

Review Article

Review on Impact of library information resources on student's performance in government schools and public schools

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Abstract:

The purpose of this study was to examine the use of the academic library and whether it co-relates to the performance and achievement of the student's roles in their studies. The library is considered as an integral component of any educational system .It plays a vital role in the improvement of academic achievement. Andaleeb and Simmonds (1998) reveal that the academic library usage is mostly influenced by users' awareness and resources of the library.

An understanding of the information needs as well as ways students use the libraries is crucial for efficiently meeting their information needs. The academic library performs a crucial role in the educational process. Chamani Gunasekera (2010) in his study, the student usage of an academic library; finds that the undergraduates are overall satisfied with available library resources, services and facilities. But it further found that library resources and services are not being fully utilized by undergraduates. he suggested that the information literacy program should be conducted to promote awareness and use of electronic information resources. He also recommends that the library should increase its usage. Providing access to information about the resources available in academic libraries play a significant role in helping the students discover the facilities available in the library. Many factors of library usage play an imperative part in determining students' performance such as individual behaviour, Library staff co-operation, library services, and proper guidance to use the resources, better communication and learning facilities and atmosphere and harmonious relationship between librarian and students. A library is considered as a heart of any educational institute. The main motive and objective of any academic library is to impart knowledge and skills to its students in higher education. Library plays an essential and indispensable role in teaching and learning which directly supports the library usage which contributes to student's achievement.

Keywords: academic library, resources, knowledge and skills

Introduction:

Basil (2012) in his study and reveals that the facilities, services, information resources are the major facets which make more impact on the satisfaction of the users of the library. Information literacy programme have a direct

effect on the utilization of the library resources and usefulness of the library .It basically includes orientation to library amenities , assets & holding and services & application of information tools to locate the resources. For

the optimum exploitation of the academic library, the students should have knowledge to access its resources to their full benefit. Sohail and Pandye (2012) in their study on use of library resources by the students of University of Kalyani found that to meet the information needs of student's guidance and help is required to use the library resources and services. They suggested that the latest edition of text book and reference materials should be added to the library collection.

The librarian must essentially have a thorough knowledge about student's needs. For this the librarian and faculty have to collaborate and see what exactly is the requirement of books and journals, how best the books that are already available could be best use and the use of effectively and efficiently the library resources available. Singh, H., and Mahajan, P. (2015) express users assessment is one of the important activities of an academic library. The assessment process provides necessary information to develop the library into a right direction. Assessment of users' needs is important aspect for collection development and starting new services as well as the improvement in the existing services. A well organized and up-to-date collections help users to find their materials and fulfil their needs. Hence, academic libraries must assess the need of their users.

Library is a fundamental and essential part of the educational institution but the libraries are underutilized by the students and faculties This could be that the users have a distorted view of the knowledge of library skills. The overall objective of the library should to see that students acknowledge the value of information and to impart library skills and study skills.

The importance of satisfaction in libraries is stressed by Wang and Shieh (2006) who maintain that libraries should be concerned with bringing satisfactory services when offering information and data to readers even though they are non-profit organization. Information sources are accessible in various forms such as journal articles, research papers, books, CD's, Databases, open access, open

educational resources and various other formats. As the literature grows in volume, variety and complexity it has put a serious restrictions and curtailment of the users search for much needed information. In today's world where Information Communication technology has become an integral part of higher education it has influenced student's attitude towards learning. In this modern trend the students prefer surfing the Internet for ready information that is readily available. and which is less complicated to search . The students who regularly visit the library knows the library resources are comprehensive, reliable and scholarly than most of the web sites. Academic library is a unique and valuable resource centre and an important source of knowledge. It develops the habit of reading. Verma (2015) in his study explored the role of academic library to achieve academic excellence in academic institution and pointed out that academic library has to play very important role because academic institutions are incomplete without a good library. Academic library helps to impact positivity on the academic achievement. It supports various educational programme develops students skills in locating and using information. The academic library provides student with lifelong learning skills and develops the interest and creativity empowering them to live as responsible citizen. Librarians and library staff do help students to access and use quality information and resources which help them to enhance their study and explain to them how to browse the latest technologies which will help them to improve and strengthen their learning. Students do visit the library to find out about the availability of scholarly sources and reference materials. The purpose of student's visiting the library was established to find out whether they come to satisfy their information needs or for general reading or for research requirements. .Secondly libraries are observed and regarded as the community hub of any academic institution. An information source is a person thing or place from which comes, arises or obtained. There are however many

other references of information which should not be overlooked. Such sources include Internet, newspaper clipping or cutting, journals, notes, projects, Library web page etc. Users must be able to critically evaluate the appropriateness of all types of information sources prior to relying on sources. Academic Library provides equitable approach to information for students to use in their daily work, whether their purpose is for academic success, to solve problems or to create new knowledge. Academic library provides quiet and social space for meeting and studying, providing support services and circulates materials documents that assist academic study. Librarians and Library staff help student learn the best ways to access and use quality information and resources which help them to enhance their study and explain how to utilize the latest technologies to enhance their learning. Students tend to be more engaged with learning the various library resources; interact with library staff and spend more time in libraries if the library staff is helpful towards them. Academic library that is attached to higher education which supports the curriculum which keeps changing due to various changes in syllabus. Here the library has to keep abreast with the latest changes. They have to collaborate with Faculty and see how best they could improve in their collection of books and try to update their library collection. Effects of using academic libraries- Students benefit from library direction and guidance during the orientation done by the Librarian. In this way the library use increases and students' performance increases. Collaboration between faculty and Librarian enhances the academic programme and a service involving the library which enhances student's learning which enhances student learning and Information literacy guidance definitely strengthens the general education outcome.

Background

Education is the key factor in the development and advancement of a society. Each individual

in a country should be considered as an asset because it is due to the overall contribution of human resources that a nation can progress and advance. To integrate each individual in the process of development and advancement of the nation, suitable education and training is very important. Since education and training of an individual is a lifelong process every nation must be aware of this fact, if proper directions are to be given to its people.

According to Ekechukwa (1972), "Children of today, like adults, live in a society which has undergone massive social, industrial, and economic changes brought about in a relatively short time by industrialization, urbanization, and automation" (p. 1). This has led to an increase in the importance of technology and the knowledge and information industry (Bonanno, 1997; Craver, 1994; Fasick, 1998; Hodowanec, 1979; Marland, 1999; White, 1999). The result is a world in which the type of information needs and available information sources are changing on a daily basis, and where it is becoming more difficult for both public and school libraries to attract users who need assistance in locating information on a daily or regular basis (Bonanno; British Columbia Library Association, 1990; Ekechukwu; Zweizig & Dervin, 1977). This could be a result of users' beliefs that the library does not have the appropriate resources to answer everyday questions (Bolton, 1982; Zweizig & Dervin). This is especially important in regard to adolescent users who find their information needs and retrieval methods changing according to school assignments or the availability of resources located in their school, public, and home libraries. Student retrieval methods also change on a daily basis as a result of their exposure to a variety of outside influences and technologies (Craver, 1994; Mancall & Drott, 1983), including the Internet and other multimedia formats. However, because of their need to participate in a society that is becoming increasingly more information and technologically oriented, it will be increasingly

necessary for students to become information literate and learn to use a vast array of resources and technologies (Bonanno; Craver, 1995; Garlow, 1995; Mancall & Drott).

Information literacy is characterized by the ability to understand when information is needed, how to locate and evaluate the relevance of the needed information, and the ability to organize and use it effectively (Bonanno; Craver, 1994, 1995; Kuhlthau, 1991). Because the future of libraries may someday depend upon their adolescent users, librarians need to look for methods to attract and provide needed information for all patrons, including research materials, electronic media, multimedia resources, special programs, and books and magazines for pleasure reading. In order to ensure that libraries are prepared to meet the needs of their young adult patrons, research needs to be conducted that will provide information about how and why they use the library.

The purpose of this study was to examine how and why high school students use the library and its resources. It also looked at how teachers influence students in regard to their use of library resources. Relationships between the different variables were also examined, including the gender of the participants, their age when they first visited the library, and the teachers' use of library resources in classrooms. Five research questions were developed to act as a guide in completing this study. They are listed below:

1. What are the demographic characteristics of the library patrons who participated in this study?
2. Is the age of the student when he or she first visited the library related to how often he or she visited the library during the current school year?
3. Are there differences in library use between high school juniors who regularly visited the library as a child and those who did not regularly visit the library as a child?
4. Is the student's use of library resources, such as books and audiovisual materials, related to

the teacher's use of library materials and resources during class?

5. Are there differences in why and how male and female students use the library? If so, what are the differences?

Historically, the role and development of library was to provide trustworthy information and to help students distinguish reliable information sources of social, political, economic, scientific, technological, educational, and cultural issues among the community (Campbell, 2006).

Estabrook et al (2016) stated that, historically the beginning of library was used to keep the business, legal, historical and religious records of a civilization since the middle of the 20th century. Rapid developments of computers, telecommunications and other technologies have made it possible to store and retrieve information in many different forms easily. Hence the technological and political forces radically reshaped library development.

Public Libraries

The history of the library in the United States can be traced to the private libraries of the 17th and 18th centuries and the social and subscription libraries of the 1730s, which were available on a fee or subscription basis. They were generally only available to men. A 1949 study identified the establishment of 1,085 social libraries between the years of 1733 and 1850 (Johnson & Harris, 1976). Only 21 of those social libraries served juvenile or youth clientele, while 48 possibly served young adults. Several college libraries were also opened during the 17th and 18th centuries, including Harvard College, Yale College, and the College of New Jersey (Jenkins, 2000; Johnson & Harris; Willett, 1995).

In 1803, the Bingham Library for Youth opened in Salisbury, Connecticut. This was one of the earliest known instances in which municipal funds were given to a library. In 1827, the cities of Lexington and Arlington also gave municipal funds to support juvenile libraries. In 1834, a town library was opened in Peterborough, New Hampshire. Although the

collection was open to all age groups, approximately half of the books were directed toward young readers.

Between 1825 and 1890, Sunday school libraries were formed through the availability of donations or private funding. School district libraries were formed in the late 1830s when taxation laws were passed by state legislatures to provide for the development of libraries in schools that would make their resources available to the surrounding communities. However, inadequate funding and facilities led to their decline by the 1870s. Between 1849 and 1851, both New Hampshire and Massachusetts passed legislation for the funding and development of public libraries, and in 1854, Boston became the first major city to open a public library (Jenkins, 2000; Johnson & Harris, 1976; Willett, 1995). It was not until 1876 and 1877 that children's services were made available to the public through the Pawtucket Public Library (Ekechukwu, 1972; Willett, 1995). The availability of library services varied, however, as was shown in an 1893 survey that found that 74 of 146 public libraries were serving children under the ages of 12 or 14, 16 libraries were serving children and young adults under ages 15 or 16, and 36 libraries had no age limits (Johnson & Harris, 1976). In some instances, public libraries provided books to schools and teachers for students to use. In 1896, the Pratt Institute in Brooklyn and the Providence (Rhode Island) Public Library opened separate rooms for their children's services. Unfortunately, the information known about the development of children's services is focused in urban areas; little is known about the development of children's libraries in rural areas (Johnson & Harris; Willett). The period between 1870 and 1914 was marked in both the United States and Europe by growing concern for the welfare of children, who made up a large proportion of the population in both areas. This concern led to social reforms concerning children and the expansion of public 21 questions about what types of materials young adult users should have access to in the library.

During this same time period, elementary school libraries were increasing in numbers and Standards for School Library Programs was published by the American Library Association (Johnson & Harris; Kimmel, 1980; Willett; Woolls). In 1958, 50% of public schools had a library; that number increased to 93% by 1985 (Wiegand).

During their early years, recreational reading and influencing the love of reading were major reasons for the development of school libraries (Loertscher, 1990). However, by the 1970s and 1980s, school libraries were defined as centralized and technologically advanced communication centers through which books, journals, audiovisual materials, electronic media, computers, and other educational resources were disseminated to teachers and students (Adams, 1972; Galvin, Kimmel, & White, 1980; Gehlken, 1994; MacDonald, 1997; Yesner & Jay, 1998).

Their primary purpose was to foster learning and educational activities, support the school's curriculum and teachers, provide reference services, and ensure that students and teachers use information effectively (American Library Association & Association for Educational Communications, 1988; Anderson, 1990; Fenwick, 1976; Gehlken; Kachel, 1997; Mancall & Drott, 1983; Willett, 1995). They are also referred to as school library media centers. The American Library Association and the Association for Educational Communications and Technology (1988) published *Information Power* to provide libraries with basic guidelines for assisting students in preparing for the 21st Century. It also examined challenges faced by school libraries, although public libraries face similar, if not the same, challenges. These challenges included providing a diverse population access to a variety of information and technological resources, promoting literacy and reading enjoyment, and providing expertise in the use of information and different technologies. An updated *Information Power: Building Partnerships for Learning* was published in 1998 by the American Library Association.

This new edition emphasized the development of information literacy, information literacy standards, and supported the growth of lifelong learning.

Loertscher (1988) identified three phases, or revolutions, in the development of school libraries. The first revolution began shortly after World War II, when the role of the school library changed from a storehouse for books to a place where both print and nonprint materials were made accessible with the assistance of professional staff members. The second revolution began in the late 1970s, when teachers and librarians began working together to develop modules to assist students in using the school library to the fullest extent. The third revolution began in the late 1980s, with school librarians, teachers, and school administrators working together to review current library practices in an effort to identify policy changes needed to take school libraries into the future. School libraries continue to evolve and adapt to societal changes. In 1991, the Second White House Conference on Library and Information Services identified children and youth services as its highest priority, including funding and assistance for children's services in both public and school libraries (Flum & Weisner, 1993; Woolls, 1999). This was reinforced in then President Clinton's 1996 State of the Union Address, when he discussed the need for every classroom and library in the country to be connected to the information superhighway (McClure et al., 1996).

Public Libraries

Traditionally, public libraries have held an honorable position as community institutions (Birdsall, 1985; Curley, 1990) designed to provide a large number of information resources and materials to a continually changing population, none of whom can be excluded from using its resources (Berry, 1987; Ercegovac, 1997; Josey, 1987). A 1995 poll showed that 67% of Americans used the public library during the previous year (Wiegand, 1999). A similar response was found by the

Gallop Organization (American Library Association, 2000). According to Fasick (1998), public libraries were developed "to decrease social divisions and give children from working class families, many of whom are also racial or ethnic minorities, a chance to compete at the same level with other children" (p. xv). They also play a major role in educating children and fostering their desire to become life-long seekers of knowledge (Berelson, 1949; Birdsall; Ekechukwu, 1972; Ercegovac; Estabrook & Horak, 1992; Fasick). In addition to assisting in the educational process, the public library provides information resources and assistance, recreational and enrichment materials, homework assistance, study space, literacy tutoring, summer reading programs, college and career information, and cultural resources (Collins & Chandler, 1997; Jones, 1992; Kachel, 1997; Mediavilla, 1998; Willett, 1995). These roles affect services to both adult and young adult library users. However, the children's department addresses these areas differently than the adult departments, and this difference is evident in their collection of materials and how the collection is made available to library users (Fasick). According to Fasick (1998), the goals and techniques employed in young adult services have been consistent for over 100 years, including the support of formal education and the promotion of self-development through recreational reading and activities. Many public librarians also consider that libraries assist in enhancing the cognitive, affective, and social development of every library user, especially the young library user. Additionally, the public library can assist young adult patrons in developing an understanding of themselves as individuals and citizens of the local community and nation. Public libraries also assist in developing the educational knowledge and skills required to participate in professional and personal relationships (Mediavilla, 1998; Willett, 1995). According to Shearer (1993), the general public does view the educational role as an important part of the public library; however,

they identify other roles as more important. The most popular is as a center for popular literature. The next two are as a reference center and a preschooler's introduction to learning. These differing viewpoints in regard to the educational purpose of the library were found surprising when considering the public library's claim to be a "university of the people" (Shearer, 1993, p. 196) and the large numbers of students who use public libraries to complete educational assignments. The different roles could also result from a lack of evidence supporting the educational role of the library and increasing competition from private information agencies (Zweizig, 1973).

School Libraries

The purpose of the school library is similar to the purpose of the public library. School libraries, also known as school library media centers, are described as centralized information and technology centers designed to support the school's curriculum and provide resources that meet the educational and recreational needs of both the faculty and the students. As technology and information literacy have changed and increased in importance, the school library has changed to provide access to and instruction in the use of a variety of technologies and electronic media (Craver, 1994; Haycock, 1999c; Kachel, 1997; Kuhlthau, 1991; Loertscher & Lien Ho, 1986; MacDonald, 1997; McDougald & Bowie, 1997; Yesner & Jay, 1998). The school library is also responsible for making students aware of future employment opportunities and the importance of education and lifelong learning (Craver, 1995).

The programs and resources

provided by the school library include homework assistance, study sites, computer and Internet access, interactive and electronic media, telefacsimilie, and copy machines (Burks, 1993; Craver, 1994; Woolls, 1999). According to the American Library Association (1999), 96 % of public schools and

80 % of private schools have a school library media center. School library media centers at all levels are visited by 47 million students each week.

Challenges to the Role of the Library

Throughout its history, the library has been viewed as a fundamental part of society, and as one of the most important services supported by taxes. At the same time, it has faced a variety of challenges to its existence (American Library Association, 2000; Curley, 1990). This is most obvious in relation to its young adult services, and although it is doubtful that children's or young adults' library services will be completely eliminated, their roles in the library and the continuing availability of these services are not guaranteed (Fasick, 1990). Unfortunately, from as early as the 1960s, both public and school libraries have continually been asked to assess and justify their existence and usefulness (Budd, 1986; Crist et al., 1994; Fasick, 1998; Goldstein, as cited in Ekechukwu, 1972; Zweizig & Dervin, 1977). Each library faces opposition in both the government and public sector who consider that the government should not support domestic programs, including libraries (Fasick; Josey, 1987). In reality, libraries have never received more than 2% of the expenditures for the municipal government, while, according to some surveys, they serve up to 50% of the population (Josey).

In addition to the belief that the federal and state governments should not support libraries, all federally and state funded agencies continue to face budget constraints and competition for the monies that are available (Ford, 1990; Garland, 1989; Willett, 1995). Additionally, libraries must deal with the rising costs of books, audiovisual materials, and new technologies; consequently, librarians must judiciously spend their funds in a manner that is most beneficial to the library and its users (Garland). In addition to facing a budget crisis, both public and school libraries must deal with rapidly changing technologies, changing student demands, changing academic

standards, illiteracy, changing demographic and employment trends, personnel shortages, economic changes, changing federal guidelines dictating library services, and a stereotypical view of what libraries can offer its clientele (Burks, 1996; Craver, 1994; Flum & Weisner, 1993; Gehlken, 1994; Haycock, 1990; MacDonald, 1997).

Research in the Library Science Field According to Carter (1981), research is “the systematic quest for facts related to some situation, concept, or idea about which there is concern and about which there is insufficient understanding” (p. 128). Unfortunately, there is a lack of research in the area of children and young adult’s library services and library use, and as a result, there is no clear understanding of how different library services influence children and young adults (Aaron, 1972a; Fitzgibbons, 1982; Jenkins, 2000; Pratt, 1998). In general, there is little information in regard to public library use on a national level (Collins & Chandler, 1997). There are also problems with the studies that are available. The first problem is the quality of research, which could result from the researcher’s lack of knowledge concerning research methods. Other problems include biased or nonrandom samples, limited methodologies, lack of validity, the inability to generalize studies, and inefficient instruments. Finally, the research is noncumulative and fragmentary, with the majority of research in the form of dissertation research that has little follow-up (Aaron, 1982; Latrobe, 1998; Stroud, 1982).

The types of research methodologies used in this field have led to concern about reliability. Between 1925 and 1972, the research methods used most often included survey research, historical research, operations research, citation analysis, experimental research, and theory (Fitzgibbons, 1982; Stroud, 1982). Surveys continued to be popular throughout the 1970s. In the 1980s, 77% of the research studies used surveys, although increasing numbers of studies were beginning to use interviews and case studies. Between 1989 and 1995, there was decreased use of the

survey format, historical methods, and citation analysis, while there was increased use of case studies and experimental methods (Callison, 1997; Latrobe, 1998; Powell, 1999).

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