



### Utilization of Information Resources and Services by Students in Private Secondary School Libraries in Jigawa State, Nigeria

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#### **Abstract**

*The study investigated the utilization of information resources and services in private secondary school libraries in Jigawa State, Nigeria. The objectives of the study were to identify the types of information resources and services utilized in private secondary school libraries, to find out the extent of utilization of information resources and services in the private secondary school libraries and to ascertain the challenges affecting the utilization of information resources and services in the private secondary school libraries in Jigawa State. To achieve these objectives, a quantitative research methodology, with a cross-sectional design was adopted for the study. The multi-stage sampling procedure was adopted in selecting the sample size for the study. The simple random sampling technique was used to select two (2) private secondary schools from each of the three (3) selected senatorial zones in Jigawa State; thus six (6) private secondary schools were selected for the study. The proportionate probability to size sampling technique was used to select 10% of the 2126 students in the selected schools. Two hundred and thirteen (213) respondents were selected to form the sample size for the study. Data was collected using a questionnaire. Descriptive statistics using frequency counts and percentages were used to analyze the data collected for the study. The findings revealed that a variety of information resources and services were made available to students. The most utilized resources according to the findings were; textbooks, dictionaries, encyclopedias, globes and atlases, and displays or chalkboards. While the most utilized services were user education services, storytelling services, current awareness services and community information services. The results also showed that inadequate funds, space, furniture, inconvenience distance of the library, lack of trained personnel to facilitate easy access to resources, and obsolete information resources were the challenges affecting the utilization of school library resources and services in private secondary schools libraries in Jigawa State. The study concludes that the situation in private secondary school libraries is not better than that of public schools. The study, therefore, recommends that budgetary allocation to school libraries should be enhanced to provide, relevant and adequate resources and services among others for effective and efficient library services.*

**Keywords:** Information resources, Information services, Utilization, School library,

#### **1.1 Introduction**

Jigawa State, northern Nigeria, was created from the north eastern half of State in 1991. Jigawa borders the Republic of Niger to

the north and Yobe to the northeast, Bauchi to the southeast and south, Kano to the southwest, and Katsina to the northwest. The state consists mostly of plains covered by

wooded Savanna in the south and scrubs vegetation in the north ((Encyclopedia Britannica, 2022). Jigawa landscape is mostly characterized by undulating land, with dunes of various sizes traversing several kilometres in parts of the State. The southern part of Jigawa comprises the Basement Complex, while the northeast is made up of sedimentary rocks of the Chad Formation. Its main rivers are the Hadejia, Kafin Hausa and Iggi Rivers with many branches feeding extensive marshlands in the north-eastern part of the State. Hadejia - Kafin Hausa River traverses the State from west to east through the Hadejia-Nguru wetlands and empties into Lake Chad Basin (Nigeria Galleria, 2021).

Information resources are materials meant to convey information to the clientele. They include print and non-print resources such as reference books, dictionaries, encyclopedias, videotapes, slides and other software for instruction. Such a variety of information resources are essential to facilitate the school library fulfil its functions. This is because the essence of the school library is to ensure that students and staff are effective users of ideas and information. The school library resources should, therefore, support instructions throughout the school. Keeping in mind what is taught, how students learn, and what students want to know, the school librarian strives to adequately supply materials for the school community by developing a well-rounded collection of instructional materials.

Information services are services provided by the library which draw attention to information possessed in the library in expectation of demand. It is normally carried out by preparing and circulating new sheets, displaying current arrivals, use of notice boards, abstracts, and headlines of articles in current periodicals, etc. Library services are therefore always regarded as necessary for the educational needs of students, the research needs of scholars and the leisure reading needs

of the literates. Thus, school libraries primarily build their collections to meet the information needs of their users.

Utilization is an act of making use of certain things for a purpose. It is also seen as making use of library resources to attain an educational goal. Utilization of library resources, therefore, refers to the extent of usage of library facilities such as books, journals, and research works by students. These library resources are the materials needed in the library to facilitate learning. In line with this view, Prout (2009) states that the library is not just a reservoir of knowledge or information and human experiences but it also creates an avenue for accessing this treasure. The use of library resources stimulates interest, excitement and instils confidence in the user to develop his potential and capabilities both academically and socially. The more accessible sources are, the more likely they are to be used. This is because readers like to use library resources that require the least efforts to be accessed.

The school library is a collection of a wide variety of library resources housed in each school, centrally organized by trained professionals, prepared to offer services to students and teachers that will enrich and support the educational enterprise. Library provides an ideal environment and vital information resources for students to develop and sustain good study habits necessary for excellent performance in academic work. Therefore, the role of the library in every school in Nigeria cannot be over-emphasized as the library provides the necessary impetus to all categories of learners in schools from the slowest learner in kindergarten to the most intelligent senior in high school through the provision of print and non-print resources to aid learning.

Private schools are those that are not supported primarily by public funds, provide instruction for one or more grades Kindergarten through Grade Twelve (or

comparable ungraded levels), and have one or more teachers (Broughman, Swaim, and Keaton, 2008). Private schools have long been seen as places that provide students with a superior education. These schools offer a streamlined college preparatory curriculum. One of the reasons why government schools are regarded as poor is the absence of good libraries and where there are libraries; they are poorly organized and are in most instances underfunded.

The study was carried out to investigate the utilization of information resources and services by students in private secondary school libraries in Jigawa State. A quantitative research methodology using a cross-sectional survey design was adopted to achieve the objectives of the study.

### 1.2 Statement of the Problem

The effectiveness of any library (school library inclusive) depends to a great extent on the quality and quantity of the resources at its disposal, in which finance plays a vital role. Effective library services cannot be carried out nor sustained without sufficient funds. Like any other library, private secondary school libraries in Nigeria require adequate funding for the provision of information and other physical resources. The proprietors of private schools in Nigeria are the major sources of funding for the acquisition of their resources and sadly, this major source of funding has been reported to be grossly inadequate. Besides, private schools rely heavily on school fees from the students to meet their expenditures. This has adversely affected resource provision which in turn has led to so many of the students not patronizing their school libraries because of limited or inadequate collection of information resources. For effective and efficient service rendering, the information collection needs to be readily available, and relevant and should contain both human and non-human resources. If the facilities in the

school library are adequate and relevant, the service provision of the library will also be satisfactory. Lack of adequate resources and relevant services in school libraries most often led to the poor academic performance of the students in both internal and external professional examinations as a result of shallow knowledge-level. Nevertheless, due to the terrible nature of school libraries in Nigeria, one wonders what could be the state of school libraries that have not been investigated such as school libraries in private secondary schools in Jigawa State. This is an astonishing gap in the work of many of the school library researchers bearing in mind the prevalent recognition accorded to the library as the heart of any educational programme.

### 1.3 Objectives of the Study

The main objective of this study is to examine the utilization of information resources and services by students in private secondary school libraries in Jigawa state. The specific objectives are to:

1. Find out the types of information resources and services that are utilized in private secondary school libraries in Jigawa State.
2. Determine the extent of utilization of information resources and services in private secondary school libraries in Jigawa State.
3. Determine the extent of satisfaction with information resources and services in the school libraries under study.
4. Identify the challenges affecting the utilization of information resources and services in the school libraries under study.

### 2.1 Review of Related Literature

The primary aim and objective of a library or any information resource centre are to select, acquire, process, store and make

available for users essential and relevant information resources for easy retrieval. These information resources are meant for the judicious use (utilization) of library clientele. The utilization of information resources is a function of ensuring how proper the resources are organised and made available for use. According to Onyishi (2022), a school library is a significant collection of various information resources meant to support pre-primary, primary and secondary school curricula, satisfy individual students' needs and interests, as well as making sure that young people develop information literacy skills within the school's curriculum.

However, utilization of information resources in the library is usually determined by the library's statistics on consulted books which shows the number of materials consulted daily and those borrowed for home reading. There are various reasons why individuals utilized information resources, ranging from academic to health, economic, social, agricultural and even cultural purposes, for sustainable development and even survival. Whichever way it is, what is pertinent is that information resources are invaluable and so cannot be handled carelessly, especially in this age of information explosion. Iyang and Enang (2015), buttressed that for optimum utilization of library resources to take place; there must be improved library services and provisions of library resources because lack of human and material resources most often contributes to the underutilization of library resources. Adequate utilization of information resources and services enhances students' performance, and sometimes influences their quest for and utilization of various information services.

Mardis (2009), contends that teachers utilize the resources and services available in the school libraries for specific information needs relating to mastering the curriculum content of the learning areas they teach.

However, Mardis's research has shown that teachers generally do not use their school libraries in terms of educational material, and generally do not collaborate with the teacher librarians in planning their lessons or other academic activities. This is not good for the development of school libraries because one of the most important factors leading to effective use of school library services in both primary and secondary schools.

Several studies have been conducted on the utilization of information resources and services in school libraries. For instance, a study by Agyekummar and Filson (2012) on the use of library resources by students in Ghana schools found that most of the students use library resources to supplement their class notes, assignments and helped them in examination preparation. Similarly, Adeniji and Adeniji (2019), examined the availability of school libraries and services to students in selected private secondary schools in Oyo State through a quantitative approach. The study established that the respondents were not adequately utilizing the resources of the library due to inadequate library education by the school management. Moreover, learning resources were inadequate for the students. From another perspective, Dawkins and Gavigan (2019) investigated e-book collections in higher school libraries including the factors influencing their circulation and usage in eight high schools in the south-eastern United States through a mixed methods approach. The study established among others that e-book circulation represented a significantly low total circulation for most of the high school libraries examined. Furthermore, it was found that there were commonalities and differences between e-book collections in the libraries studied.

Ojohwoh (2021), examined the use of school libraries in government secondary schools in Delta State, Nigeria through a descriptive survey design. The study found



that most of the secondary schools in the state had no functional libraries. Likewise, Nwanko, Akanwa and Okorie (2022) investigated the management of school libraries and utilization of library resources by secondary school students in Rivers State, Nigeria through survey design. The study established that the management of school libraries in the schools studied was not significantly done above average rating. Also, the measure of students' utilization of school library resources in the schools was not significantly above average rating.

Bamidele (2015), explored library use habits of senior secondary school students in Ogun State, Nigeria and found that most of the respondents do borrow books from the library, consult the library staff while searching for materials, browse through the shelves in search of materials for assignment and make use of the library catalogue when searching for reading materials. The result also showed that the respondents were not encouraged to use the library. This is not good because, for effective use of libraries, students need to be counselled to use the library by teachers, librarians, school principals and parents. In the same way, Janet, Seidat, Ronke and Olayinka (2019) conducted a study on school library resources provision and utilization in selected secondary schools in Sagamu, Ogun State and found that a large percentage of the respondents considered their school libraries grossly inadequate for academic use.

For his part, Adeleke (2015), conducted a study on library use by school teachers in Akinyele Local Government Area of Oyo State, Nigeria and found that the school library services were not properly utilized in public schools because of inadequate provision of library resources,

poor library services and non-exposure of some teachers to the use of library materials for class preparations that will improve or arouse their interest in using the library. A study conducted in England and Wales by Streatfield and Markless (2010), found that most school library services were not well placed to demonstrate their effectiveness in the government's schools' agenda. The authors described factors that would affect the survival and growth of school library services including funding and staffing.

Similarly, Solarin (2016), carried out a study titled "investigation of school libraries: a case study of private school libraries in Ada-Odo L.G.A, Ogun State, Nigeria" and found that the development of school libraries in the study area in terms of resources and services was very low. The study also found that lack of professional librarians, inadequate funding, lack of up-to-date facilities and resources, poor accommodation and non-ICT integration in the sampled schools were additional problems bedevilling school libraries in the area studied.

### 3.1 Methodology

A quantitative research methodology with a cross-sectional survey design was employed to carry out the study. The study population comprises 2126 students of private secondary schools in Jigawa State. Six (6) private secondary schools were selected from a total of twenty-seven (27) registered and recognized private schools. The selected schools were found to have functional school libraries with substantial collections. The selection was done using the cluster sampling technique in which the study area was divided into three (3) clusters. Two schools were selected from each cluster based on simple random sampling. The selected schools are:

**Table 1: Selected Schools and their Location**

S/N	Name of the School	No. of Students	Location	Zone
1	Golden Light Academy	100	Dutse	Jigawa South-West
2	Uto Anglican Int. school	270	„	„
3	May Excellence Int. school	1008	Hadejia	Jigawa North-East
4	Maje Comprehensive School	198	„	„
5	Shamila Int. college	245	Kazaure	Jigawa North-West
6	Kere academy comprehensive college	305	Gumel	„
<b>Total</b>	<b>2126</b>	<b>12</b>		

However, in determining the sample size of the students' population, the researchers used Nwana (2007) formula. According to the formula, if the population is in a few hundred one needs a sample size of 40% or more, but if the population runs into hundreds one needs a sample size of 20%, for the sample size of a few thousand 10% sample is appropriate, and for several thousand one needs a sample size of 5% or less sample. For the fact that the student population is in few thousands, the researchers have taken the sample size of 10% as suggested by Nwana (2007). The sample size of 213, out of 2126 is adequate with regard to Nwana's (2007) formula.

$$n = \frac{N \times \%}{100} \text{ where } N = \text{total number of students, } \% = 10\%, 100 = \text{Constant}$$

$$\text{Therefore, } n = \frac{N \times \%}{100} = \frac{2126 \times 10}{100} = 213$$

**Table 2: Sample Size**

S/N	Name of Schools	Students Population	5% Sample Size
1	Golden Light Academy, Dutse	100	10
2	Uto Anglican International. School, Dutse	270	27
3	May Excellence International. School, Hadejia	1008	100
4	Maje Comprehensive School, Hadejia	198	20
5	Shamila International. College, Kazaure	245	25
6	Kere Academy Comprehensive College, Gumel	305	31
	<b>Total</b>	<b>2126</b>	<b>213</b>

A questionnaire was used as the instrument for data collection. It was designed to fulfil the objectives of the study and contained close-ended questions. The instrument was reviewed through content validity by experts in Library and Information Science field who evaluated the items on the instrument, examined them and made necessary corrections and modifications to ascertain their appropriateness. Also, the Cronbach Alpha reliability test was conducted and the overall Cronbach Alpha result was .902. Descriptive statistics using frequencies and

percentages with tables to explain was used in presenting the data collected from the respondents. In all, 213 copies of the questionnaire were distributed to the selected schools out of which 187 were properly filled, returned and found usable for the analysis representing an 87.7% response rate, which is considered sufficient for the study.

#### 4.1 Result of the Study

**Table 3: Response Rate**

Response rate	Frequency	Percentage (%)
Administered questionnaire	213	100%
Returned questionnaire	187	87.7%
Missing questionnaire	26	12.2

A total of two hundred and thirteen (213) copies of the questionnaire were administered to the respondents. The number of valid copies of the questionnaire returned was 187 (87.7%). The response rate was high because the researchers were personally involved in the administration of the questionnaire in most of the school libraries.

#### 4.2 Types of Information Resources Utilized in Private Secondary School Libraries

With regards to the utilization of school library resources, respondents were asked to indicate the types of information resources they utilize in their respective school libraries. Their responses are presented in Table 4.

**Table 4: Types of Information Resources Utilized**

S/N	Information Resources Utilized	Frequency	Percent %
1.	Textbooks	170	90.9%
2.	Computers	166	88.8%
3.	Dictionaries, encyclopedias, globes and atlas	143	76.5%
4.	Charts and graphs	133	71.1%
5.	Display or chalkboard	131	70.1%
6.	CDs	83	44.4%
7.	Computer-assisted instructional materials	62	33.2%
8.	Motion pictures and related projection equipment	59	31.6%
9.	Pictures and maps	24	12.8%

The results from Table 4 show that textbooks were the information resources that were highly utilized by the students as indicated by a vast majority of 170(90.9%). This is followed by the use of computers, dictionaries, encyclopedias, globes and atlases which also had very high utilization with 166 (88.8%), and 143(76.5) respectively. The results also indicate that display or chalkboard had 131(70.1%) responses. While on the other hand, other information resources that were less utilized by the respondents were CDs 83(44.4%), computer-assisted instructional

materials 62(33.2%), motion pictures and related projection equipment 59(31.6%), pictures and maps 24(12.8%). It can be inferred that the most utilized information resources were books, computers, dictionaries/encyclopedias/globes and atlases.

### 4.3 Types of Information Services Utilized

In this portion, the respondents were asked to indicate the types of information services they utilized most. Their responses are in Table 5.

**Table 5: Information Services Utilized in the Libraries**

S/N	Information Services Utilized	Frequency	Percent %
1.	User education	143	76.5%
2.	Storytelling	137	73.3%
3.	Current awareness services	133	71.1%
4.	Community information services	109	58.3%
5.	Film show services	98	52.4%
6.	Reference and information services/help	73	39.1%
7.	Library lending services	73	39.1%
8.	Recreational services	69	36.9%

The findings with regards to the information services utilized show that the various school library services utilized by the students of private secondary schools in Jigawa State vary. The data collected shows that services such as user education with 143(76.5%), storytelling 137(73.3%), current awareness 133(71.1%) and community information services 109(58.3%) were rated highest in terms of utilization by the respondents. The findings further indicate that information services that had low utilization were educational film show services with 98(52.4%), library lending and reference and information services with 73(39.1%) each, while the least was recreational services with 69(36.9%). The finding from Table 3 indicates that only a few services are exploited by the respondents in the sampled schools.

### 4.4 The Extent of the Utilization of Information Resources

The respondents were asked to indicate the extent to which they utilize the information resources provided in their school libraries. The summary of their responses is presented in Table

**Table 4: Extent of Utilization of Information Resources**

S/N	Information resources	VLE/ LE	HE/ VHE
		Frequency (%)	Frequency (%)
1.	Textbooks	65(34.7%)	122(65.3%)
2.	Pictures and maps	120(64.2%)	67(35.8%)
3.	Charts and graphs	118(63.2%)	69(36.9%)
4.	Motion pictures and related projection equipment	101(54.9%)	86(46.0%)
5.	Display or chalkboard	72(38.5%)	115(61.5%)
6.	CDs	98(52.4%)	89(47.6%)
7.	Computers	90(48.1%)	97(51.9%)
9.	Dictionary/encyclopedias/globes and atlas	73(39.2%)	114(61.0%)

Key= VLE: Very Low Extent, LE: Low Extent, HE: High Extent, VHE: Very High Extent



Data collected from the respondents revealed that textbooks were the information resources with very high utilization with 122(65.2%) responses. This is because textbooks are one of the top resources that are expected to be made available in all school libraries. The use of dictionaries, encyclopedias, globes and atlases also got 114(61.0) responses indicating that highly utilized by the respondents. This is followed by display or chalkboard 115(61.5%) and computers 97(51.9%). Other information resources enjoyed very low usage as indicated by most of the respondents even where they were available as indicated in Table 4.

#### 4.5 The Extent of the Utilization of Information Services

The respondents were asked to indicate the extent to which they utilize the information services provided in their school libraries. The summary of their responses is presented in Table 5.

**Table 5: Extent of Utilization of Information Services**

S/N	Information services	VLE/ LE	HE/VHE
		Frequency (%)	Frequency (%)
1.	Current awareness services	81(43.1%)	106(56.7%)
2.	User education	74(39.6%)	113(60.5%)
3.	Storytelling	77(41.2%)	110(58.8%)
4.	Library lending	101(54.0%)	86(46.0%)
5.	Reference and information services	100(53.0%)	87(46.6%)
6.	Recreation services	133(71.1%)	54(28.9%)
7.	Film show services	84(44.9%)	103(55.0%)
8.	Community information services	85(45.4%)	102(54.5%)

*Key= VLE: Very Low Extent, LE: Low Extent, HE: High Extent, VHE: Very High Extent*

The results in Table 5 show the responses on the extent of utilization of school library services in private secondary schools in Jigawa State. For that reason, four-point scales were used. This was to further explain if the available services were highly utilized or not. From Table5, highly utilized services were current awareness 106(56.7%) and user education with 113(60.5%) responses accordingly. They are indeed essential information services in any type of library. However, storytelling services had 110(58.8%) responses. The respondents who also indicated high usage of film show services were 103(55.0%) and community information services indicated by 102(54.5%) of the respondents. This could be attributed to the fact that these information services are of critical importance to the students and even their teachers.

#### 4.6 The Extent of Satisfaction with Information Resources

The respondents were asked to indicate their extent of satisfaction with the information resources. The summary of the findings is presented in Table 6.

**Table 6: Extent of Satisfaction with Information Resources**

S/N	Information Resources	VLE/ LE	HE/ VHE
		Frequency (%)	Frequency (%)
1.	Textbooks	64(34.2%)	123(65.8%)
2.	Pictures and maps	86(46.0%)	101(54.1%)
3.	Charts and graphs	76(40.6%)	111(59.3%)
4.	Motion pictures and related projection equipment	100(53.5%)	87(46.6%)
5.	Display or chalkboard	69(36.9%)	118(63.1%)
6.	CDs	143(76.5%)	44(23.6%)
7.	Computers	107(57.1%)	80(42.8%)
8.	Dictionaries/encyclopedias/globes and atlases	73(39.2%)	114(61.0%)

Key= VLE: Very Low Extent, LE: Low Extent, HE: High Extent, VHE: Very High Extent

Table 6 indicates the extent of satisfaction with information resources by the respondents. Majority of the respondents were most highly satisfied with textbooks as indicated by 123(65.8%) of them. This high response could be connected to the fact that books constitute the bulk of library/information resources provided in private secondary school libraries in Jigawa State. The findings further indicate that the respondents who were highly satisfied with dictionaries/encyclopedias/globes and atlases were 114 (61.0%) and display or chalkboard with 118 (63.1) responses. This finding indicates that students were not satisfied with

the majority of the information resources provided. This, probably, could be because of poor accessibility to those resources, absence of such resources, relevancy, and perhaps lack of current reading materials.

#### 4.7 The Extent of Satisfaction with Information Services

The respondents were asked to indicate their extent of satisfaction with the information services provided in their libraries. The summary of the findings is presented in Table 7.

**Table 7: Extent of Satisfaction with Available Information Services**

S/N	Information services	VLE/LE	HE/VHE
		Frequency (%)	Frequency (%)
1.	Current awareness	79 (42.3%)	108 (58.2%)
2.	User education	65 (34.8%)	122 (65.3%)
3.	Storytelling	76 (40.7%)	111 (59.4%)
4.	Library lending	101 (54.1%)	86 (46.0%)
5.	Reference and information services	94 (50.3%)	93 (49.7%)
6.	Film show services	64(34.2%)	123(65.7%)
7.	Community information services	73(39.0%)	114(61.0%)

Key= VLE: Very Low Extent, LE: Low Extent, HE: High Extent, VHE: Very High Extent

Table 7 above revealed that respondents who were more satisfied with user education were 122(65.2%); while film show services had 123 (65.7%) responses. Similarly, current awareness was represented with 108 (58.2%) responses. It can be deduced from the findings that information services which can enhance the use of library services were provided, but only a few were satisfactory to the students. The essence of any library (school library inclusive) is to fulfil the aspirations and needs of its users. As such, school library services should be made available and accessible to users.

#### 4.8 Challenges Affecting Utilization of Information Resources and Services

This research question aimed at identifying the challenges faced by private school libraries in terms of the utilization of information resources and services. Table 8 shows the summary of the responses.

**Table 8:Challenges Affecting Utilization of Information Resources and Services**

S/N	Challenges	Frequency	Percentage
1.	Lack of stable power supply	135	72.2%
2.	Obsolete information resources	95	50.8%
3.	Inadequate information resources	102	54.5%
4.	Irrelevant information services	157	84.0%
5.	Inadequate funding	108	57.8%
6.	Lack of trained personnel to facilitate easy access to the available information resources	103	55.1%
7.	Inconvenient distance from the library	104	55.6%
8.	Lack of proper orientation	120	64.2%
9.	Inadequate space	111	59.4%

Table 8 revealed that the highest number of the respondents 135(72.2%) and 120(120%) respectively strongly agreed that lack of stable power supply and lack of proper orientation were the major challenges faced by private secondary school libraries in Jigawa State. This is followed by 108(57.8%), 104(55.6%), and 103(55.1%) who indicated that inadequate funding, inconvenient distance of the library, and lack of trained personnel to facilitate easy access to the available resources were the challenges affecting utilization of information resources and services in the private school libraries studied. However, 111(59.4%) of the respondents admitted inadequate space, while 95(50.8%) of the respondents attested to the

fact that obsolete information resources were among the challenges affecting the proper utilization of resources and services in the secondary school libraries studied.

#### 5.1 Discussion of the Findings

Findings of the study revealed that information resources are provided and made available for use in private secondary school libraries in Jigawa state among which are textbooks, computers, dictionaries/ encyclopedias/globes and atlases. This finding agrees with that of Basse and Ikpeme (2018); Glenor (2011) and Burt (2009), all of whom observed that information resources available and utilized in school libraries are books, dictionaries, almanacs, maps, cassettes, and others.

The study also revealed that information services are provided and made available in the sampled schools, but only a few of such services were utilized. This could be because the services provided were inadequate and the available ones did not satisfy the information needs of users. According to Streatfield and Markless (2010), the most important factor leading to effective use of school library services in both primary and secondary schools is a positive attitude by teachers. If teachers are using the library and its services effectively they can motivate students to use the library regularly. Olen (2016), had a similar view when he buttressed that teaching styles and the attitude of subject teachers towards that library was often considered to be the most important factor towards students' utilization of school library services. Therefore, the government, proprietors of private secondary schools and other stakeholders in the education sector should ensure that school libraries are well-resourced through the provision of adequate information resources, well-trained library personnel and adequate funding for the benefits of students and teachers.

In response to the extent of utilization of information resources, it was found that textbooks, pictures and maps, charts and graphs, display or chalkboards and CDs were positively utilized. This finding implies that despite the availability of some of the information resources in the school libraries studied, it indicates that information resources were made available to students but some resources were less utilized. This could be tied to the fact that the majority of the resources were not relevant to the students and as well it is evident that students do not even avail themselves of the use of the library as expected which can cause the majority of them to be afraid of using the library when they go to university. The findings with regards to extent of utilization of information services show that only a few respondents

rated their extent of utilization of services such as current awareness, film show, community information service, user education and storytelling services to be very high and high extent. The findings further revealed that reference and information services, recreation services, photocopy services, selective dissemination of information, reading competition, book talk, book box services and mobile library services enjoyed low usage. This corroborates the findings of Owate and Iroha (2013), who examined the availability and utilization of school library resources in Rivers State and found that services were very poor in the selected schools. The investigation shows that the school library services were not vigorous and therefore not complete. This finding implies that only a few services were made available and utilized in the sampled schools. Information services are essential in libraries due to the enlightenment they create. As such, they should be provided and made available to users.

Furthermore, the findings revealed that lack of proper orientation, inadequate funding, inconvenience distance of the library and inadequate spaces were some of the challenges affecting the utilization of information resources and services in the school libraries studied. This finding agrees with Arua and Chinaka (2011), whose study found that poor library accommodation; poor library orientation and restricted library hours were challenges militating against the use of school libraries. The finding is also in consonance with the findings of Adeniji and Adeniji (2019), who found lack of user education, unhealthy library environment and unfriendly library staff and irrelevant reading materials as the major challenges bedeviling the use of selected private secondary school libraries in Oyo State. Also, Janet, Seidat, Ronke and Olayinka (2019), reported that non-availability of information resources, lack of computers and ICT resources and

outdated information resources as the major challenges affecting the use of school libraries in selected secondary schools in Sagamu, Ogun State.

### Conclusion

Information resources are the backbone of lifelong education for children. This is true because there can be no meaningful teaching and learning without information resources. If libraries (school libraries inclusive) are to ensure adequate and timely provision of required quantity and quality print and non-print resources and services, such libraries should leave no stone unturned if they are to meet the yearnings and aspirations of their users. School libraries play a very significant role in the educational development of the child. It's primarily stocked with resources that are of interest to the growth and development of children. However, despite the significance of information resources and services in school libraries, the study established that information resources and services were provided and made available to users but most of them were less utilized, and even the utilized ones were not satisfying the information needs of the students. Hence, the study concludes that the situation in private secondary school libraries in Jigawa State, just like their counterpart in the public sector is far from easy. It is, therefore, necessary for the proprietors of the private schools to make frantic efforts to ensure that information resources and services that would satisfy users' needs are provided and made available for use for obvious reasons.

### Recommendations

Based on the findings of the study, the following recommendations are offered:

1. For optimum utilization of school library resources, proprietors of private schools in Jigawa State should strengthen the existing school libraries by stocking them with different information resources that can meet

their information needs.

2. To ensure effective utilization of school library resources and their services, students need to be counselled on the use of the library by teachers, librarians, school principals and parents. Additional school library services should be provided to make students have more interest in using the library e.g. reading competitions, book talk services, book box services etc.

3. Efforts should be made to ensure that relevant information resources and services that would satisfy the information needs of the students are provided.

4. Providing adequate funds to private school libraries to improve effective library and information services is also highly desirable.

5. Finally, the school libraries should be centrally located for easy accessibility. Furthermore, school library buildings should have sufficient space for future expansion.

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