	51	36	6	7	3.02	7.2
4	Library resources are seen as good resources for study	37	47	8	8	2.86	5.2
5	Library resources help enhance students learning in schools	44	48	5	3	3.26	10.1

Table 1 depicts responses to research question one which seeks to find out the perception of students towards library resources. The analysis revealed that, there are different students perceptions of library resources which includes materials for better learning, equipment for better reading, good resources for study and enhance students learning in school. All the items have mean scores of above 2.50 which is an indication that all items are accepted. By implication the analysis revealed that all the items are accepted and the perception of students towards library resources is positive as resources that support reading and better achievement.

4.2 Research question two

What are the factors that influences utilization of library resources by government secondary school students in Kyan Rikkos Jos?

Table 2. Respondents Mean Opinion on Factors that Influences Utilization of Library Resources

S/N	ITEM	SA	A	D	SD	$\bar{X}$	SD
1	Accessibility of the resources	43	45	8	4	3.14	8.3
2	Availability of the resources	39	56	2	3	3.22	11.9
3	Awareness and knowledge of the resources	46	34	3	17	2.58	6.5
4	Relevance and quality of the resources	41	44	12	3	3.06	7.4
5	Support services and librarian assistance	44	45	2	9	3.12	10.3

Table 2 above depicts respondents' opinion to research question two which seeks to find out the factors that influences the utilization of library resources among secondary school students. The analysis revealed that, some major factors that influence students utilization of library resources includes availability, accessibility awareness and knowledge, relevance and

support services of librarians. The analysis revealed that all the items were accepted with mean score of above 2.50 and indication that all the items are positive. By implication the responses and analysis implies that students utilization of library resources depends on certain factors like availability, accessibility, knowledge and support services in Kyan Rikkos government secondary school.

4.3 Research question three

What is the influence of utilizing library resources on students?

Table 3. Respondents Mean Opinion on Impact of Utilizing Library Resources on Students

S/N	ITEM	SA	A	D	SD	$\bar{X}$	SD
1	Increase students academic excellence	40	34	3	13	2.82	7.0
2	Improve students achievement and learning	42	45	6	7	3.28	12.0
3	Improve students literacy level	38	57	3	2	3.22	12.1
4	Provides students with information and knowledge	35	47	2	16	2.89	4.81
5	Increase students research skills	45	41	9	5	3.32	5.92

Above table 3 depicts the responses of respondents to research question three which seeks to find out the impact of utilizing library resources on students. The analysis revealed that library resources increase students academic excellence, improves students achievement and learning, provides students with information and knowledge, improves students literacy level and also increase students research skills and academic prowess. All the items are accepted as positive items with all the items carrying mean score of above 2.50. By implication the impact of utilizing library resources by students is underscored from the responses analysed which shows clearly that, library resources improve students academic excellence and achievement in all ramifications.

4.4 Discussion

The study explored the utilization of library resources among students at Government Senior Secondary School Kyan Rikkos in Jos North LGA, Plateau State. A sample of 100 students was drawn from SS I to SS III using a simple random sampling technique. The research utilized a structured questionnaire for data collection, which was successfully completed by all sampled students. Findings related to research question one revealed varied student perceptions of library resources. Students saw library resources as essential tools for enhancing learning, viewing them as both educational materials and supportive equipment. This aligns with Onye (2016), who noted that students' perceptions of library resources are influenced by various factors and contexts. For research question two, the analysis highlighted factors influencing the use of library resources, such as accessibility, availability, awareness, relevance, quality, and librarian assistance. This finding corroborates Ternenge and Agipu (2019), who emphasized that factors like availability and awareness play significant roles in determining the use of library resources.

Research question three explored the impact of library resource utilization on student outcomes. The findings demonstrated that effective use of library resources leads to improved academic excellence, enhanced literacy, and better research skills. Madu (2021) supported this view by emphasizing that library resources are instrumental in promoting educational progress and academic achievement. The study concluded that the utilization of library resources is critical for academic improvement, underscoring the importance of accessibility and support to maximize their benefits for students.

V. Conclusion

The study on the utilization of library resources among students at Government Secondary School Kyan Rikkos, Jos, revealed key insights. Students demonstrated varied perceptions of library resources, seeing them as essential tools and materials for learning. Factors such as availability, accessibility, and library hours significantly influenced their use of these resources. The study highlighted that proper utilization of library resources positively impacts students' academic performance, understanding, and intellectual growth.

The study on the utilization of library resources among senior secondary school students at Government Secondary School Kyan Rikkos, Jos, Plateau State, concluded that students' perceptions of library resources vary, influenced by their backgrounds and knowledge. The effective use of library resources is shaped by both internal and external factors, such as availability and accessibility. Utilization of these resources has a significant positive impact on students' academic performance and intellectual development. However, students face challenges like limited library hours, outdated and insufficient resources, and inadequate staff support. Addressing these issues is crucial for optimizing the role of library resources in secondary education.

Recommendations

Based on the findings, the following recommendations are made to enhance the utilization of library resources among secondary school students:

1. Student Sensitization and Enlightenment through awareness programs to ensure students have a proper understanding and positive perception of library resources.
2. School leaders should promote and facilitate the active use of library resources.
3. Parents and teachers should advocate for library usage among students to foster intellectual growth.
4. Library personnel should provide training and orientation sessions to guide students on effective use of library resources.
5. The government should allocate more funds to school libraries to modernize facilities, introduce digital resources, and maintain updated collections.

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