INFORMATION RESOURCES AND SERVICES PROVISION IN PRIVATE SECONDARY SCHOOL LIBRARIES IN JIGAWA STATE, NIGERIA

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Abstract

The study investigated the information resources and services provision in private secondary school libraries in Jigawa State of Nigeria. The objectives of the study were to find out the types of information resources provided in the private secondary school libraries, to identify the types of information services offered in the private secondary school libraries and to ascertain the challenges affecting the provision and utilization of information resources and services in the private secondary school libraries. To achieve such objectives, a mixed methodological approach was adopted for the study while questionnaire was the instruments used for data collection. Two hundred and thirteen (213) respondents were used as sample size for the study from a population of two thousand one hundred and twenty six (2126 and were selected through cluster and simple random sampling techniques). The data collected was analyzed descriptively using frequency and percentage with tables to explain. The findings revealed that a variety information resources and services were made available to students. It was discovered that textbooks, pictures and maps, charts and graphs and computers respectively were the most available information resources. Furthermore, the available information services were current awareness services, user education; storytelling, community information services and film show services etc. However, the study revealed that not all of these resources and services were fully utilized by students. The results also showed that inadequate fund, space, furniture, distance of the library, lack of trained personnel to facilitate easy access to resources, obsolete information resources were the challenges affecting the provision and utilization of school library resources and services in private secondary school libraries in Jigawa State The study concludes that 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 so as to provide, relevant and adequate resources and services among others for effective and efficient library services.

Keywords: *Secondary school libraries, Information resources, Information services, Private schools, Jigawa state*

Introduction
School libraries are libraries attached to pre-primary, primary and secondary schools. Petters and Ottong (2012) described it as a learning environment which provides space (physical or virtual), access to resources, and service to encourage and support students and teachers in learning and teaching. School libraries play a very significant

role in educational development of a child. It supports and enhances the educational goals as outlined in the school's curriculum, develop and sustain in children the habit and enjoinment of reading and learning in schools. One of the functions of school libraries is to support the school curriculum by providing up-date information to keep teachers and students abreast of new developments. The school library also promotes the development of reading skills and encourages long term planning habits through reading, listening, to aid viewing a range of learning materials.

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 achieve the educational goals. Resources in the library are of two types: human and non-human resources. Human resources refer to the professional librarians and other library staff, while the non-human resources refer to print and non-print resources such as: reference books, dictionaries, encyclopedias, videotapes for instruction, slides and other software for instruction. The essence of any library (school libraries inclusive) is to ensure the provision of both printed and non-printed resources to meet the information needs of their users.

 Information services are basic services such as circulation services, reference services, indexing and abstracting services etc. provided to teachers, pupils and students. The essence of any information service is for self-development. A school library should therefore brings it services within the reach of every adult member of the school community where every child in the school irrespective of his/her social or economic background to various level. Information services according to Abdulhamid (2016) are the backbone of lifelong education for the children. This is true because there can be no meaningful teaching and learning without information service. In order to provide adequate services, there should be adequate manpower, information resources and financial resources to enhance the curriculum for the acquisition of knowledge in schools.

Private schools are those that are not supported primarily by public funds and provide instruction for one or more of 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 superior education. These schools offer a streamlined college preparatory curriculum. Private school libraries play a unique role in promoting intellectual freedom because they serve as a point of voluntary access to information and ideas and as a learning laboratory for students as they acquire critical thinking and problem-solving skills needed in a pluralistic society. One of the reasons why government schools are regarded as poor is the absence of good libraries and where they are available; they are poorly organized and in most instances grossly underfunded. It is against this backdrop, that this study investigates information resources and services provision in private secondary school libraries in Jigawa State through mixed research methodological approach.

Statement of the Problem

School libraries are critical to the running of schools anywhere. According to Arua (2011), school libraries provide the necessary impetus to all categories of learners in schools from slowest learner in kindergarten to the most intelligent in high school through provision of print and non-print materials to aid learning. School libraries are essential because they systematically provide information resources required for the school`s educational programs that assist in improving and increasing the reading skills and learning habits of students. Jato and Ogunniyi (2014) described school libraries as an inexhaustible store house of unrestricted information resources in diverse formats systematically organized for users. These libraries support instructional life of their schools. They provide for their users a variety of services and facilities for executing their curricular and co-curricular activities. Such services and facilities include: provision of recorded knowledge relevant to their academic and recreational needs and available in various formats i.e. books, journals, maps and other resources that are used by students in their learning process particularly audio-visuals and resources available electronically. The first essential requirement for an effective and efficient school library services is the existence of a well-qualified librarian who will build up the library collections and provide various services to teachers, students and even the administrators.

Paradoxically, despite the significance of school libraries, it has been observed that the apparent lack of efficient school libraries in both private and public schools generally, affects the provision of quality resources and services and which normally upsets the quality of the training provided in the schools. Additionally, even where they are provided, the use of non-professional librarians to manage such libraries in most schools is one of the greatest problems besetting school libraries, or even where they are provided, these resources may be inadequate for the students. Given this scenario, it is essential to state that libraries do exist in most public and private schools in Nigeria today, observations have shown that many school libraries exist only in name, because all the elements required for them to operate fully are most at times not found in many of the school libraries. It is against this background therefore that this study explores information resources and services provision in private secondary school libraries in Jigawa State.

Objectives of the Study

The broad objective of this study is to examine information resources and services provision in private secondary school libraries in Jigawa State. The specific objectives are as follows:

1. To find out the types of information resources provided in private secondary school libraries in Jigawa State.
2. To identify the types of information services offered in the private secondary school libraries.
3. To ascertain the challenges affecting the provision and utilization of information resources and services in the private secondary school libraries.

Literature Review

Information resources are the backbone of learning in any library. If school libraries ensure adequate and timely provision of information resources, such library could be termed as "effective" in meeting the information need of its users. Madu (2005) defines information resources as books, other printed materials, as well as non-printed resources meant to convey information to the clienteles. These variety of information resources are essential in order to help a school library fulfill 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 strive to adequately supply materials for the school community by developing a well-rounded collections of instructional materials. Aanu and Olatoye (2011) noted that the quality of library collection has tremendous impact on students' academic performance and higher test scores and even more with a higher usage of the school library resources. School libraries provide books, magazines, newspapers, computers and other technologies, databases of accurate information, e-books, plus fun and educational activities. Additionally, Arua and Chinaka (2011) identified the types of books which school libraries should acquire to include reference books, non-fiction books like textbooks, fiction books like the story books, novels and cartoons. In a similar view, Afolabi (2016) outlines the types of information resources libraries should provide that include among others; books, pamphlets, paper cuttings, gazettes and government publications, atlas, maps, and charts, photography records, films, record players, cassette tapes/payers, film projections, slides, pictures, photographs, realia and periodicals.

School library need to provide these information resources in order to provide a clear path towards the realization of curriculum goals of school subjects. It is important to make today`s students the best in the world with library software and materials that improve literacy and build reading comprehension. With today's easy-to-navigate eBook platform, students and teachers are provided access to eBooks for easy browsing, and digital media materials vital for classroom instructions. In a survey around the world on the reading ability of the children by Streatfield, Shaper and Rae-Scott (2010) they found that one of the factors that positively influence children's reading attainment is the provision and accessibility of books and non-books resources in their immediate surroundings, at home, in the class room, and in the library. This is true because accessibility and utilization of library information resources are key factors in the provision of information resources and quality services in different types of libraries. As such, school libraries should ensure the provision of adequate, relevant and current information resources for the benefits of their users. Bhatt (2012) asserted that successful library services depend mainly on satisfactory level of its users with relevant library information resources, user-centric library and library staff supportive attitude. For their part, Benard and Dulle (2014) in their study, "Assessment of Access and Use of School Library Information Resources by Secondary School Students in Morogoro Municipality, Tanzania" found that secondary school students face many

constraint in using school library due to lack of current and up-to-date reading materials. In view of this, for effective use of school libraries by secondary school students, there is the need for provision of current and adequate school library information resources, provision of information and communication facilities, and provision of professional school librarian to manage the library as well as conducive reading environment.

The study of Afolabi (2016) and its subsequent findings indicated that many school library media centers are stocked more with print than non-print resources in junior secondary schools in Ondo State. This may be due to the high cost and scarcity of non-print resources and inability of secondary school management to provide requisite facilities for the maintenance of the resources for teaching and learning. The findings further revealed that academic achievement of students is related to the provision of the school library media resources. This implies that a library endowed with current and adequate information resources might increase students' academic performance.

Fakomogbon (2012) reported in his study that there were insufficient standard facilities in school libraries in the Ilorin metropolis and that print resources available were not adequate compared to school library standards, also the study revealed that majority of the school libraries studied did not have non-print resources. This situation is not healthy for the development of school libraries in Nigeria. Government and other stakeholders should do something urgent to save school libraries from total collapse.

School libraries are repository of knowledge where services like Internet service, current awareness service, selective dissemination of information, reprographic service, indexing and abstracting service, circulation of library information resources, CD-ROM database search, etc are rendered to patrons of the library. However, users' satisfaction of these services which is the ultimate goal of today's information professionals depends to a large extent on the efficiency and effectiveness of libraries and their personnel. For Library to provide effective information services to support teaching, learning and research, it must endeavor to have adequate information resources and should be manned by knowledgeable information professionals. Isaac (2000) reported in Obinyan, Obinyan, and Adenoji (2011) advocated the training and retraining of library personnel on a regular basis in order for them to stay relevant to the needs of their communities. Similarly, Ramesha and Kumbar (2004) stressed that the quality of library collection has a direct bearing on qualitative service and user satisfaction as collection development not only helps in catering for the needs, but to build a coherent and reliable collection over a number of years, to meet the objectives of the library service. For school libraries to provide adequate and qualitative services there is need for the library to have relevant and quality information resources in both print and electronic format. Popoola and Haliso (2009) argued that if school library is to provide effective information services to support teaching and research, it must have adequate information resources and sufficient highly skilled information professionals.

Shandu (2014) discovered in his study that the most common services provided by school libraries in Katlehong, in South Africa include lending, reference and user guidance services, while some of the libraries offer online services, audio-visual materials and charts and photocopying services. Hart and Zinn (2007) confirmed that these services are common in school libraries. Findings by Esther (2010) revealed that library services were not available in most of the sampled schools in Kenya. This might be due to lack of a well-resourced library or inadequate funding in the sampled schools. Owate and Iroha (2013) investigates the availability and utilization of library resources by secondary school students in Rivers State and found that school library services were very poor in the schools studied. Likewise, none of the respondents received user education and reference services. This shows that the school library services in the selected schools were not effective and therefore not complete. Adeleye (2012) studied the influence of library and information services on the attainment of millennium development goals on education in Oyo State and found that the level of availability of MDGs materials on education in the libraries in Oyo State was high.

Similarly, Janet, Seidat, Ronke and Olayinka (2019) conducted a study to examine 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. Obajemu (2012) in his paper unraveled the neglect of library and its development in some government owned secondary schools in Lagos state reported that the libraries were grossly underfunded, under stocked and unorganized. From another angle, Owate and Iroha (2013) conducted a study to assess the availability and utilization of school library resources in some selected secondary schools in Rivers State and found that the school library services were very poor in the schools studied. None of the respondents received user education and reference services. The analysis shows that the school library services in the selected schools were not effective and therefore not complete. In another study, Adeniji and Adeniji (2019) explored the availability of school libraries and services to students in selected private secondary schools in Oyo state through a quantitative approach. The study found that the respondents were not adequately utilizing the resources of the library due to inadequate library education by the school management. Also, learning resources were inadequate for the students.

Methodology
To achieve the objectives of this study, mixed methodological approach was adopted which involves the use of both quantitative and qualitative methods in a single study. The study population comprises two thousand one hundred and twenty six students (2126) from six (6) private secondary schools selected across the three (3) geo-political zones of Jigawa state, i.e. Golden Light Academy, Uto Anglican International School (Jigawa South-West), May Excellence International School, Maje Comprehensive School (Jigawa North-East) and Shamila International College and Kere Academy Comprehensive College (Jigawa North-West). The selection was done using a cluster sampling technique. The study area was divided into three zones (cluster); two schools were selected from each zone on the basis of simple random sampling. In determining

the sample size of the study, Nwana (2007) formula was used to draw a sample size of two hundred and thirteen respondents (213).

The sample size of 213, out of 2126 is adequate with regards to Nwana (2007) formula thus:

$$n = \frac{N \times \%}{100}$$

Where N = total number of students = 2126, % = 10%, 100 = Constant

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

Additionally, a self-developed questionnaire was used for the study and was administered to the respondents. However, for the purpose of this study, only the quantitative part which examined the aspects of resources provision, information services offered and the challenges affecting both is reported in the study. Descriptive statistics using frequencies and percentages with tables to explain were used in reporting the data collected from the respondents. Overall, 213 copies of the questionnaire were distributed to the chosen schools out of which 187 were properly filled, returned and found usable for the analysis representing 87.7% response rate, which is considered adequate for the study.

Findings of the Study
The findings of the study revealed that 111 (59.4%) were male, while the remaining 76 (40.6%) were female. This implies that there were more male than their female counterpart. With regards to the age range of the respondents, the findings indicate that 96 (51.3%) of the respondents were between 15-16 years; followed by 43 (23.0%) were between 17-19 years of age. Findings further indicate that 38 (20.3%) of the respondents were between the age range of 13-14 years; whereas only 10 (5.3%) of the respondents were 20 years or older.

Types of Information Resources Provided in Private Secondary School Libraries
The respondents were asked to identify the types of information resources available in private secondary school libraries in Jigawa State. In order to achieve this, a list of resources was given to the respondents to select. Table 1 presents the summary of their responses.

Table 1: Information Resources Provided

S/N	Available Information Resources	Frequency	Percent (%)
1.	Textbooks	175	93.6%
2.	Pictures and maps	164	87.7%
3.	Charts and graphs	160	85.6%
4.	Motion pictures and related projection equipment	114	61.0%
5.	Display or chalkboard	151	80.7%
6	CDs	101	54.0%
7.	Computers	153	81.8%
8.	Dictionaries, encyclopedias, globes and atlas	151	80.7%
9.	Computer assisted instructional materials	156	83.4%

Table 1 shows the responses of the respondents on the types of information resources provided in private secondary school libraries in Jigawa State. A cursory look at the Table 1 revealed that textbooks 175(93.6%), pictures and maps 164(87.7%), charts and graphs 160(85.6%), computer assisted instructional materials 156(83.4%), computers 153(81.8%), were the highest resources provided in private secondary school libraries in Jigawa state. This is followed by display or chalkboard 151(80.7%), dictionary/encyclopedia/globes and atlas 151(80.7%), motion pictures and related projection equipment 114(61.0%) and CDs with 101(54.0%). A striking and surprising finding was that critical resources such as films and transparencies, filmstrips, radio lesson, Internet services and television, video cassette and player, indexes and abstracts were not available in private school libraries in Jigawa State. This finding from the questionnaire and observation by the researchers established that efficient school libraries hardly exist in Nigerian secondary schools.

Types of Information Services Provided in Private Secondary School Libraries
The respondents were asked to identify the various information services available to them in the private secondary school libraries studied. The summary of the findings is presented in Table 2.

Table 2: Information Services Offered

S/N	Available Information Services	Frequency	Percent %
1.	Current awareness services	134	71.7%
2.	User education	133	71.1%
3.	Story telling	126	67.4%
4.	Library lending services	111	59.4%
5.	Reference and information services/Help	95	50.8%
6.	Film shows	98	52.4%
7.	Recreational services	55	29.4%
8.	Community information services	118	63.1%

The respondents were asked to identify the various information services available to them in the private secondary school libraries studied. The summary of the findings is presented in Table 2.

Table 2 revealed that current awareness services 134(71.7%), user education 133(71.1%), storytelling 126(67.4%) were the major information services provided with the highest frequency scores. This is followed by community information service 118(63.1%), lending services 111(59.4%), educational film shows 98(52.4%), reference and information services 95(50.8%). The least provided service was recreational services with only 55(29.4%) response rate. The findings surprisingly revealed that critical school library services such as photocopying services, reading competition, selective dissemination of information services, book box services and book talk services etc. were not available in the private secondary school libraries in Jigawa State which indicates the inadequacy of the services offered.

Types of Information Resources Utilized
With regards to utilization of school library resources, the respondents were asked to indicate the types of information resources they utilized in their respective school libraries. The summary of their responses is presented in Table 3.

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

The data collected from the respondents revealed that textbooks were the information resources that were highly utilized by students as indicated by a vast majority170 (90.9%). Additionally, the use of computers, dictionaries, encyclopedias, globes and atlases also had very high utilization with 166(88.8%) and 143(76.5) respectively. The findings further indicate that display or chalkboard had 131(70.1%) responses.

Delving deeper, the data shows that information resources that were less utilized by the respondents were CDs 83(44.4%), computer assisted instructional materials 62(33.2%), use of motion pictures and related projection equipment 59(31.6%), pictures and maps 24(12.8%). It can be deduced from the data that the most utilized information resources were books, computers, dictionaries/encyclopedias/globes and atlases. This finding corroborates that of Abdulhamid (2016) who found that information resources available in staff schools in Niger State were subject book resources, display or chalkboard, charts, graphs pictures and maps etc.

Types of Information Services Utilized in the Libraries
In this section, the respondents were asked to indicate the types of information services they utilized most in their respective libraries. The summary of their views is in Table 4.

Table 4: Information Services Utilized in the Libraries

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

Table 4 shows the various school library services utilized by the students of private secondary schools in Jigawa State. Services such as user education services with 143(76.5%), storytelling 137(73.3%), current awareness 133(71.1%) and community information services 109(58.3%) respectively were the highest services utilized by the students as indicated through their responses. Information services that were less utilized by the respondents were film show services with 98(52.4%), library lending and reference and information services with 73(39.1%) and recreation services with only 69(36.9%) responses.

Challenges Affecting the Provision and Utilization of Information Resources and Services in Private Secondary School Libraries in Jigawa State
In this section, the respondents were asked to identifying the challenges faced by their private school libraries. In order to achieve this, a list containing various challenges was

provided for the respondents to tick as many as applicable. Table 5 shows the summary of their responses.

Table 5: Challenges Affecting the Provision and Utilization of Information Resources and Services

S/N	Challenges	Frequency	% Percent
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 of the library	104	55.6%
8.	Lack of proper orientation	120	64.2%
9.	Inadequate space	111	59.4%

Table 5 revealed that the highest number of the respondents 157(84.0), 135(72.2%) and 120(64.2%) indicated that irrelevant information services, lack of stable power supply and lack of proper orientation were the major problems faced by private secondary school libraries in Jigawa State. This is followed by 108(57.8%), 104(55.6%), 103(55.1%) who indicated that inadequate funding, long distance of the library, lack of trained personnel to facilitate easy access to the available resources were the challenges affecting utilization of information resources and services in private school libraries in Jigawa State. The findings further indicate that 111(59.4%) of the respondents admitted inadequate space, while 95(50.8%) of the same respondents attested to the fact that obsolete information resources were among the challenges affecting utilization of resources and services in the secondary school libraries studied.

Discussion

The findings revealed that information resources such as textbooks, pictures and maps, charts and graphs, computer assisted instructional materials, computers, display or chalkboard and dictionaries, encyclopedias, globes and atlases were the information resources provided in private secondary school libraries in Jigawa State. The respondents confirmed the presence of these resources but stated that the available resources were not adequate enough to meet the information needs of users. This finding corroborates that of Ode (2014) who found that there were no modern instructional materials, TV programs and radio lessons in Oju Local Government Area secondary school library in Benue State Nigeria. Also, textbooks were available though not adequate. Ose and Okoedeon (2012) similarly found that school libraries in Benin City have outdated books which were very dusty, where they existed. Aniebo's (2006) study also established that school libraries in Imo state were outdated and lacked reference materials. Adeniji and Adeniji (2019) also reported the inadequacy of learning resources in selected private secondary school libraries in Oyo State, Nigeria.

The non-availability of modern instructional materials is a serious problem because no meaningful learning can take place without them. Therefore, it is important that private secondary school management of the schools studied should make adequate arrangement to ensure that these resources are acquired and made available for both teachers and students.

On the information services offered, the findings also revealed that information services such as current awareness services, user education, storytelling, community information services, lending services, educational film show services and reference services were the available information services in the sampled schools. It is disheartening to note that five out of the six libraries studied were managed by teacher librarians without library qualification and other assisting staff. This shows that there were inadequate staff and services in the sampled schools. The findings further revealed that only few of the available resources and services in the sampled schools were utilized by the students. This might be due to non-availability of other resources and services, or the resources and services were available but students were not aware about their availability. This corroborates the findings of Esther (2010) whose study revealed that library services were not available in most of the sampled schools in Kenya which might be due to lack of a well-resourced library or inadequate funding in the sampled schools. Hence, the management of private secondary schools in Jigawa State should ensure that their libraries are well-resourced through provision of well-trained library personnel and adequate funding for the benefits of students and teachers.

Inadequate funding, distant location of the library, lack of trained personnel to facilitate easy access to the available resources, inadequate space and obsolete information resources were the major challenges affecting the provision and utilization of information resources and services in private secondary school libraries in Jigawa State. This is in consonance with the findings of Janet, Seidat, Ronke and Olayinka (2019) who found that non-availability of information resources, lack of computers and ICT resources and obsolete information resources as the major challenges affecting the use of school libraries in selected secondary schools in Sagamu, Ogun State. Likewise, Adeniji and Adeniji (2019) reported lack of user education, unhealthy library environment and unfriendly library staff and irrelevant reading materials as the major challenges affecting the use of selected private secondary school libraries in Oyo State. Consequently, there is the need for constructive efforts by policy makers and school administrators in the concerned schools to put necessary, impactful and proactive measures to urgently address the ugly situation.

Conclusion
The present study has explored the information resources and services provision in private secondary school libraries in Jigawa state. The study has established that various types of information resources and services are provided in the sampled school libraries although not adequate, sometimes irrelevant and in some instances outdated. It is apparent from the findings that the situation of private secondary school libraries in the sampled schools in providing information resources and services in Jigawa State

is far from been comfortable. The study concludes that the situation in private secondary school libraries is not better than that of public schools. Hence, there is an urgent need for the management of the private secondary schools to give utmost concern and priority to their libraries by providing current, adequate information resources and comfortable learning environment. This is because no meaningful learning can take place especially at an early age without a good library and pleasant learning environment.

Recommendations

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

1. For effective use of school libraries by secondary school students, there is the need for current and adequate school library information resources, provision of information and communication facilities. This could be done in collaboration with all the key stakeholders in secondary education in the country.
2. Additional school library services should be provided to help students develop more interest in using the library e.g. reading competition, book talk services, book box services etc.
3. Professional librarians and other assisting staff should be employed for effective and efficient   services and overall smooth running of the library.
4. Budgetary allocation to school libraries should be enhanced for the provision of current, relevant, and adequate resources for the benefits of both the students and teachers.
5. Finally, the library should be centrally located for easy accessibility; the buildings should also be   expanded to accommodate more students and library resources.

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