



MANAGING SCHOOL LIBRARY SERVICES FOR EFFECTIVE ACADEMIC PERFORMANCE AND CUSTOMER SERVICES IN NIGERIA

UMAR, B. F (Mrs.)

Abubakar Tafawa Balewa University Libray, Bauchi

[*fatimabinta.umar@yahoo.com*](mailto:fatimabinta.umar@yahoo.com)

ABSTRACT

This paper discusses the concepts of school libraries, its roles to the development of education system in Nigeria. The paper also highlights the services offered in school libraries to support teaching and learning for academic excellence in the students examination. It discusses the management functions of school libraries in enhancing maximum academic performance in the school communities. Factors hindering adequate services and proper management of school libraries were identified among others as non existence of libraries in Nigerian schools, inadequate funds to properly manage school libraries, irrelevant and obsolete library materials, ignorance of the school management, teachers and students toward the roles of school library in achieving effective performance, school librarians are not recognized as a stakeholder in promoting students academic performance, school librarian not part of the school management and curriculum planning team. Establishing and adequate management of libraries at the grassroots level in both primary and secondary schools system is advocated to be mandatory on every public and private schools in Nigeria as a way forward to promote students academic excellence and customer services in Nigerian schools.

Introduction

Education remains the core of national stability, security and an instrument for political and economic growth as well as social cohesion and development. Government has made different policies relating to the development of educational sector and system in Nigeria. I.e. The universal primary education (UPE) system to the present Universal Basic Education (UBE) aimed to provide sound and articulated educational system for the well being of Nigerian citizens. Although the goals of UPE system failed woefully overtime because of political instability, inconsistencies, unorganized policies, poor implementation and evaluation of the system of education in Nigeria. However, the present UBE aim at consolidating educational system for the entire nation. Owoeye (2011) ascertains that many changes have been effected in our educational system beginning from the free primary education of the defunct western region



in the 1950s followed by government universal primary (UPE) in 1976, 6-3-3-4 system of education in 1982. The latest now is the universal basic education (UBE).

Despite, these series of reforms in Nigerian Educational system, most primary and secondary schools in Nigeria still record mass failure in both internal and external examination especially in Common entrance examination, WAEC and NECO examinations. However, mass failure in educational system in Nigerian schools is a worrisome treat to all stakeholders in education sector. The Nigerian government, parents, teachers, students and NGOs strive harder at every beat of their hearts to ensure that the set goals of education are achieved. In order to realize full potentials of the contributions of education to the achievement of educational goals and values, Nigerian Government planned to rate education high in the national development plan. But yet all the efforts put in place proved abortive and failed. However, it is interesting to note that the issue of failure in education generally can be attributed to in proper management of libraries in Nigerian schools. This is because there is a strong connection between libraries and education. Libraries form vital part of worlds system of education and information home. It is part and parcel of education system.

This was why Umar (2012) opines that quality education is impossible without quality libraries in any given educational institution. Similarly, Opara (2001) observes that libraries and education are two sister services. In the same vein, Liman (2011) opines that there is no doubt that symbolic relationship exist between libraries and education. Lonsolade (2003) opines that positive relationship exist between school library and students excellent academic performances. This is because the objectives of school libraries are not significantly different from the objectives of the school that hosts them. Obviously, this indicates that if education has been the transmission of knowledge, skills, norms and value in transforming one generation to another then the management of school libraries in supporting these goals cannot be over emphasized. Apparently, the goals of education cannot be achieved without emphasis on the proper and adequate management of libraries at the grassroots levels in our school communities. This account for why the Federal Government made provision for their establishment in its educational policy of UBE, which influenced library development. Despite all efforts by the federal Government on the establishment of libraries in schools, the management of such libraries is still very slow.

Aguolu cited by Obinya (2004) observes that school libraries are often the most neglected area of school system. The striking and worrisome question is why are school libraries neglected and not adequately managed in Nigerian schools systems? Certainly, if libraries which is one of the main organs that assist education system to achieve its goal is neglected then managing such libraries is not certain, if school libraries are not adequately managed then the school system will suffer set back because the success of any educational system should be judged on the basis of how far it has inculcating reading habits among the children. This was reason why Akanbi (2005) reports that the failure of the first universal free education launched in the defunct



western region was partly traced to lack of well equipped school libraries. That is why Lassa (1994) opines that Library is one of the most important education services which need to be established in all educational institution at both primary and secondary school levels.

Library as a place where information resources are acquired, selected, organized, retrieved and disseminated to meet broad and varying information needs of users need to be properly managed to enhance greater achievements and better customers' service delivery. Adedokun and Salisu (1985) describe library as a nerve-center of educational institution. However, School libraries are libraries that are established in the primary and secondary schools to support and promote teaching and learning. It is the child first exposure to vast pool of information at primary and secondary school levels. School libraries are information centers established in support of the mission of their parent institution to generate knowledge, equip children with knowledge in order to develop and advance their well being. Lee (1991) observes that the basic function of school library is to optimize the value of the recorded information for human kind. However, the prime objectives of school library are to enrich and support the educational program of the school teaching and learning.

Another objective of school libraries is advancement of learning and acquisition of knowledge for better performance and achievements through the provision of appropriate information resources. Wikipedia (2009) remarks that the goals of school library is to ensure that all members of the school community have equitable access to books and other information resources. These libraries contain more of audio visual aids and graphic materials such as pictures, photographs, diagrams, films; projectors etc. Other materials that are contained in the school libraries include books, magazines, periodicals and newspapers. Today, school libraries have transformed into school media centers, with items collected broadened to include toys, computers, study kits ,films strips, video and audio tape, video machines, radio cassette etc. These are acquired to ease learning for the students owing to its varieties of collections to support teaching and learning. As part of school staff development, library staff receive professional development and training which are supported by a performance appraisal system with goal setting and annual reviews, which comply with Ministry of Education requirements and employment contracts.

The Roles of School Libraries in Education

School libraries are information centers established in support of the mission of their parent institutions to generate knowledge and equip children with knowledge in order to develop and advance them for well being of mankind. This was why Liman (2011) remarks that there has been a strong connection between libraries and education whereby students and teachers often have access to varieties of information resources. School library is a learning laboratory where users interact directly with resources and develop research skills for lifelong learning. In this "information Age" School libraries play dynamic and evolving instructional roles, students learn to access, evaluate, analyze and synthesize information from varieties of formats. School



libraries facilitate access to information for learning, education and training. Fayose (2003) opines that a school library is important in generating intellectual curiosity and passion for knowledge among children of primary and post primary schools. School library caters for children who are eager to read and backward children who read with difficulties, requires visual aids and all kinds of motivation to study effectively.

School libraries encouraged students to become competent co-constructors of knowledge and develop an understanding of the world beyond their immediate experiences through using the library and its resources to find information to solve problems. The school library supports the school's commitment and reflects the principles of the Nigerian curriculum in promoting cultural diversity and inclusion through supporting the needs of all learners and the school community in its facilities, resources, services, and environment. These are evidence of the ways in which the library supports students. According to Wikipedia (2009) more than 60 studies conducted in USA reveal that students with access to well equipped school library with qualified librarians score higher in their examination regardless of their socio-economic status. School library maximizes opportunities to advocate and promote the use of library facilities and resources to students, teachers and the school community, using a range of communication channels, like social media, to encourage high levels of engagement with learning and ensure that users' needs are met.

The goal of any school library is to ensure that all members of the school community have equitable access to books and other information resources. Libraries play integral roles in educational development through her activities of research, services, acquisition, organization and dissemination of relevant information and education carrier materials in both print and electronic devices to its users. This was why Liman (2011) opines that knowledge, research and capacity building which are basic ingredient of education cannot be achieved without well stocked libraries. School libraries exist to serve the objectives of its parent organization. Lee (1991) the basic School libraries play the roles of helping the educational system to achieve its goals. In the same vein Olubisi (2007) opines that the extent to which an organization, institution would be creative, informed and knowledge would be shaped by the boundary of the content of the library or information centers. It is obvious that the performance of the student can be improved considerably if they use the library regularly this is because libraries contribute greatly to student's success in examinations. This was confirmed by Daniel (2002) who reports that the only two primary schools in Zaria with libraries recorded 100% success in the national common entrance examination.

Similarly, Lonsdale (2003) writes on the positive impact of school libraries play on the student achievement. In a related development Fadero (1986) affirms that school libraries enrich curriculum and facilitates well understanding of the curriculum. This was why Amucheazi (1998) opines that school libraries play the role of supporting teaching and learning, it serves as a link between learners and information resources. Owoye (2001) remarks that effective teaching and learning requires the support of librarians and well equipped libraries. In other words, meaningful teaching and learning demand adequate provision of library facilities. Morris (2004) remarks that school libraries develop children to learn without teachers inculcating



reading habits in them at early stage in life. Thus, Oketunji (2003) identifies the roles of school libraries in education as follows:-

- It provides educational development services, curriculum planning and carrier development.
- It serves as learning laboratories that provides opportunities for children to develop skills.
- It provides information services that respond to the information need of teachers foster their professional development.
- It provides balance collections with a fair proportion of each type of materials selected to meet the needs of the curriculum, students and teachers. .
- It offers proactive services for recreational and pleasure reading.
- It provides fundamental information and ideas which give students a long-life learning skills.
- It plays curriculum related roles by bringing together the various views found in different subjects in formal education by building up collections of text to support learning and teaching.
- It improves the standard of education and students performance in examinations.
- It provides materials for students with a wide range of skills objectives as well as materials with diversity of appeals and different points of views.

School Library Services in Nigeria

School libraries are service-oriented libraries, where different services are offered to assist the students to improve their academic performance in both internal and external examinations. The library's services and physical learning spaces facilitate student participation in individual and collaborative learning through scaffolding skills, sharing of information and through discussion, debate and the creation of new materials. Fashola (2004) opines that positive skills such as reading, writing and speaking/listening to users complain promote library patronage and encourages effective library services. The services offered in Nigerian school libraries are discussed as follows.

A) Exhibition and Display of information resource materials service-: This service is essentially offered to advertise the services and resources of the library, Display and exhibition draw the attention of students to the services rendered in the library. It publicized the services through illustrating of materials on display stands, display boards; glass display cabinets' etc .Exhibitions in school libraries stimulates and arouses the interest of students to learning independently from the library without a teacher. It makes the students to know the importance and use of library to enhance maximum performance.



B) User education and orientation services- libraries provide user education in order to equip users with enough knowledge on the use of the library. School librarians give adequate orientations to the students to enable users to use the library effectively and efficiently to enhance improvement on students' performance and to comprehend easily on the complexity of library processes. Students are educated on how to explore the use of library material to its fullest extent to maximize vibrant and sustainable academic Excellencies in both internal and external examinations. Users are given orientation on how to handle books and the need to obey library rules and regulations to enhance better customer service delivery.

C) Lending service -: This is one of the most fundamental services provided in school libraries. It is essentially a social service in which users of a library have the privileged of borrowing library resources. Inter-library loan is one of the important functions of a library reference department. Hardly can any library meet all the information needs of her clientele. Most world libraries at present engage in resource sharing as a way of satisfying user's information needs. Union catalogues in libraries indicate the resources of different libraries which are in cooperation. Library users consult the union catalogue and make their request for materials located in other libraries.

D) Reference services-This is a person –person service, where by users are provided with this service on request. Readers have different queries that need to be solved by the school librarian. Reference service involve the process of interviewing the user to enable the librarian provide solutions to the problem which will assist the students in achieving better performance in their examinations.

E) Reservation services-This is a common service in school libraries, where students and teachers need different books by different author to study for their internal and external examinations (JSCE and, SSCE exams). Documents or books which are rare, expensive and are of high demand by users which can be mutilated or stolen in an open shelf are placed on reserve.ie. Kept in a restricted area where they could be loaned out for a limited period. This service enables students to have access to rare books or books that are too expensive for them to afford such as Question and Answer in all subjects, Exam focus in diverse subjects, Jamb past Question papers, Common entrance exam question papers and host of others

F).Compilations of reading lists-To ensure better and effective performance of the student's examinations, reading list should be complied on divers' subjects and made available to those who need them. This is why the school librarian needs to sufficiently understand the characteristic and composition of the school community. The lists should as much as possible relate to the materials available in the library and should be based on library users need.



G) Current awareness services- Current awareness services are provided by school libraries to alert the teachers and students on the existence of some publication or information. This is essentially to keep users up to date with the happening in their subject's area of interest. It is to ensure that users are aware of the recent development in their field of interest. According to Aina (2004) Current awareness services are always provided to users in broad subject categories without necessarily targeting a particular user. Thus CAS is not a personalized service. Current awareness services include selective dissemination of information (SDI). SDI service provides users with information that will promote their academic interest and also relieves the user from searching aimlessly through large stocks of information resources.

Managerial Functions of the School Librarians in Nigeria

Management has been defined by different scholars in different perspectives. Oyedum (2007) defined management as working with individuals or group to accomplish organizational goals and objectives. While according to Onifade (2001) management could be defined in two ways first in the perceptive of people and second in the perspective of working environment. In the same vein Weihrich (1994) defined management as the process of designing and maintaining an environment in which people work in group. Druker defines management as a task and a discipline. To Frayol "To manage is to focus and plan activities, so as to achieve the set goals and objectives of the organization". From the perspectives of the above stated definitions of management. It is clear that management is the organization and coordination of the activities of an enterprise in accordance with certain policies and in achievement of defined objectives. However, management activities include planning, organizing, controlling and monitoring. Management activities are essential in every existing organization or institution.

In school libraries, management is a necessity to enhance success and promote better academic performance at school levels. Libraries which are places where books and other information resources are acquired, selected, organized, retrieved and disseminated to meet broad and varying information needs of users need to be properly managed to for greater achievements and better customers service delivery. Library management is the process by which the elements of a group are integrated, coordinated and utilized so as to effectively and efficiently achieve the organizational goals. For a library to perform its function effectively it must be properly managed for effective performance and customer's service. This was why Abubakar (2004) concludes that for a school to meet the requirement of being a store house of knowledge, a service agency and a resource center, it must be properly managed. A well managed school library can become an important hub of information for both students and staff, and a great asset for the school. In order words library management is an act of securing maximum positive performance and progress for both staff and students through best possible services.



An effective library management system ensures that the library is used to its maximum effects through careful strategies. Like any library in educational institution school libraries also need to be planned, organized and managed using standard management principles, procedures and techniques for easy access and retrieval to enhance successful academic performance of the students examination. School library management is concerned mainly with human and material resources, activities and tasks in the library. School libraries are managed by personnel whose roles, responsibilities, competencies, qualities, and qualifications are agreed and documented in their job descriptions. The school library is manned by the Teachers with Library Responsibility (TLR) or Teacher Librarian (TL) or Library Manager (LM), who liaises regularly and often with school management, teaching staff and students. The overall objective of school library management is to give the best possible result within the resources available to the school community. This has to be systematically planned to enhance success. Udensi (2002) examines the principles of library management as planning, formulation of objectives, reporting, measurement and evaluation as well as communication. However, Library management involves the fundamental components of management functions which include planning, organizing, directing and controlling.

Planning – planning is very crucial in any management process because other components of management depend on it. Fabunmi (2004) defines planning as the activity that is concerned with developing short or long range guides that will most optimally use the best available resources to achieve specific objectives . Planning is a systematic decision making on how to achieve the goals of the library and the organizational goals. Strategic planning and development of school libraries is guided mainly by the goals and objectives of the parent organization of which the library is a part. Planning is required in school libraries to ensure that the overall objectives of the school are attained. Collection development of school libraries need to be properly planned through adequate decision on library materials.

Collection development, processing, shelving are all determined by the vision and mission statement, goals and objectives, environmental scanning, strategies and policy statement of the school organization. The process of collection development will be based largely upon the collection policy. This policy should guide much of the planning and the decision-making process to enhance maximum excellent performance and productivity of customer's service. A well planned school policy gives guiding statement which the helps school community to share an understanding of the role of the school library in supporting literacy, learning and teaching. It provides a policy framework for developing and managing the library and its services, and evaluating how the library effectively it supports students academic achievement in shoo educational system.



Organizing- This as to do with assembling and coordinating human, financial, information and other resources needed to achieve the library and the school organization goals. Organizing information is a way of arranging information resources to maintain easy access to library resources, to assure that information resources are very much available and provided for the comfort of patrons. Besides enabling physical access to library collections, school libraries need to be well organized for effective information services. Ellen (2004) Opines that organizing information is the process of arranging information in a sequential order for easy access to timely information. Similarly, Christopher (2008) ascertains that one of the advantages of organizing information is that organized information is much easier to remember and locate than unorganized information

Directing – This is the function which involve efforts of the school librarian to stimulate and motivate high performance by staff. Effective use of staff (HR) and improvement of efficiency and effectiveness of students’ performance through library services is the real focus of school libraries through effective leadership style, adequate communication and motivation of staff. Directing functions include guiding, teaching and supervision of subordinates for better academic performance of customer’s service delivery.

Controlling- The process of governing a library constitutes control. This is monitoring various library operations and services. Weihrich (1993) opines that “the managerial function of controlling is the measurement and correction of performance in order to make sure that enterprise objectives and plan devised to attain them are being accomplished” The school librarian provides leadership of the library by given close supervision and monitoring the activities of the library for efficient and effective service delivery to enhance better academic performance. The objective of control is to ensure that high standards are maintained by the library through continuous measurements of performance. These management functions discussed above are highly integrated, therefore school librarians should effectively design strategies for library policy, effectively organize its information resources, direct its human capital and monitor library operations and services to achieve better students excellent performance and customers service delivery. However, for any effective management of school library, the following steps need to be considered.

Step1- Statement policy for the selection of library material i.e. defining library policies for collection development

Step 11- Define procedures for library organization and administration

Step111- Defining library space, equipments and tools for library operations and services

Step 1V–Defining library authority and library advisory committee

Step V- Defining procedures for maintenance of library collections

The Challenges of Library Service Management in Nigerian Schools

Several factors tend to limit the services which are rendered in school libraries in Nigeria. Most primary and secondary schools are either without libraries and were they exist no Much attention is given to library system in Nigerian schools. This is why Obiyan (2009) reports that various researchers have been carried out on the availability of school libraries in Nigeria and the findings reveals lack of school libraries in most Nigerian schools. Similarly, Zaid (2003) testifies that as expensive as the student’s school fees, majority of the schools are under staff and the library collections remain largely inadequate and out dated. However, the challenges of school libraries can be summarized as follows.

- Non existence of libraries in most primary and secondary school.
- Insufficient or lack of fund to operate school libraries.
- Stock of irrelevant and obsolete library stocks.
- Lack of professional school librarians.
- Lack of adequate training and retraining of school librarians.
- Poor perceptions of the Government, school management and other members of staff towards the roles of school libraries.
- Isolation of school librarian from curricular planning team and school management team.
- Ignorance of the pupils and students towards the importance of school libraries.

Recommendations

- Libraries should be mandatorily established as a matter of urgency in all primary and secondary schools across the country.
- Government should provide sufficient fund for effective service delivery in school libraries.
- School libraries should be adequately equipped with relevant and necessary materials.
- .Professionals librarians should be employed to manage school libraries for better service delivery and support students achievement in learning and literacy.
- School library staff needs professional development and training through seminar, workshop and conferences for better library management.
- Government, school management and the rest of the members of staff should change their poor perception of the library to understand the impact of libraries in school community.
- Pupils and students should be given proper orientation on impact of libraries in schools to explore the use of school libraries for better service and maximize academic performance.
- School libraries should be centralized in the school curriculum and school librarians should be part of curriculum planning and management committee for effective performance.



- The principal should include significant library development in the school's Strategic / Annual Plans and policies development.

Conclusion and Recommendations

Educational development in Nigeria is still at its infant stage. Government had series of reforms to ensure that educational development is attained in the country at all levels. The issue of mass failure in education is a worrisome treat to all stake holders. However, this problem of mass failure can be traced to the grassroots levels at both primary and secondary schools, which are the solid foundations of any educational development. It appears that little or no attention is given to primary and secondary education system in Nigeria, no much emphasis and consideration on other important organs of the school system especially libraries. Quality education is impossible without quality library. It is disappointing to note that most schools in Nigeria have no functional library to enrich and support educational development. Libraries which support the school's vision of developing "confident, connected, actively involved life-long learners" through its services, collections, and programmers' are not operational. Students are at the centre of learning and therefore need to be encouraged to explore the use of the library. School libraries give every student the opportunity to learn, to enjoy reading, and to create new knowledge and understanding in the library. Certainly, a well managed school library encourages both staff and students in the process of self learning and independent enquires. School library promotes reading skills and culture and provides a framework for successful academic achievements.

School librarians had suffered discriminations because they are not dully recognized as stake holders in promoting the success of the student's performance. It is disheartening that other staff such as bursar and admin staff who have no much impact on the student's academic pursuits are more recognized than the librarians in school communities. At school level, librarians are not part of the management and school curriculum planning team, no adequate training is granted to the school librarian because the roles and impact of the library as a whole is not recognized.

However, for any distinctive performance and effective improvement in both internal and external examination in Nigerian schools, functional libraries should be put in place and duly managed at primary and secondary school levels for excellent performance and better customer service. School libraries need to be established and properly managed through guiding statement to helps the school community to share understanding roles of the school library in supporting literacy, learning and teaching. Providing a policy framework for developing and managing the library and its services, and evaluating how effectively libraries support student's achievement in schools. Lack of well managed school libraries weakens educational development because any student without access to supplementary reading materials as provided for in the library will be seriously handicapped. But to attain the objectives of education in Nigerian schools, emphasis should be made on school library services where children can develop skills and habits of reading and learning without a teacher. School library management should ensure that it continues to reflect the evolving information landscape and the school's philosophy, aims and



objectives for the school library services and practices in supporting students' performance for better achievements in Nigerian schools.



REFERENCES

- Aina, L.O. (2004) *Library and Information Science for Africa*. Ibadan: Third World Information Services Limited.
- Akanbi, M .I (2005). Library development in primary school in Ilorin Kwara State, Nigeria Funding of pilot study. Online: <http://WWW.mac.govt.nt.cascschool/tools/JD>.
- Bower, N.B. (1971) The school library media specialist as a member of the teaching Team:”Insider” and “Outsider”. *Teacher librarian* II(3) 229-248.
- Crenshaw, E. (1982). *The teacher librarian*, London: Arnold (N.D.) p.100.
- Daniel, O. J. (2002). Strategies and new Tools for Information Delivery in the Research and Academic Libraries. Paper presented at the AGM of the Nigerian Library Association 23- 35.
- Fabunmi, B. A. (2004). Planning the University Libraries for effective customer services in Nigeria in Madu E.C ed. *Technology for information centers in developing countries*. Ibadan: Evi-Coleman Publications.
- Fadero, J.O. (1986). “The challenges and implications of the 6-3-3-4 for library services” (LASU Conference on Development of Education in Lagos State April 2nd -4th)
- Fashola, O.S. (2004). Effects of interpersonal Communication on library services at the Kenneth Dike library, Ibadan: Unpublished MLS Dissertation..
- Fayose, P.O. (2003). Children, Teacher and Librarians. Developing information conscious in Children. Inaugural lecture series, Ibadan: Stirling-holden.
- Fayose, P.O. (1995). *School library Resource Centers for Educational Excellence*. Ibadan: AENL Education publication.
- Federal Republic of Nigeria (2004). *National policy on Education*. 4th Ed, Lagos: Federal Govt. Press Pp 12-24.
- Ima, M.P. & Usoro, E.E. (2007). The Roles of Nigerian Primary School Libraries in Literacy and Lifelong learning: Library Philosophy and Practice.1-5
- Lonsdale, M. (2003). Impact of school libraries on student’s achievements: A review of the Research Camber well, Victoria, Australia, Australian council for Education Research <http://www.asla.org.au/research>.
- Morris, H. (2004). A higher standard for school librarians. *School Library Journal*. <http://www.schoollibraryjournal.com.article>. Retrieved on 13th January, 2013.
- Oketunji, I. (2003). “Presidential Forward” A forward presented at the National Center for Development. *Librarian Program*. 3(1).
- Olubusi, A.I. (2007). “Modern Library: Issues and Challenges”. *Journal of Senior Staff Association Of National Library of Nigeria* 1(1): 23-28.
- Owoeye, J. (.2004)”Information technologies in law libraries setting” *Library Focus*. 22: 72
- Opara, U. .N. (2000). Managing Information for effective decision making. In E.C Madu. *Technology for Information Management and Service*.Ibadan:Evicoleman.Pp.213.
- Udensil, J. (2002) *Library Administration, Information Science and Technology for library Schools in Africa*.
- Umar, B.F (2011) *Organization of Information in Public Establishments: A case study of Zaria Local Government Secretariat of Kaduna State*. *Jewel Journal of Librarianship*. NLA Gombe: 3: 135-143.



Wikipedia (2009). School library. [http://en.wikipedia.org/wiki/school library](http://en.wikipedia.org/wiki/school_library). Retrieved 10th Jan, 2013.

Yakubu, L. (2011). Repositioning Libraries In Education For The Attainment of Vision 20:20. *Jewel Journal of Librarianship.NLA Gombe*: 3: 109-113

Zaid, Y.A. (2003). Library development in selected private secondary schools in Lagos State *Journal of library and information science*. Lagos: 1(2) 35-44.