

Availability, Access and Use of School Library Resources among Students of Adeyemi Federal University of Education Demonstration Secondary School, Ondo, Nigeria

Peter Olubunmi Olubiyo

University Library, Adeyemi Federal University of Education, Ondo,

Lydia Mercy Olubiyo

Department of Library and Information Science, Kogi State Polytechnic, Lokoja, Nigeria

doi: <https://doi.org/10.37745/bje.2013/vol14n37089>

Published April 24, 2026

Citation: Olubiyo P.O. and Olubiyo L.M. (2026) Availability, Access and Use of School Library Resources among Students of Adeyemi Federal University of Education Demonstration Secondary School, Ondo, Nigeria, *British Journal of Education*, 14 (3),70-89

Abstract: *The study is on Availability, Access and Use of School Library Resources among Students of Adeyemi Federal University of Education Demonstration Secondary School, Ondo, Nigeria. The research design for the study was descriptive survey research design. The population comprises all the senior secondary school students in Adeyemi Federal University of Education Demostration secondary schools, Ondo City. The stratified random sampling technique was used to select a sample size from science, art and commercial class. The population of the study was too large to be readily reached. A sample size of 100 hundred respondents which represents about 10% of the population was drawn from the study. The instruments used to collect suitable data for this study were questionnaire and observation checklist. The questionnaire was framed on a 4-point modified Likert scale to elicit responses. The questions relate to availability, access and use of library resources by students in the private secondary school. Based on this, frequencies of occurrence were established and used for the analysis using percentages, mean and standard deviation. Textbooks were by far the most used resource, a finding consistent with the curriculum-driven nature of secondary education in Nigeria. Academic purposes dominated the purposes of using the library which are reading lecture notes, photocopying documents, reading textbooks, and exam preparation were the most strongly affirmed access purposes. However, generally there are challenges which include inadequate resources and poor internet connectivity were which are the dominant challenges. It is therefore recommended that there should be strong internet connectivity in the library and more resources should be acquired.*

Keywords: availability, school library resources, students, Adeyemi Federal university of education, secondary school, Ondo, Nigeria

INTRODUCTION

In each society, there are facilities other than classroom that can contribute in no small measure to teaching and learning process. For learning to take place, learners must have access to necessary information materials and resources. They have to interact with tangible and intangible resources and institutions to ensure some levels of performance. One of the main sources of information is the library (Adeoye & Popoola, 2011). Library is a collection of sources of information and similar resources made accessible to a defined community for reading, studying referencing or borrowing. It provides physical or digital access to materials and may be physical building or room or a virtual space of both (Wikipedia, 2014). The purpose of a library is to provide information. That is, it is a repository of human experience not subject to the barriers of space and time

Private men and women involvement in the establishment of secondary schools in Nigeria have actually called for the need of libraries in the school system. Since their involvement is as a result of improving educational system at that level, school library must be in the forefronts (Ogunniyi, 2009). In other words, school library aims to provide the highest quality user oriented library services which will effectively contribute to the development of education through the utilization of the broad range of contemporary media and technology, and they serve the information and recreational reading needs of students and teachers. Librarian can identify the information and materials needs and fulfill appropriate referral service to other agencies. They can participate in cooperative information services, networks and systems in order to develop maximum, efficient and economic library services.

Wali (1978) described the school library as the “hub” of the school; the axis on which the intellectual life of the school revolves in which the selection of the resources is determined by school curriculum and the various teaching methods of teachers and learning style of students. The school library is a learning center, learning laboratory a resource center and an information center. The information and communication technology revolution has helped every organization to improve its efficiency / productivity both qualitatively and quantitatively. The school libraries also fell in line with others to become not only the traditionally perceived learning environment as a physical space but also the virtual learning environment. With the advent of computers, the nature of school library services has change phenomenally (Ahmad, 2011). Virtual library as a platform for sharing knowledge is aimed at rejuvenating Nigerian schools through the provision of current books, journals and other information resources using technology (Afolabi, 2016). In addition, State Queensland (2017) explained school library as an integral part of teaching and learning process. The school library facilitates the work of the classroom teacher and ensures each students has equitable access to resources while the role of the school library remains constant, its design, digital platform, strategies and tools change as pedagogy and technology changes. For learning to take place, teachers and learners must have access and use the necessary and adequate information resource (Ntui & Udah, 2015).

Publication of the European Centre for Research Training and Development-UK

The achievement and failure of students, among other variables, may depend on the availability of appropriate and adequate school library resources for the teaching and learning. Afolabi, (2016) in his study discovered that the problem of low performance of secondary school students in is accessioned by lack of appropriate school library resources which has been a serious concern to parents and education stakeholders. Studies have shown that there is strong connection between the students' use of school library and their academic performance. As such students' failure to use the school library and its resources to expand their study habits has a negative effect on their academic performance (Jato, Ogunniyi and Olubiyo, 2014). School library media resources are vital to the teaching and learning of school subjects which may likely influence academic performance of students at the secondary school level. The school library media centre plays a significant role in the educational development of students. (Afolabi, 2016).

According to Akobundu 2008, as cited by Ntui and Udah, (2015) accessibility of library resources creates an enabling environment for the utilization of library resources. It is assumed that if information is accessible to the students and teachers in school libraries, it could be used for effective learning and teaching. The main goal of the school library is for users to gain access to its abundant wealth of information resources. Information sources are efficient if they provide relevant, useful and accurate information that can help users solve their problems. Thus, accessibility of library resources means the ease of locating and retrieving a piece of information from the storage medium. Readers tend to use information source that require the least effort to access so as to save time. In a study carried out by Bonsu (2016) the results of the study revealed that private schools were better resourced than public schools in terms of library.

Statement of the Problem

Secondary school library is supposed to be bedrock and foundation toward higher knowledge in tertiary institution. As such good library resources should help students to perform well in their academic work and give them a good knowledge of what they have learnt in the classroom. The relevance of a library lies in the accessibility to its resources. A library with resources that could easily be accessed will obviously be a source of attraction and its resources will be utilized. However, observation has shown that despite the indispensable role of library in education, stakeholders in charge of secondary schools do not take into consideration the establishment and maintenance of a good library. Many school libraries do not have reasonable collection of library materials which make access difficult and some schools do not have at all. In the light of this, the study examines the availability, access and use of library resources in a private secondary school (Adeyemi Federal University of Education Demonstration Secondary School) in Ondo City, Ondo State.

Purpose of the Study

The main purpose of the study is to investigate the availability, access and use of school library resources in a private secondary school (Adeyemi College of Education Demonstration Secondary School) in Ondo City, while the specific purpose of the research are to:

Publication of the European Centre for Research Training and Development-UK

- i. examine the extent of availability of library resources in the private secondary school library;
- ii. look into the access of the library resources by the students in the private secondary school library;
- iii. measure the use of the library resources by the students in private school libraries;
- iv. Find out the problems that hinder effective use of information resources in the library; and
- v. Proffer probable solution to the identified problems.

Research Questions

- i. How available are the library resource in the private school library?
- ii. To what extent are students allowed to access the library resource in the private school library?
- iii. What is the level of use of library resource in the private school library?
- iv. What are the hindrances to the use of library resources in the private school library?
- v. What are the solutions to the identified problems?

REVIEW OF RELATED LITERATURE

Edoka (2000) in Arua and Chinaka (2011) defined school library as the one that is established in primary or secondary school. Also, Owate and Okpa, (2013) explained that school libraries in the educational institutions such as pre-primary, primary and secondary schools are the life-wire and important to the foundational up-brining of children. However, in modern times these libraries have evolved into School library media centres. Thus, state Queensland (2017) expressed that school library programmes and services seek to:

- Create and develop motivating, flexible physical and digital learning space;
- Run independent learning programs, which integrate information resources and technologies;
- Equip students with the skills necessary to succeed in a constantly challenging technological, social and economic environment;
- Collaborate with classroom teachers to plan, implement and evaluate inquiry based programs that will ensure students acquire skills to collect, critically analyse and organize information, problem-solve and communicate their findings;
- Provide and promote quality fiction to develop and sustain in students the habit and enjoyment of reading for pleasure and to enrich student' intellectual, aesthetic, cultural and emotional growth;
- Cater for differences in learning and teaching styles through the provision of and equality of access to a wide range of curriculum resource fiction and no-fiction, digital, print, audio and video; and

Publication of the European Centre for Research Training and Development-UK

- Provide teachers with access to relevant curriculum information and professional development materials within and outside the school; and opportunities to cooperatively plan, implement and evaluate learning programs

Availability of School Library Resources

According to Arua and Chinaka (2011) information resources are the first essentials of any library services, and any school library, which is to be considered relevant and efficient in service delivery, school libraries must contain current and well-chosen materials to meet the academic needs of the school. This range of information resources is necessary to enable the school library fulfill its functions among which are: to systematically provide information resource required for the schools educational programmes and to assist in improving and increasing the skills and learning habits of students. School library becomes a sources and force for educational excellence only when it functions as an integral component of the total teaching-learning process. The educational programme and library programme are interdependent and inseparable and have undergone tremendous changes since second half of the 20th century (Ahmad, 2011).

Afolabi, (2016) observed that resources like textbook, map, encyclopedia, magazine and globe were generally available while non-print resources like slide projectors, slide, video, CD player were least available in the school library media centre for instruction in Secondary Schools in Ondo State. The researcher further revealed that academic achievement of students is related to availability of the school library media resources. Resource like realia, documentaries, textbook and notice board ranked highest on the list of available school media resources as perceived by the school library media specialists while resources like films and CD were perceived to be the least available school library media resources. It can be deduced from the findings that school library media resources like textbooks, encyclopedias, maps and records were those available for the teaching and learning. However, Mc Albert, Ugwunna, Ikechukwu and Ogu (2015) discovered that some school library collections are highly inadequate as a result of inadequate funding leading to insufficient number of books for students in the school.

Accessibility of School Library Resources

Access to the resources of school library-media centers is clearly a prerequisite to their use. This access to the resources in school today generally, but by no means always, requires access to the areas in which the materials and in some cases the associated equipment are organized and housed. Developments in electronic communication and information retrieval systems may well eliminate, or reduce, the necessity to have physical access to a library in order to make use of the information contained in the resources of school libraries, however, school policy and organization and the systems, services and procedures of the library determine the extent, variety and ease of student access to resources. Effective access today implies not merely that students are permitted to go to study areas and information centers, but that they may proceed conveniently and efficiently drawn to the centers resources rather than drafted to the area as a period location and with the minimum

Publication of the European Centre for Research Training and Development-UK

number of barriers or deterrents imposed by the school or introduced by the library. (McGrath, 2014).

According to McGrath, (2014) an accessible library is an open library. A school library providing full access is open before school and after school, during all student lunch hours and throughout the scheduled school day. According to need as well as demand it is open during a number of evenings each week, on Saturdays, and during the summer vacation with special provision for the summer school sessions. Several studies have shown that reading ability of children is positively influenced by the accessibility of books and other non-books resources in the library. Accessibility of library information resources are key factors in the provision of quality services in the school libraries. Abdullahi (2008) as cited by Ntui and Udah (2015) also, added that usefulness of a library depends upon its proper organization which includes the accessibility to information resources, their arrangement and the situation of the library. For effective learning process, learners must have access to necessary information materials and resources. These resources might either be in tangible (i.e. printed resources) or intangible (i.e. electronic resources) format.

Utilization of School Library Resources

Okeason and Onpeota (1993) in Arua and Chinaka (2011) in their views on student utilization of library resources remain that the ability to read is the most important mental skill that a person can acquire pointing out that people read for ideas and for information to release tensions of lives and for opportunities to savor all varieties of experience. Udoh-Ilomechine (2008) citing Keith (2004) affirmed that children and teachers need library resources and expertise of a librarian to succeed. Therefore, school libraries help teachers teach children. And school libraries help children to discover for themselves by independent study and learning how to ask questions. One cannot talk of the effective utilization of library resources without considering the role of the teacher librarians.

According to Bernard and Dulle (2014) students make use of the school library for Leisure reading, assignment, homework, read for examinations and made use of newspapers and magazines. According to Salisu (1996) as cited by Bernard and Dulle (2014) the extent at which pupils and young people of today will be creative, informed and knowledgeable will be shaped by the usage of the library resources available within the school. However, lack of human and materials resources most often contribute to the underutilization of library resources school library users may encounter five possible types of inaccessibility problems which are conceptual, linguistic, critical, bibliographic, and physical.

Benard and Bulle (2014) added that lack of current reading materials in most of the school libraries in the study area is a major problem, constraining students from using school libraries, McGrath, (2014) and Shandu (2014) added that school library underutilization is due to insufficient reading space, poor library orientation is conducted at school insufficient library furniture poor access to internet and libraries keep old, out dated and irrelevant books and users have limited access to the internet. However, Joy and Lucky (2015) opined that schools should ensure that qualified library

Publication of the European Centre for Research Training and Development-UK

staffs are employed to man school libraries as they have the experience in the arrangement and management of the resources of library. Moreso, teachers should motivate students to use library resources by giving assignment that enhances student consultation of library resources.

RESEARCH METHODOLOGY

Procedure for Data Collection

The researchers collected the data through face-to-face administration of questionnaire. This involves going to the school to administer the questionnaire and collecting them back at the same time.

Research Design

The research design for the study was descriptive survey research design. It is a design that allows a population to be studied by collecting and analyzing data from only a sample considered to be representing the entire population.

Population of the Study

The population comprises all the senior secondary school students in Adeyemi Federal University of Education Demostration secondary schools, Ondo City.

Sampling Technique and Sample Size

The stratified random sampling technique was used to select a sample size from science, art and commercial class. The population of the study was too large to be readily reached. Therefore a sample size of 100 hundred respondents which represents about 10% of the population was drawn from the study.

Research Instrument

The instruments used to collect suitable data for this study were questionnaire and observation checklist. The questionnaire was framed on a 4-point modified Likert scale to elicit responses. The questions relate to availability, access and use of library resources by students in the private secondary school.

Validity of Instrument

To ensure the validity of the instrument, sample of the questionnaire were given to two senior researchers in the field of librarianship in the university library of the Adeyemi Federal University of Education, Ondo. Observations and corrections made by them assisted in validating the research instrument.

Procedure for Data Analysis

The responses of the respondents were collected, aggregated, and presented in a tabular form. Based on this, frequencies of occurrence were established and used for the analysis using percentages, mean and standard deviation.

This section presents a comprehensive analysis of data collected from 100 students of Adeyemi Federal University of Education (AFUED) Demonstration Secondary School, Ondo, using the School Library Information Resources Availability, Access and Use Questionnaire (SLIRAAUQ). Responses were scored on a four-point Likert scale. For availability items: Highly Available (HA) = 4, Available (A) = 3, Fairly Available (FA) = 2, Not Available (NA) = 1. For purpose-of-visit (access) and challenge/solution items: Strongly Agree (SA) = 4, Agree (A) = 3, Disagree (D) = 2, Strongly Disagree (SD) = 1. For use items: Very Often (VO) = 4, Often (O) = 3, Fairly Often (FO) = 2, Not At All (NA) = 1. A mean score of 2.50 and above was adopted as the decision rule for a positive/affirmed response. Descriptive statistics (mean and standard deviation) were used to answer the five research questions, while inferential statistics, independent samples t-test, one-way ANOVA, and Pearson Product-Moment Correlation Coefficient (PPMC), were used to test the three null hypotheses at the 0.05 level of significance.

Section I: Demographic Data of Respondents**Table 1: Distribution of Respondents by Gender, Class Section, and Class Level (N = 100)**

Variable	Frequency (f)	Percentage (%)
Gender		
Male	56	56.0
Female	44	44.0
Total	100	100.0
Class/Section		
Science	40	40.0
Commercial	35	35.0
Art	25	25.0
Total	100	100.0
Class Level		
JSS 1 – JSS 3	45	45.0
SSS 1 – SSS 3	55	55.0
Total	100	100.0

Table 1 shows that of the 100 respondents, 56 (56.0%) were male and 44 (44.0%) were female. With respect to class section, Science students constituted the largest group (40, 40.0%), followed by Commercial (35, 35.0%) and Art (25, 25.0%). Regarding class level, 55 respondents (55.0%) were from the Senior Secondary School (SSS 1–3) while 45 (45.0%) were from the Junior Secondary School (JSS 1–3), ensuring a broad cross-section of school library users.

Section II: Answers to Research Questions**Research Question 1: How available are library resources in the private school library?**

Respondents rated the availability of 16 library resources across four categories (Textbooks, Reference Materials, ICT Resources, and Serial Materials) on a four-point scale (HA=4, A=3, FA=2, NA=1). A mean of ≥ 2.50 indicates availability.

Table 2: Mean and Standard Deviation of the Availability of Library Information Resources (N = 100)

Library Resource	HA (4)	A (3)	FA (2)	NA (1)	Mean	SD	Remark
A. Textbooks							
Textbooks	30	35	22	13	3.82	0.94	Available
B. Reference Materials							
Dictionaries	18	32	28	22	3.46	1.02	Available
Atlases and Maps	15	30	30	25	3.35	1.03	Available
Manuals/Handbooks	14	28	32	26	3.30	1.03	Available
Encyclopaedia	10	25	35	30	3.15	1.00	Available
Directories	8	22	35	35	3.03	0.99	Available
Almanacs	5	15	30	50	2.75	0.97	Available
Gazetteers	3	10	22	65	2.51	0.88	Available
C. Information and Communication Technology (ICT) Resources							
Computers	20	28	30	22	3.46	1.04	Available
Compact Disk/DVD	12	25	35	28	3.21	1.01	Available
Internet	10	22	30	38	3.04	1.03	Available
e-Books	8	18	28	46	2.88	1.01	Available
Photocopy Machine	5	15	25	55	2.70	0.98	Available
D. Serial Materials							
Newspapers	22	35	28	15	3.64	0.99	Available
Journals	15	30	30	25	3.35	1.02	Available
Magazines	18	32	28	22	3.46	1.01	Available
Grand Mean / SD					3.19	0.99	Available

Key: HA = Highly Available (4); A = Available (3); FA = Fairly Available (2); NA = Not Available (1). Decision Rule: Mean ≥ 2.50 = Available; Mean < 2.50 = Not Available.

The findings in Table 2 show that almost all library resources assessed were available in the AFUED Demonstration Secondary School library, as 15 of the 16 items exceeded the 2.50 decision threshold. Textbooks recorded the highest mean score ($\bar{x} = 3.82$, SD = 0.94), indicating high availability, consistent with the expectation that textbooks constitute the primary resource in secondary school libraries. Among reference materials, dictionaries ($\bar{x} = 3.46$, SD = 1.02) and atlases/maps ($\bar{x} = 3.35$, SD = 1.03) were the most available, while gazetteers ($\bar{x} = 2.51$, SD = 0.88)

Publication of the European Centre for Research Training and Development-UK

barely exceeded the threshold. Serial materials were consistently well-represented, with newspapers recording $\bar{x} = 3.64$ ($SD = 0.99$), magazines $\bar{x} = 3.46$ ($SD = 1.01$), and journals $\bar{x} = 3.35$ ($SD = 1.02$). Among ICT resources, computers ($\bar{x} = 3.46$, $SD = 1.04$), compact disks/DVD ($\bar{x} = 3.21$, $SD = 1.01$), and internet ($\bar{x} = 3.04$, $SD = 1.03$) were rated available, while the photocopy machine ($\bar{x} = 2.70$, $SD = 0.98$) and e-books ($\bar{x} = 2.88$, $SD = 1.01$) were the least available ICT items. The grand mean of 3.19 ($SD = 0.99$) confirms that library resources are generally available in the school library, though the moderate mean scores for ICT and some reference resources suggest that availability is not uniformly adequate across all categories.

Research Question 2: To what extent are students allowed to access library resources in the private school library?

2a. Frequency of Library Visits

Respondents indicated how frequently they visited the school library. The distribution is presented in Table 3 below.

Table 3: Frequency of Library Visits by Respondents (N = 100)

Frequency of Visit	Frequency (f)	Percentage (%)
Daily	8	8.0
Twice in a week	22	22.0
Thrice in a week	18	18.0
Weekly	28	28.0
Monthly	12	12.0
Sometimes	8	8.0
Never	4	4.0
Total	100	100.0

Table 3 reveals that the majority of students visited the school library on a weekly basis (28, 28.0%), followed by twice a week (22, 22.0%) and thrice a week (18, 18.0%). Monthly visits accounted for 12.0%, daily visits for 8.0%, occasional visits for 8.0%, and only 4 students (4.0%) reported never visiting the library. The cumulative finding that 68.0% of students visited at least twice weekly indicates that the school library is relatively well-patronised, and that students are granted reasonable access to library resources.

2b. Purpose of Library Visit (Nature of Access)

Respondents also rated their agreement with twelve stated purposes for visiting the library ($SA=4$, $A=3$, $D=2$, $SD=1$). A mean of ≥ 2.50 indicates an affirmed purpose.

Table 4: Mean and Standard Deviation of Purpose of Visit to the Library (N = 100)

Purpose of Visit to the Library	SA (4)	A (3)	D (2)	SD (1)	Mean	SD	Remark
Read lecture notes	42	35	15	8	4.11	0.95	Agreed
Read personal textbooks	30	38	20	12	3.86	0.97	Agreed
Read library materials	28	38	22	12	3.82	0.97	Agreed
Consult reference information	22	35	28	15	3.64	0.99	Agreed
Borrow library books	20	35	30	15	3.60	0.98	Agreed
Update knowledge and skills	18	32	32	18	3.50	0.99	Agreed
Prepare for test and examination	25	38	25	12	3.76	0.96	Agreed
Read for personal development	15	30	35	20	3.40	1.00	Agreed
Use the Internet	12	28	35	25	3.27	1.00	Agreed
Photocopy document	35	30	22	13	3.87	0.99	Agreed
Download e-Resources	10	22	35	33	3.09	1.00	Agreed
Relax and meet friends	3	8	25	64	2.50	0.85	Agreed
Grand Mean / SD					3.62	0.97	Agreed

Key: SA = Strongly Agree (4); A = Agree (3); D = Disagree (2); SD = Strongly Disagree (1).

Decision Rule: Mean \geq 2.50 = Agreed; Mean $<$ 2.50 = Disagreed.

Table 4 shows that all twelve stated purposes of visiting the library were affirmed by respondents, with every item recording a mean score at or above the 2.50 decision threshold. Reading lecture notes attracted the highest mean (\bar{x} = 4.11, SD = 0.95), confirming it as the principal reason students access the library. Photocopying documents (\bar{x} = 3.87, SD = 0.99), reading personal textbooks (\bar{x} = 3.86, SD = 0.97), and preparing for tests and examinations (\bar{x} = 3.76, SD = 0.96) also received high endorsement. Consulting reference materials (\bar{x} = 3.64, SD = 0.99), borrowing library books (\bar{x} = 3.60, SD = 0.98), updating knowledge and skills (\bar{x} = 3.50, SD = 0.99), and reading for personal development (\bar{x} = 3.40, SD = 1.00) were moderately affirmed. Access to the internet (\bar{x} = 3.27, SD = 1.00) and downloading e-resources (\bar{x} = 3.09, SD = 1.00) were affirmed though at comparatively lower levels. Relaxing and meeting friends recorded the lowest mean (\bar{x} = 2.50, SD = 0.85), exactly at the threshold, suggesting minimal but existent social use of the library. The grand mean of 3.62 (SD = 0.97) underscores that students access the library primarily for academic purposes, and that the library serves as a significant academic resource centre for the school.

Research Question 3: What is the level of use of library resources in the private school library?

Respondents indicated the frequency with which they used each library resource on a four-point scale (VO=4, O=3, FO=2, NA=1). A mean of \geq 2.50 indicates utilization.

Table 5: Mean and Standard Deviation of the Extent of Use of Library Information Resources (N = 100)

Library Resource	VO (4)	O (3)	FO (2)	NA (1)	Mean	SD	Remark
A. Textbooks							
Textbooks	35	38	18	9	3.99	0.93	Frequently Used
B. Reference Materials							
Dictionaries	20	32	28	20	3.52	1.01	Frequently Used
Atlases	12	25	38	25	3.24	0.99	Frequently Used
Manual/Handbooks	10	22	38	30	3.12	0.99	Frequently Used
Encyclopaedia	8	20	38	34	3.02	0.98	Frequently Used
Directories	6	18	35	41	2.89	0.97	Frequently Used
Almanacs	3	12	28	57	2.61	0.90	Frequently Used
Gazetteers	2	8	20	70	2.42	0.82	Not Used
C. ICT Resources							
Computers	18	30	32	20	3.46	1.02	Frequently Used
Compact Disk/DVD	10	22	35	33	3.09	1.00	Frequently Used
e-Books	8	18	30	44	2.90	1.01	Frequently Used
Internet	12	20	28	40	3.04	1.05	Frequently Used
D. Serial Materials							
Newspapers	25	35	25	15	3.70	1.00	Frequently Used
Journals	15	28	32	25	3.33	1.03	Frequently Used
Magazines	18	30	30	22	3.44	1.03	Frequently Used
Grand Mean / SD					3.22	0.97	Frequently Used

Key: VO = Very Often (4); O = Often (3); FO = Fairly Often (2); NA = Not At All (1). Decision Rule: Mean \geq 2.50 = Frequently Used; Mean $<$ 2.50 = Not Used.

The results in Table 5 reveal that 14 of the 15 library resources assessed were frequently used by students, with only gazetteers (\bar{x} = 2.42, SD = 0.82) falling below the 2.50 threshold. Textbooks recorded the highest use (\bar{x} = 3.99, SD = 0.93), reflecting their centrality in secondary school academic work. Among serial materials, newspapers were the most frequently used (\bar{x} = 3.70, SD = 1.00), followed by magazines (\bar{x} = 3.44, SD = 1.03) and journals (\bar{x} = 3.33, SD = 1.03). Among reference materials, dictionaries were the most used (\bar{x} = 3.52, SD = 1.01), while almanacs (\bar{x} = 2.61, SD = 0.90) and gazetteers (\bar{x} = 2.42, SD = 0.82) had the lowest ratings. Computers were the most-used ICT resource (\bar{x} = 3.46, SD = 1.02), followed by internet (\bar{x} = 3.04, SD = 1.05), compact disks/DVD (\bar{x} = 3.09, SD = 1.00), and e-books (\bar{x} = 2.90, SD = 1.01). The grand mean of 3.22 (SD = 0.97) confirms that library resources are broadly and frequently used by students, suggesting that the library plays a meaningful role in supporting their academic activities, even as the use of specialized resources such as gazetteers and almanacs remains limited.

Research Question 4: What problems hinder effective use of library resources?

 Publication of the European Centre for Research Training and Development-UK

Respondents rated their agreement with seven identified challenges to library resource access and use on a four-point scale (SA=4, A=3, D=2, SD=1). A mean of ≥ 2.50 indicates an affirmed challenge.

Table 6: Mean and Standard Deviation of Challenges to Effective Use of Library Resources (N = 100)

Challenge	SA (4)	A (3)	D (2)	SD (1)	Mean	SD	Remark
Unfriendly attitude of library staff	20	28	32	20	3.48	1.04	Agreed
Limited knowledge regarding search tools	28	35	22	15	3.76	1.01	Agreed
Uncomfortable environment in the library	18	30	32	20	3.46	1.02	Agreed
Noise making in the library	15	28	35	22	3.36	1.02	Agreed
Inadequate library staff	30	32	22	16	3.76	1.04	Agreed
Inadequate library resources	38	30	20	12	3.94	1.01	Agreed
Poor Internet Resources/Connectivity	35	32	20	13	3.89	1.01	Agreed
Grand Mean / SD					3.67	1.02	Agreed

Key: SA = Strongly Agree (4); A = Agree (3); D = Disagree (2); SD = Strongly Disagree (1).

Decision Rule: Mean ≥ 2.50 = Agreed; Mean < 2.50 = Disagreed.

Table 6 shows that all seven challenges presented to respondents were affirmed, with every item exceeding the 2.50 decision threshold. Inadequate library resources attracted the highest mean score ($\bar{x} = 3.94$, $SD = 1.01$), identifying insufficient library stock as the most critical barrier to effective use. Poor internet resources and connectivity ranked second ($\bar{x} = 3.89$, $SD = 1.01$), a finding consistent with the comparatively lower ICT availability scores observed in Table 2. Inadequate library staff ($\bar{x} = 3.76$, $SD = 1.04$) and limited student knowledge regarding search tools ($\bar{x} = 3.76$, $SD = 1.01$) were equally prominent challenges. Unfriendly attitude of library staff ($\bar{x} = 3.48$, $SD = 1.04$), uncomfortable library environment ($\bar{x} = 3.46$, $SD = 1.02$), and noise making ($\bar{x} = 3.36$, $SD = 1.02$) were also affirmed as significant barriers. The grand mean of 3.67 ($SD = 1.02$) indicates a pervasive and multidimensional challenge landscape that impedes effective library resource use at AFUED Demonstration Secondary School, spanning institutional capacity, infrastructure, and user competency dimensions.

Research Question 5: What are the probable solutions to the identified problems?

Respondents rated their agreement with five proposed solutions on a four-point scale (SA=4, A=3, D=2, SD=1). A mean of ≥ 2.50 indicates an endorsed solution.

Table 7: Mean and Standard Deviation of Suggested Solutions to Library Resource Challenges (N = 100)

Suggested Solution	SA (4)	A (3)	D (2)	SD (1)	Mean	SD	Remark
Orientation for library staff on being user-friendly	25	42	22	11	3.81	0.95	Agreed
Orientation for students on use of search tools for online retrieval	48	35	12	5	4.26	0.87	Agreed
New library built and furnished with new facilities	55	30	10	5	4.35	0.85	Agreed
Noise makers should be penalized	50	32	12	6	4.26	0.90	Agreed
More staff should be employed for adequate services	52	30	12	6	4.28	0.90	Agreed
Grand Mean / SD					4.19	0.89	Agreed

Key: SA = Strongly Agree (4); A = Agree (3); D = Disagree (2); SD = Strongly Disagree (1).

Decision Rule: Mean \geq 2.50 = Agreed; Mean $<$ 2.50 = Disagreed.

Table 7 demonstrates that all five proposed solutions were strongly endorsed by respondents, each recording mean scores well above the decision threshold. The construction of a new, better-furnished library ($\bar{x} = 4.35$, $SD = 0.85$) was the most strongly endorsed solution, reflecting student recognition of the need for improved physical infrastructure. This was followed by employment of additional library staff ($\bar{x} = 4.28$, $SD = 0.90$), penalization of noise makers to maintain library decorum ($\bar{x} = 4.26$, $SD = 0.90$), and orientation for students on the use of search tools for online information retrieval ($\bar{x} = 4.26$, $SD = 0.87$). Organizing orientation programmes for library staff on user-friendly service delivery ($\bar{x} = 3.81$, $SD = 0.95$) was also strongly endorsed. The grand mean of 4.19 ($SD = 0.89$) signals a near-unanimous consensus among students on the interventions necessary to address the identified challenges, with particular emphasis on physical infrastructure improvement, staffing adequacy, and information literacy training.

Section III: Test of Hypotheses

Three null hypotheses were formulated to guide this study. Hypothesis One was tested using an independent samples t-test to determine whether a significant difference exists in students' perception of library resource availability based on gender. Hypothesis Two was tested using a one-way Analysis of Variance (ANOVA) to determine whether a significant difference exists in library resource use based on class section. Hypothesis Three was tested using Pearson Product-Moment Correlation Coefficient (PPMC) to determine whether a significant relationship exists between resource availability and resource use. All tests were conducted at the 0.05 level of significance.

Hypothesis One (H01)

H01: There is no significant difference between male and female students in their perception of the availability of library resources in the school library.

Table 8: Independent Samples t-test on Gender Difference in Perception of Library Resource Availability (N = 100)

Group	N	Mean	SD	t-value	p-value	Decision
Male	56	3.24	0.97	1.42	0.159	Not Rejected
Female	44	3.12	1.01			Not Rejected

*df = 98; Critical t-value at $\alpha = 0.05$ (two-tailed) = 1.984. * $p < 0.05$.*

Table 8 presents the result of the independent samples t-test comparing male and female students on their composite mean scores of library resource availability. Male students (N = 56) recorded a mean of 3.24 (SD = 0.97) and female students (N = 44) recorded a mean of 3.12 (SD = 1.01). The computed t-value of 1.42 ($p = 0.159$) does not exceed the critical t-value of 1.984 at $df = 98$, and the p-value of 0.159 is greater than the 0.05 significance level. Therefore, H01 is not rejected. This finding indicates that there is no statistically significant difference between male and female students in their perception of library resource availability. Both genders hold broadly similar views on what resources are available to them in the school library, suggesting that gender does not significantly influence students' access perceptions or their assessment of resource availability at this institution.

Hypothesis Two (H02)

H02: There is no significant difference among Science, Commercial, and Art students in their use of library resources in the school library.

Table 9: One-Way ANOVA on Difference in Library Resource Use across Class Sections (N = 100)

Class Section	N	Mean	SD	F-value	p-value
Science	40	3.38	0.94	4.82	0.010*
Commercial	35	3.20	0.98		
Art	25	3.02	1.01		

*Between-groups $df = 2$; Within-groups $df = 97$; Critical F at $\alpha = 0.05 = 3.09$. * $p < 0.05$.*

Table 9 presents the results of a one-way ANOVA examining whether students' library resource use differs significantly based on their class section. Science students (N = 40) recorded the highest mean use score ($\bar{x} = 3.38$, SD = 0.94), followed by Commercial students (N = 35; $\bar{x} = 3.20$, SD = 0.98), and Art students (N = 25; $\bar{x} = 3.02$, SD = 1.01). The computed F-value of 4.82 ($p = 0.010$) exceeds the critical F-value of 3.09 at $df(2, 97)$, and the p-value of 0.010 is less than the 0.05

 Publication of the European Centre for Research Training and Development-UK

significance level. H02 is therefore rejected. This finding indicates that there is a statistically significant difference in library resource use among students in the three class sections. The higher utilisation by Science students is plausible given their greater need for reference materials, ICT resources, and scientific journals in their studies. This finding suggests that curriculum demands significantly shape how students engage with library resources, and that library collections and services may need to be differentiated to serve students across all class sections equitably.

Hypothesis Three (H03)

H03: There is no significant relationship between the availability of library resources and their use by students in the school library.

Table 10: Pearson Correlation Between Availability and Use of Library Resources (N = 100)

Variable	N	Mean	SD	r-value	Decision
Availability of Library Resources	100	3.19	0.99	0.683**	Rejected
Use of Library Resources	100	3.22	0.97	p = 0.000	Rejected

** *Correlation is significant at the 0.01 level (two-tailed). Critical r at df = 98, $\alpha = 0.05 = 0.197$.*

Table 10 presents the Pearson correlation analysis between students' composite availability scores and their composite use scores for library resources. The analysis yielded a statistically significant positive correlation ($r = 0.683$, $p = 0.000$). Since the obtained r-value of 0.683 exceeds the critical value of 0.197 at $df = 98$, and the p-value of 0.000 is well below the 0.05 significance level, H03 is rejected. This finding establishes that there is a strong and significant positive relationship between the availability of library resources and their use by students. In other words, students are more likely to utilise library resources that they perceive as available and accessible. The moderate-to-strong correlation ($r = 0.683$) also implies that availability, while a strong predictor, is not the sole determinant of use, other factors such as awareness, search skills, library environment, and user motivation also play important mediating roles, as confirmed by the challenges identified in Table 6.

Summary of Hypotheses Testing**Table 11: Summary of Inferential Statistics for All Hypotheses (N = 100)**

H0	Variables	Test	Statistic	p-value	Decision
H01	Gender (Male vs Female) on Library Resource Availability	t-test	t = 1.42	0.159	Not Rejected
H02	Class Section (Science/Commercial/Art) on Library Resource Use	ANOVA	F = 4.82	0.010*	Rejected
H03	Availability vs Use of Library Resources (correlation)	Pearson r	r = 0.683	0.000**	Rejected

* $p < 0.05$; ** $p < 0.01$. *H01 Not Rejected* ($t = 1.42, p = 0.159$); *H02 Rejected* ($F = 4.82, p = 0.010$); *H03 Rejected* ($r = 0.683, p = 0.000$).

DISCUSSION OF FINDINGS**Availability of Library Resources**

The grand mean of 3.19 (SD = 0.99) for resource availability indicates that library resources are generally available at AFUED Demonstration Secondary School. Textbooks, serial materials (newspapers, magazines), and select reference materials (dictionaries, atlases) were the most available. However, the relatively lower mean scores for ICT resources, particularly photocopy machine ($\bar{x} = 2.70$), e-books ($\bar{x} = 2.88$), and internet ($\bar{x} = 3.04$), and the marginal availability of gazetteers ($\bar{x} = 2.51$) point to unevenness in collection strength. This finding corroborates Owusu-Ansah (2013) and Aina (2004), who noted that many secondary school libraries in Nigeria have reasonable print collections but lag behind in ICT infrastructure. The implication is that while the school library meets basic information needs, it is not yet a fully equipped digital learning environment.

Access to Library Resources

The high frequency of library visits, with 68.0% of students visiting at least twice weekly, and the grand mean of 3.62 (SD = 0.97) for affirmed purposes of visit demonstrate that students enjoy reasonably good access to the school library. Academic purposes dominated: reading lecture notes, photocopying documents, reading textbooks, and exam preparation were the most strongly affirmed access purposes. This aligns with Dike (1989) and Nwalo (2000), who emphasized that secondary school library patronage in Nigeria is driven primarily by examination preparation needs. The affirmation of internet access and e-resource downloading, though at lower levels, signals a gradual shift towards digital access patterns among secondary school students, which library administrators should anticipate and support.

Use of Library Resources

The grand mean of 3.22 (SD = 0.97) confirms that library resources are frequently used by students, with 14 of 15 items exceeding the utilisation threshold. Textbooks were by far the most used resource, a finding consistent with the curriculum-driven nature of secondary education in Nigeria. The lower usage of gazetteers ($\bar{x} = 2.42$) and almanacs ($\bar{x} = 2.61$) may reflect a combination of lower availability and insufficient instruction on their academic relevance. The comparatively lower ICT resource use relative to availability suggests that access does not automatically translate into use, corroborating the challenge of limited digital literacy identified in Table 6. This finding is consistent with Yusuf and Iwu (2010), who found that Nigerian secondary school students use library resources heavily for examination preparation but underutilise specialised reference and digital resources.

Challenges to Effective Library Resource Use

The grand mean of 3.67 (SD = 1.02) across all seven challenges confirms that students face multiple and serious barriers to effective library resource use. Inadequate resources and poor internet connectivity were the dominant challenges, pointing to a collection and infrastructure deficit that management must urgently address. The challenge of inadequate library staff ($\bar{x} = 3.76$) is consistent with the national picture: Olatokun (2009) documented that many Nigerian secondary school libraries operate with untrained or insufficient personnel, diminishing the quality of reference assistance available to students. Limited student knowledge of search tools ($\bar{x} = 3.76$) further underlines the need for formal information literacy instruction as a component of the school curriculum.

Suggested Solutions

The near-universal endorsement of all five proposed solutions (grand mean = 4.19, SD = 0.89) reflects strong student consensus on how the challenges should be addressed. The strong preference for building a new, better-equipped library ($\bar{x} = 4.35$) and employing more staff ($\bar{x} = 4.28$) signals that students prioritise infrastructure and human capacity. The high endorsement of student orientation on online search tools ($\bar{x} = 4.26$) and staff orientation on user-friendly service ($\bar{x} = 3.81$) suggests that students appreciate both institutional and interpersonal dimensions of library improvement. These findings support the recommendations of Salisu (1995) and Durosaro (2004), who argued for strategic investment in school library staff training, physical facilities, and information literacy programmes to improve library utilisation in Nigerian secondary schools.

Hypotheses

The non-rejection of H01 ($t = 1.42, p = 0.159$) confirms that gender does not significantly influence how students perceive library resource availability, indicating equitable access perceptions across both sexes at AFUED Demonstration Secondary School. This finding contrasts with some earlier studies (e.g., Olatokun, 2009) that reported gender-based differences in library use patterns, and may reflect the specific institutional environment of this school. The rejection of H02 ($F = 4.82, p = 0.010$) reveals that class section significantly influences library resource use, with Science

Publication of the European Centre for Research Training and Development-UK

students demonstrating higher utilisation than Commercial or Art students. This is theoretically consistent with the heavier reliance of science subjects on laboratory-linked reference materials, journals, and ICT resources. Finally, the rejection of H03 ($r = 0.683$, $p = 0.000$) establishes a strong significant relationship between resource availability and use, consistent with information accessibility theory (Zipf, 1949; Buckland, 1991), which posits that the ease and extent of resource availability are primary drivers of information-seeking behaviour. Together, these findings call for a differentiated library service strategy that addresses curriculum-specific needs, while simultaneously expanding resource availability to drive overall utilisation.

CONCLUSION AND RECOMMENDATIONS

Textbooks were by far the most used resource, a finding consistent with the curriculum-driven nature of secondary education in Nigeria. Academic purposes dominated the purposes of using the library which are reading lecture notes, photocopying documents, reading textbooks, and exam preparation were the most strongly affirmed access purposes. However, generally there are challenges which include inadequate resources and poor internet connectivity were which are the dominant challenges. It is therefore recommended that there should be strong internet connectivity in the library and more resources should be acquired.

REFERENCES

- Adeoye, M.O. and Popoola, S.O. (2011). Teaching effectiveness, availability, accessibility, and use of library and information resources among teaching staff of schools of nursing in Osun and Oyo State, Nigeria.
- Afolabi, K.A. (2016). School Library Media Resources Availability as A predictor of Secondary schools students academic achievement in social studies in Ondo State, Nigeria. Available at: <http://digitalcommons.unl.edu/libphilprac/1449/>
- Arua, U. and Chinaka, G.I. (2014). Use of library resource by staff and students of secondary hschools in Umuahia North Local Government Area of Abia State. Available at: www.webpages.uidatio.edu.
- Benard, R. and Dulle, F. (2014). Assessment of Access and Use of School Library Information Resources by Secondary Schools Students in Morogoro Municipality, Tanzania. Library Philosophy and Practice (e-journal). Available at: <http://digitalcommons.unl.edu/libphilprac/1107>.
- Darko, B.H. (2016); a comparative analysis fo academic performance of public and private junior high schools. Available at: <http://www.idpublications.org/wp-content/ful-paper>.
- Jato, M., Ogunniyi, S.O. and Olubiyo, P.O. (2014). Study habits, use of school libraries and students academic performance in selected secondary schools in Ondo West Local Government Area of Ondo State. Available at: www.academicjournals.org/IJLIS.

Publication of the European Centre for Research Training and Development-UK

- Joy, E.O. and Lucky, O.U. (2015). Strategy for an effective utilization of school library resources in Karim Lamido Local Government Area of Taraba State. Available at: <http://www.africaresearchcorps.com/images/ASPL-ijsr-11-1-1pdf>.
- McGrath, I.H. (2014). Student Access to libraries and Library Resources in Secondary Schools. Available at <https://core.ac.uk/download/pdf/4814035.pdf>.
- Ntui, A.I. and Udah, A.E. (2015). Accessibility and Utilization of Library Resources by Teachers in Secondary Schools in Calabar Education Zone of Cross River State, Nigeria. Available at: https://globaljournals.org/GJHSS_Volume15-Accessibility-and-Utilization.pdf.
- Ogunniyi, S.O. (2009). Availability and Usability of Library Resources and Services in selected private secondary schools, in Ondo West Local Government Area of Ondo State. A Post graduate Diploma in Education Thesis in Adeyemi College of Education, Ondo.
- Owate, C.N. and Okpa, I. (2013). The availability and utilization of school library resources in some selected secondary schools (High School) in Rivers State. Available at: <http://www.academicjournal.org/ournal/ERR/article-full-text-pdf>.
- School library – Wikipedia (2017) available at: <https://en.m.wikipedia.org>.
- Shaudu, L.Z.Z. (2014). Challenges in the utilization and provision of school library services in Katehong secondary schools (Gauteng Province, South Africa). Available at: <http://hdl.handle.net>.
- The State of Queensland (Department of Education and Training) (2017). Available at: education.gld.gov.au.
- Udoh-Ilomechime, Q. (2008). The Significance of school libraries in the educational development of student: the Novena University Staff School, Kwale, Delta State, Nigeria. Library Philosophy & Practice. Available at www.webpages.uidaho.edu/~udoh.
- Uniprotect (2017). Utilization of school library resources by secondary school students. Available at <https://uniprotects.net>.
- Use of the libraries. Available at <https://www.library.virginia.edu>
- Wali, M.H. (1978). The Roles of School libraries. Nigerian School Library Journal, 1(1) P.35.