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**AVAILABILITY AND UTILISATION OF SCHOOL LIBRARY RESOURCES FOR
LEARNING ACTIVENESS BY STUDENTS IN SELECTED SECONDARY SCHOOLS
IN ISOKAN LOCAL GOVERNMENT, OSUN STATE, NIGERIA**

BY

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ABSTRACT

This study investigates the availability and utilization of school library resources by secondary school students in five selected secondary schools in Isokan local government area of Osun state, Nigeria. The main objective of this study was to assess availability, purpose and frequency of, as well as constraints and strategies to improve use of school library resources by students of secondary schools in Isokan. Local Government, Osun State, Nigeria.

Simple random sampling with proportionate to sample was used to select 2.5% respondents from each selected school to make a sample size of 228 respondents. The study employed descriptive survey research design and used the method to collect quantitative data. Data was collected by using the structured questionnaire. Quantitative data was analysed by using SPSS.

Findings revealed that dictionaries, textbooks, encyclopedias, CD-ROMs and novels were very readily available for use by secondary school students. Findings also revealed that the major purposes for which secondary school students used information resources were for assignment, continuous assessment preparation, knowledge update, competition and quiz preparation. Findings further showed that Magazines and Journals, Internet resources, Encyclopedias and Databases were the information resources most frequently used by the secondary school students. The findings further revealed that secondary school students averred erratic power supply, lack of modern techniques for learning, lack of locating tools like online public access catalogue, inadequate staff to assist users and poor awareness of the users to information service as major constraints. However, awareness of the information resources in the library, employment of computer technicians for routine repairs, provision of digital libraries, adequate provision of online computers/e-mail and provision of standby generators for regular power supply were major factors that promote the use of the information resources by secondary school students.

This study recommends collaboration with all stakeholders in secondary education in the country in order to make adequate provision of fund and proactive measures necessary for the provision of current and up to date information resources and also for the employment of qualified and trained teacher librarian.

Keywords: Availability, School library resources, Secondary school students, Utilisation

Introduction

The main function of a typical school library is to avail all books, periodicals and other reading materials to the learners at their convenience (Mogaka, 2019). A school library provide to students information resources which are of interest and value to them, therefore, students who often use a school library indicate better learning activeness than those who fail to make use of the school library. A school library helps students to develop good learning/studying activeness for the purpose of reading for leisure, to pass examinations and to obtain information on different aspects of life (George, 2011). A school library is an important entity that cannot be ignored as it acts as a parent to the institution leading to the development of all-round students. According to Busayo (2011), a school library is an integral part of an education system that cannot be ignored since it can affect the quality of education in schools. It is therefore an important component of a school right from primary through secondary school system.

Therefore, school libraries are libraries that are set up in nursery, primary and secondary school to cater for the teaching and learning needs of the pupils, students and their teachers. They provide printed and non-printed materials to facilitate learning. (Aju and Karim, 2014). School libraries in the educational institutions such as pre-primary, primary and secondary schools are important to the life wire and foundational up-bringing of children. This is because they primarily stock materials that are of interest and developmental growth for young teenagers and youths of the era (Ternenge and Agipu, 2019). School libraries are known as learning laboratory for the school. They provide the total learning package required by the students and their teachers. They exist to provide a range of learning opportunities for both large and small groups as well as individuals with a focus on intellectual content, information literacy and the learner (Morris, 2004).

Ternenge and Agipu (2019) explained that school libraries can help in the development of the secondary education system. Since the task of the library is that of collecting, sorting and organising books and making them available to students, it implies that availability of books is clearly central to information provision in secondary school libraries and it can be used as a

measure of library performance. However, availability of library resources could give secondary school students' confidence in carrying out their assignments. This means that its adequacy in quantity and quality promotes learning activeness among the students.

Bernard and Frankwell (2014) concluded that for effective use of school library by the secondary school students for learning activeness, there is need for current and adequate school library information resources, provision of accommodation facilities, and provision of professional school librarians to manage libraries and conducive reading environment. Therefore, this study was carried out to investigate availability and utilisation of school library resources for learning activeness by students in selected secondary schools in Isokan Local Government, Osun state, Nigeria.

Statement of the problem

Availability and utilisation of school library resources by secondary school students is a matter of serious concern to every stakeholder in the secondary school system. It must be bore in mind that the degree of usefulness of any school library resources depends on its maximum utilisation by students otherwise it is as good as wasted. It could be observed that lack of standard school library with relevant information resources which students could use for their studies, could be one of the major causes of mass failure in the school. However while acknowledging the fact that several studies have been carried out on the various variables that can affect students' use of information resources. little is known about the availability and use of school library information resources in secondary schools. Therefore, this is the gap that this study seeks to fill. It is against this background that this study aims at examining the availability and utilization of information resources by secondary school students in selected secondary schools in Isokan Local Government Area, Osun State, Nigeria.

Literature review

Availability of school library resources to secondary school students

In his study, Mogaki (2019) established the level of availability and utilisation of library resources among the selected secondary schools and was assessed through the use of rating scale questionnaire, which helped the student respondents to rate the availability and utilisation of the library resources in various subject areas. Findings from the study reveals that, despite of the

general understanding that there is strong connection between the students' use of school library and their learning activeness, many day secondary schools in Kisii County have no adequate library resources for the students to use. This implies that, on average, the library resources among the sampled schools is only adequate for just slightly above half (52.4%) of student population in the county. Worse still, the level of availability of library resources is not corresponding with their utilization, as reflected by mean average utilisation level. Whereas some of the schools have at least a few library resources, the usage of these resources is only at 50.2%. This implies that the available library resources are not maximally utilized.

From the study of Asuata and Emasealu (2022), the respondents in responding to the availability of information resources agreed that books (93%), Periodicals (68.4%), Sign language (75.4%), Picture books (184.2%), Story books(89.5%), Craft books (70.2%), are available in these schools with more than 50% of the responses as available, while Text telephone TTY (21.1%), Book tape kits (21.1%), Wall maps (29.8%), Assistive hearing aids (17.5%), Assistive listening devices(35.1%), Signing books (22.8%), Projectors (26.3%), Electronic Resources (17.5%), Computer (10.5%), Decoder (12.3%) is lower than the criterion point of 50%. Hence the availability of such library information resources in these schools are poor.

Findings from the study of Oyedipe, Adekunmisi, Ajiboye, Olanrewaju, and Adesoye, (2018) shows that textbooks (190) (95.0%), dictionaries (185) (92.5%) and encyclopedias (150) (75.0%) are the most relevant library resources available in the selected libraries. Abstracts (70) (35.0%), bibliographies (70) (35.0%) and conference proceedings (60) (30.0%) are the least relevant library resources according to the respondents. The findings confirmed further revealed that conference proceedings, abstracts, indexes and bibliographies are inadequate in number and most are obsolete. Uriel (2016) reports the types of information resources available at the library. All the participants 681 (100%) indicated that textbooks are available in the library while 572 (84%) confirmed that the library has serials. 115 (16.9%) agreed the library has computers, 314 (46.1%) show the presence of internet and 90 (13.2%) indicated the library possessed films (audio-visuals).

Use of school library resources by secondary school students

Findings from the study of Asuata and Emasealu (2022) shows that among the items, Books (3.43), periodicals (2.98), sign language Videos (2.98), picture books (2.83), Story books (2.98) and craft books (2.91). These information resources obtained mean scores higher than the criterion mean score and are therefore utilized ($\bar{x} \geq 2.50$). While other information resources such as Text telephone TTY (2.15), Book Tape Kits (1.89), Wall maps (1.85), Assistive hearing aids (1.98), Assistive Listening devices (1.85), Signing books (1.80), Projectors (1.65), Electronic resources (1.65), Computer/internet (1.72), Decoder (1.46) obtained mean scores lower than the criterion mean score and are therefore under-utilised.

Findings from the study of Uriel (2016) shows the extent of utilisation of information resources by students. Findings reveals that 670 (98.4%) students mainly utilised textbooks, followed by 341 (50.1%) stating serials, 256 (37.6%) indicated the internet, 93 (13.7%) agreed students use of computers while 41 (6.0%) mentioned films. Evidence show that 436 (64%) often used information resources, followed by 144 (21.2%) relative use of information resources, 90(13.2%) respondents indicates very often utilisation, while 11 (1.6%) responded to the null use of information resources by students.

Constraints being faced in the use of school library resources by secondary school students

The respondents in the study of Asuata and Emasealu (2022) agreed that poor funding with a mean score of 3.07, poor maintenance culture with a mean score of 2.72, inadequate structures with a mean score of 3.11, unavailability of a librarian with a mean score of 2.87, poor knowledge of available resources with a mean score of 2.94 and developmental gap with a mean score of 3.07. The respondents further accepted poor maintenance culture with a mean score of 2.93 unavailability of a librarian with a mean score of 2.67, inaccessibility of the library information resources with a mean score of 2.83, unavailability of library information resources with a mean score of 2.76, relevance of the material with a mean score of 3.06, lack of internet services with a mean score of 3.00, inadequate education and training programme with a mean score of 2.87, technophobia with a mean score of 2.72, difficulty in communication) with a mean score of 2.93 and lack of library orientation with a mean score of 2.76. This shows that all the

items are barriers that affect the utilisation of library information resources for the students in schools.

Research questions

The following research questions have been formulated to guide the study:

- What are the types of school library resources available to students in the selected secondary schools in Isokan Local Government, Osun State, Nigeria?
- What are the purposes of use of school library resources by students in the selected secondary schools in Isokan Local Government, Osun State, Nigeria?
- What is the frequency of use of school library resources by students in the selected secondary schools in Isokan Local Government, Osun State, Nigeria?
- What are the constraints to the use of school library resources by students in the selected secondary schools in Isokan Local Government, Osun State, Nigeria?
- What are the strategies for improving the use of school library resources by students in secondary schools in Isokan Local Government, Osun State, Nigeria?

Methodology

The study adopted the descriptive survey research design. The population of this study included all the students in the selected five secondary schools in Isokan Local Government Area of Osun State, Nigeria, with a population of two thousand, two hundred and eighty-six (2,286) students. The study adopted simple random sampling technique with proportionate to size used to select the sample size of students. A sample fraction of 10.0% was used to obtain a total number of 228 students as the sample size for the study. Questionnaire was the instrument used to collect data and was titled: availability and utilisation of school library resources for learning activeness by students in selected secondary schools in Isokan Local Government, Osun State, Nigeria. Data analysis was carried with the out use of simple descriptive statistical analysis of frequency counts, percentages, mean and standard deviation for the research questions.

Results and discussion

Demographic characteristics of the respondents

Descriptive statistics of frequencies and percentages were used for the demographic information of the respondents. Table 1 reveals the type of school of respondents in the selected secondary schools in Isokan Local Government Area, the largest number of respondents were in Government owned schools 161(70.6%) while 67 (29.4%) were in Private owned schools. Findings also revealed that the majority of the respondents by class were in Senior Secondary School (SSS) 1 70(30.7%), in SSS 3 63(27.6%), in SSS2 40(17.5%), in JSS3 30(13.2%), in JSS2 25(11.0%) while none were from the Junior Secondary School (JSS) 1. Majority of the respondents were between the age range of 16-20years, 140(61.4%) while only 88 (38.6%) were between 11-15years. Findings revealed that there were more females 136(59.6%) than males 92(40.4%) in the selected schools. The analysis indicated a high rate of Muslims in all selected schools except Community High School, Ikoyi and Seat of Wisdom School, Ikoyi with high rate of Christians. Majority of the respondents were Muslims 126(55.3%) while 102(44.7%) Christians.

Variables	Name of Schools											
	Saint Anthony High School Ikoyi		Muslim Middle School Ikoyi		Community High School Ikoyi		Adrem Model School Apomu		Seat of Wisdom School Ikoyi		Total	
	F	%	F	%	F	%	F	%	F	%	F	%
Private	0	0	0	0	0	0	31	13.6	36	15.8	67	29.4
Government	31	13.6	67	29.4	63	27.6	0	0	0	0	161	70.6
Total	31	13.6	67	29.4	63	27.6	31	13.6	36	15.8	228	100.0
Class												
JSS2	9	36.0	11	44.0	1	4.0	0	0	4	16.0	25	11.0
JSS3	0	0	17	56.7	5	16.7	0	0	8	26.7	30	13.2
SSS1	10	14.3	16	22.9	18	25.7	14	20.0	12	17.1	70	30.7
SSS2	3	7.5	21	52.5	3	7.5	3	7.5	10	25.0	40	17.5
SSS3	9	14.3	2	3.2	36	57.1	1	22.0	2	3.2	63	27.6

		3					4	2				
Total	3 1	13. 6	6 7	29. 4	63	27.6	3 1	13. 6	3 6	15. 8	22 8	100. 0
Age group												
11-15	1 5	17. 0	2 8	31. 8	11	12.5	6	6.8	2 8	31. 8	88	38.6
16-20	1 6	11. 4	3 9	27. 9	52	37.1	2 5	17. 9	8	5.7	14 0	61.4
Total	3 1	13. 6	6 7	29.4	63	27.6	31	13. 6	36	15. 8	228	100.0
Gender												
Male	8	8.7	1 9	20. 7	28	30.4	1 6	17. 4	2 1	22. 8	92	40.4
Female	2 3	16. 9	4 8	35. 3	35	25.7	1 5	11. 0	1 5	11. 0	13 6	59.6
Total	3 1	13. 6	6 7	29.4	63	27.6	31	13. 6	36	15. 8	228	100.0
Religion												
Christianity	4	3.9	3 0	29. 4	32	31.4	1 6	15. 7	2 0	19. 6	10 2	44.7
Muslim	2 7	21. 4	3 7	29. 4	31	24.6	1 5	11. 9	1 6	12. 7	12 6	55.3
Total	3 1	13. 6	6 7	29.4	63	27.6	31	13. 6	36	15. 8	228	100.0

Table 1: Demographic Characteristics of Respondents

*F=Frequency, %= Percentage

Findings from Table 2 revealed that all the ten (10) types of information resources scored high above the criterion 2.5 mean score. Dictionaries (X=3.85), Textbooks (X=3.83), Encyclopedias (X=3.76), CD-ROMs (X=3.72) and Novels (X=3.72) were very readily available to the respondents in the selected secondary schools in Isokan Local Government Area while Magazines and Journals (X=3.48) had the least response in terms of availability. Findings revealed that the respondents posited dictionaries, textbooks, encyclopedias, CD-ROMs and novels were very readily available.

Table 2: Types of school library resources available to students

INFORMATION RESOURCES	Very Readily Available		Readily Available		Not Readily Available		Not Available		Mean
	F	%	F	%	F	%	F	%	
CD-ROMs	187	82.0	23	10.1	13	5.7	5	2.2	3.72
Dictionaries	199	87.3	23	10.1	6	2.6	-	-	3.85
Encyclopaedias	195	85.5	20	8.8	5	2.2	8	3.5	3.76
Internet resources	165	72.4	53	23.2	4	1.8	6	2.6	3.65
Magazines and Journals	154	67.5	48	21.1	8	3.5	18	7.9	3.48
Newspapers and Periodicals	167	73.2	45	19.7	9	3.9	7	3.1	3.63
Pamphlets	172	75.4	29	12.7	21	9.2	6	2.6	3.61
Textbooks	200	87.7	20	8.8	6	2.6	2	.9	3.83
Databases	169	74.1	31	13.6	23	10.1	5	2.2	3.60
Novels	180	78.9	33	14.5	7	3.1	8	3.5	3.69

*F=Frequency, %= Percentage

From the findings in Table 3, it was reported that the purposes for secondary school students in Isokan Local Government Area used Information resources include assignment (X=3.75), continuous assessment preparation (X=3.69), knowledge update (X=3.68), competition and quiz preparation (X=3.66) while personal development had the least mean score(X=3.43) in terms of purpose of use. However, all the items scored above the criterion 2.50 mean score. The purposes for which secondary school students in Isokan Local Government Area used information sources were for assignment, continuous assessment preparation, knowledge update, competition and quiz preparation.

Table 3: Purpose of use of information resources by students

Information resources	Strongly agree		Agree		Disagree		Strongly disagree		Mean
	F	%	F	%	F	%	F	%	
Assignment	180	78.9	42	18.4	2	.9	4	1.8	3.75
Class Notes	156	68.4	59	25.9	3	1.3	10	4.4	3.58
Continuous Assessment	174	76.3	43	18.9	5	2.2	6	2.6	3.69

Preparation										
Competition and Quiz Preparation	176	77.2	38	16.7	2	.9	12	5.3	3.66	
Exam Preparation	151	66.2	57	25.0	5	2.2	15	6.6	3.51	
Group discussion	168	73.7	37	16.2	7	3.1	16	7.0	3.57	
Knowledge update	179	78.5	32	14.0	9	3.9	8	3.5	3.68	
Learning	148	64.9	62	27.2	10	4.4	8	3.5	3.54	
Personal development	138	60.5	62	27.2	15	6.6	13	5.7	3.43	
News and current affairs	152	66.7	61	26.8	11	4.8	4	1.8	3.58	
Seminar Preparation/Group presentation	172	75.4	32	14.0	10	4.4	14	6.1	3.59	

*F=Frequency, %= Percentage

Findings from table 4 indicated that Magazines and Journals (X=4.58), Internet resources (X=4.55), Encyclopedias (X=4.51) and Databases (X=4.50) were used most frequently for information seeking by the respondents. However, all the ten (10) types of information resources scored above the average mean score of 3.0 with the least mean score being for Novels (X=3.90) and Newspaper and Periodicals (X=3.66). From the findings, it could be ascertained that the secondary school students in Isokan Local Government Area frequently use Magazines and Journals, Internet resources, Encyclopedias and Databases for their information seeking.

Table 4: Frequency of use of information resources by students

Information resources	Daily		Weekly		Monthly		Occasionally		Never		Mean
	F	%	F	%	F	%	F	%	F	%	
CD-ROMs	87	38.2	119	52.2	12	5.3	6	2.6	4	1.8	4.22
Dictionaries	63	27.6	144	63.2	9	3.9	-	-	12	5.3	4.21
Encyclopaedias	83	36.4	117	51.3	17	7.5	3	1.3	8	3.5	4.51

Internet resources	158	69.3	49	21.5	13	5.7	5	2.2	3	1.3	4.55
Magazines and Journals	158	69.3	54	23.7	10	4.4	3	1.3	3	1.3	4.58
Newspapers and Periodicals	48	21.1	124	54.4	15	6.6	9	3.9	32	14.0	3.66
Pamphlets	170	74.6	20	8.8	11	4.8	18	7.9	9	3.9	4.42
Textbooks	60	26.3	147	64.5	8	3.5	9	3.9	4	1.8	4.10
Databases	175	76.8	21	9.2	10	4.4	14	6.1	8	3.5	4.50
Novels	145	63.6	16	7.0	11	4.8	12	5.3	44	19.3	3.90

*F=Frequency, %= Percentage

Table 5 showed that majority of the respondents acknowledged erratic power supply ($X=1.46$), lack of modern techniques for learning ($X=1.54$), lack of locating tools like online public access catalogue ($X=1.58$), inadequate staff to assist users ($X=1.64$) and poor awareness of the users to information services ($X=1.64$) as being major constraints to use of information resources. From the findings, it can be ascertained that erratic power supply, lack of modern techniques for learning, lack of locating tools like online public access catalogue, inadequate staff to assist users and poor awareness of the users to information service as major constraints to use of information resources.

Table 5: Constraints to the use of information resources by students

Challenges	Strongly agree		Agree		Disagree		Strongly disagree		Mean X
	F	%	F	%	F	%	F	%	
Erratic power supply	153	67.1	56	24.6	8	3.5	11	4.8	1.46
Inadequate staff to assist users	148	64.9	26	11.4	43	18.9	11	4.8	1.64

Lack of adequate funding	144	63.2	14	6.1	51	22.4	19	8.3	1.76
Lack of locating tools like online public access catalogue	139	61.0	56	24.6	22	9.6	11	4.8	1.58
Lack of modern techniques of learning	134	58.8	75	32.9	9	3.9	10	4.4	1.54
Out of date nature of resources	133	58.3	37	16.2	40	17.5	18	7.9	1.75
Lack of relevant and up-to-date resources	139	61.0	24	10.5	53	23.2	12	5.3	1.73
Poor Internet connectivity	126	55.3	54	23.7	20	8.8	28	12.3	1.78
Poor awareness of the users to information services	142	62.3	50	21.9	13	5.7	23	10.1	1.64
Students are not aware of information resources in the library	130	57.0	14	6.1	10	4.4	74	32.5	2.12

*F=Frequency, %= Percentage

Findings from Table 6 revealed that majority of the respondents strongly agreed that students should be aware of the information resources in the library (X=3.73), Employment of computer technicians for routine repairs (X=3.68), provision of digital libraries(X=3.64), adequate provision of online computers/e-mail(X=3.63) and provision of standby generators for regular power supply(X=3.60) were factors that promote the use of the information resources. However, training and retraining of teachers through seminars, workshops, and/or conferences had the least mean score (X=3.49) among the items listed agreed that infrastructure and promote the use of preferred information sources for information seeking. Therefore, from the findings, it can be ascertained that students should be aware of the information resources in the library, employment of computer technicians for routine repairs, provision of digital libraries, adequate provision of online computers/e-mail and provision of standby generators for regular power supply were factors that can promote the use of information resources by secondary school students.

Table 6: Strategies for improving the use of information resources by students

Strategies for improving the use of information	Strongly agree		Agree		Disagree		Strongly disagree		Mean X
	F	%	F	%	F	%	F	%	
Adequate provision of online computers/e-mail	163	71.5	54	23.7	2	.9	9	3.9	3.63

Connection of classrooms/Auditorium to the internet	114	50.0	94	41.2	18	7.9	2	0.9	3.58
Procurement of multimedia systems	176	77.2	17	7.5	28	12.3	7	3.1	3.59
Provision of incentives for library and courseware development	157	68.9	56	24.6	5	2.2	10	4.4	3.58
Provision of digital libraries	173	75.9	39	17.1	6	2.6	10	4.4	3.64
Employment of computer technicians for routine repairs	175	76.8	39	17.1	7	3.1	7	3.1	3.68
Provision of standby generators for regular power supply	176	77.2	28	12.3	9	3.9	15	6.6	3.60
Provision of security for safeguarding information materials	145	63.6	64	28.1	9	3.9	10	4.4	3.51
Training and retraining of teachers through seminars, workshops, and/or conferences.	141	61.8	63	27.6	18	7.9	6	2.6	3.49
Students should be aware of information resources in the library	183	80.3	33	14.5	8	3.5	4	1.8	3.73

***F=Frequency, %= Percentage**

Discussion of findings

Findings revealed that the respondents posited dictionaries, textbooks, encyclopedias, CD-ROMs and novels were very readily available. The purposes for which secondary school students in Isokan Local Government Area used information sources were for assignment, continuous assessment preparation, knowledge update, competition and quiz preparation. From the findings, it could be ascertained that the secondary school students in Isokan Local Government Area frequently use Magazines and Journals, Internet resources, Encyclopedias and Databases for their information seeking. From the findings, it can be ascertained that erratic power supply, lack of modern techniques for learning, lack of locating tools like online public access catalogue,

inadequate staff to assist users and poor awareness of the users to information service as major constraints to use of information resources.

Conclusion

The emergence and use of information resources has tremendously transformed information handling and management in Nigerian academic environments, and secondary schools in particular. Secondary school students derived a lot of benefits from information resources gaining access to a wider range of information readily available in order to improve on their academic performance as a result of utilization of quality information. Information resources predominantly magazines and journals, the Internet resources, encyclopaedias and databases were important resources deployed by secondary school students in Isokan Local Government Area of Osun state, Nigeria. There is need for a proactive step toward enhancing the effective use of modern technologies as tools for effective teaching and learning in today's information society. This has become necessary as a result of the importance of school library especially development of e-library in the life of the modern child and its immense role towards realising the educational and millennium goals. Therefore, for an the effective use of information resources in school libraries by the secondary school students, there is need for current and adequate school library information resources, provision of accommodation facilities, provision of professional school librarians to manage libraries and conducive reading environment.

Recommendations

Consequent upon the findings of this study, the following recommendations are being made:

- There is the need for collective action by individuals, Non-Government Organisations, and government to rescue the development of school libraries in the rural areas as well as the country at large.
- Government should put more priority on adequate provision of fund necessary for the provision of current and up to date information resources by making provision for state of the art modern technologies that will facilitate learning activities to the students and also for the employment of qualified and trained teacher-librarian
- Government should encourage teachers and school librarians by giving them special incentives that will motivate them to create necessary awareness on the use of information resources to the students. This will change the students' impression as regards the use of the school libraries.
- Government and education stakeholders should regularly organise workshops and seminars where teachers and school librarians in secondary schools would be trained on

the use of modern method that promotes higher achievement and interest in use of information resources.

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