



# **LIBRARY RESEARCH JOURNAL**

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# Library Research Journal

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## Library Research Journal Authors Guideline

Library Research Journal is an annual publication of Festus Aghagbo Nwako Library, Nnamdi Azikiwe University, Awka.

### **Format for Submission**

Manuscript submitted for publication must not have been submitted or published elsewhere. Articles should not be more than 14 pages. Manuscripts should be typed on A4 sheet using MS word (Times New Roman, 12 points, double-spaced). The title, author's full name, institutional affiliation, position, phone number and e-mail address should appear on the first page.

Submissions should include an informative abstract of not more than 200 words. Four to six keywords should be included. Tables and graphs should be included in the body of the work (where necessary). The APA 6th Edition (Publication Manual of the American Psychological Association) referencing format should be used throughout the manuscript. All submissions will be peer reviewed.

### ***All manuscripts to be submitted as email attachment to:***

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email: ifymajiyaegbu@yahoo.com

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## EDITORIAL BOARD

Library Research Journal is an institution based journal from Festus Aghagbo Nwako Library of Nnamdi Azikiwe University, Awka. It is an online peer reviewed Google Scholar journal, published in the month of September. This edition is a compilation of research reports from various institutions of higher learning in Nigeria. The research reports cover a wide array of issues in Library and Information Science. This volume addresses topical issues in librarianship such as NgRen, Competency Appraisal of law cataloguers as well as law students' profile as a correlate of library use. Emerging concepts in librarianship such as MOOC's, parenting styles and readership were part of the compilation. Research reports from Festus Aghagbo Nwako Library focused on library practices in the Circulation Department, Information Literacy, Zik Research Centre and reprographic services in the library.

Dr Mercy Ifeyinwa Anyaegbu

*Editor-in- Chief*

£maz7:ifymanyaegbu@yahoo.com

anyaegbumercy@gmail.com

# RELATIONSHIP BETWEEN SCHOOL LIBRARY RESOURCES AND GIRL CHILD EDUCATION IN SELECTED PUBLIC SECONDARY SCHOOLS IN AWKA EDUCATION ZONE OF ANAMBRA STATE

**Ngozi Ogechukwu Nwogwugwu Ph.D**

*Prof. Festus Aghagbo Nwako Library*

*Nnamdi Azikiwe University, Awka*

*Anambra State, Nigeria*

*Email: ogenwogwugwu@yahoo.com*

## ABSTRACT

*The study sought to find the relationship between school library resources and girl-child education among public secondary school students in Awka Education Zone of Anambra State in Nigeria. Two research questions guided the study. Correlation research design was employed for the study. The population of the study comprised all Senior Secondary 1 to Senior Secondary 3 students in the study area. Purposive sampling technique was used to draw a sample of 600 female students from the 10 selected schools. Instrument for data collection was questionnaire. The reliability of the instrument was ascertained using Pearson's Product Moment Correlation Coefficient which yielded an average coefficient value of 0.80. Copies of the questionnaire were personally administered to the students. Same number of questionnaires distributed was same number retrieved yielding a 100% return rate. The analysis was carried out using descriptive and inferential statistics and hypothesis tested at 5% level of significance the result of the two hypotheses tested showed that statistically there was significant barriers to girl-child education. These barriers statistically have significant relationship with girl child education in Awka South LGA of Anambra State, Nigeria. Based on the findings, it was recommended among others that state government and school management should work towards reducing the barriers that hitherto hinder the use of school library resources. This will enhance girl child education in Awka Education zone of Anambra State.*

**KEYWORDS:** *School Library, Information Resources, Girl-Child Education, Awka Education Zone, Anambra State.*

## Introduction

Education is simply the process of receiving or giving systematic instruction especially in a formal setting such as a school. It helps to develop the whole man physically, mentally, morally, politically, socially and technologically to enable him function effectively in any environment in which he may find himself. Ocho (2015) aptly stated that education in any normal society is accepted as an instrument to power, prestige, survival, greatness and advancement for men and women. The educational development of women is as important as that of men. It is often said that when you educate a woman, you educate a nation.

The girl-child is a biological female offspring from birth to 18 years of age (Sutherland, 2011). During this period, the young girl is totally under the care of the adult who may be parents, guardians or elder siblings. It is also a period when the girl-child is

malleable, builds and develops her personality and character. She is very dependent on others on whom she models her behaviour, through observation, repetition and imitation. Her physical, mental, social, spiritual and emotional development starts and progresses and reaches its peak at the young adult stage (Sutherland, 2011). There is now a clamour the world over, for the education of the girl-child who presumably is the mother tomorrow. This assertion is built on the premise that girl child education is a sure way to empower the woman to enable her emancipate herself from the shackles of socio-economic and cultural prejudice in the society.

Every successful formal educational programme in any society must depend on certain variables among which are the availability of information resources in both print and non-book media. The concern of this

study is therefore to examine how obstacles encountered in the use of information resources in the school library affect girl-child education. School libraries are libraries established in primary and secondary schools to facilitate the teaching and learning going on in such institutions.

Most of the information resources acquired in school libraries are tailored towards the school curriculum. They include textbooks, reference sources such as dictionaries, encyclopaedias, handbooks, maps as well as electronic information resources. The professional in charge of school libraries is called a teacher librarian who may double as a subject teacher and a librarian probably with less teaching workload.

Diso and Njoku (2007) observed long ago that unstable political culture, poor infrastructure, illiteracy, insecurity, poor reading culture, poor policy formulation and implementation are constraints that have undermined the involvement of female students in public secondary school libraries. Fourteen years after this observation, the situation seems not to have changed.

### **Statement of the Problem**

Girl-child education is the best investment in a country can make in human capital development. This is because the girl child often faces discrimination more especially in developing countries of the world. Her low status is reflected in the denial of her fundamental rights as a human being. Early marriages, domestic abuse, sexual exploitation, discrimination, poor access to education are some of the woes that befall the female child in the society. The role of education in the emancipation of the girl child cannot be over emphasised. To access this education, the girl child would have to pass through a formal school setting. Part of the facilities in the school setting is the school library. When the utilisation of information resources in the school library is hindered, it affects proper education of the girl child. It is against this background that this study sought to find the relationship between school library resources and girl-child education among public secondary school students in Awka Education Zone of Anambra State, Nigeria.

### **Purpose of the Study**

The main purpose of the study was to ascertain the relationship between library resources and girl child education among public secondary school students in Awka Education of Anambra State, Nigeria. Specifically, the study sought to:

- a. Identify the barriers to the use of library resources by female students in public secondary schools in Awka Education Zone of Anambra State.
- b. Ascertain the extent of relationship between these barriers and the girl child education in public secondary schools in Awka Education Zone of Anambra State.

### **Research Question**

The research question to guide the study seeks to know:

- a. What are the barriers to the use of library facilities by female students in public secondary schools in Awka Education Zone of Anambra State?
- b. What relationship exists between these barriers and girl child education in public secondary schools in Awka Education Zone of Anambra State?

### **Hypotheses**

- a.  $H_{a1}$ : There is statistically significant barriers to the use of library facilities by female students in public secondary schools in Awka Education Zone of Anambra State
- b.  $H_{a2}$ : There is a significant relationship between the barriers to the use of school library resources and girl child education in public secondary schools in Awka Education Zone of Anambra State.

### **Review of Related Literature**

#### **School Library**

Library is derived from the word “liber” which means book. The central mission of a library is to collect, organize, preserve, and provide access to knowledge and information. Libraries provide people with access to the information they need to work, play, learn, and govern.

According to Onwuka (2016), professionally and traditionally, libraries are classified into the following

categories: National Libraries, Public Libraries, Academic Libraries, School Libraries, Research Libraries, Special Libraries, Private Libraries/ Special Collection. Onwuka further explained that school libraries are not well developed in developing countries of the world. He stated that many schools in Nigeria do not have libraries and that where they exist; many are not run by professional librarians. A school library is headed by a teacher librarian. A teacher librarian is a qualified teacher who in addition to his responsibility as a teacher also mans the school library. He further stated that school librarians are often overloaded with teaching responsibility preventing them from paying the desired attention to library duties.

### **Importance of School Libraries in Girl-Child Education**

The school library is a collection of wide varieties of learning materials housed in a school organized by professional staff and made available for use by both teachers and students. Johnson and Lanre (2002) stated that library materials include books, periodicals, pamphlets, map and illustrations, films, filmstrip, slide and tapes.

Libraries are agents of social communication. They are vehicles which help to bridge the awareness gap among members of the society that are disadvantaged as a result of poverty, early marriage and teenage pregnancy, cultural and religious misconceptions amongst others (UNICEF, 2015). Libraries as agents of change can help to address some of these challenges. Public and School libraries can play helpful roles in addressing the problems of cultural and religious misconceptions, lack of role models as well as teenage pregnancy and early marriage.

It is necessary to identify some of the importance of a library in a school setting. Amune and Dauda (2001) reveal that school libraries are established to:

1. Provide basic collections that will help to broaden the learner's educational experiences beyond the limit of its classroom experience.
2. Cultivate the habit of inquisitive reading in the student whether or not the teacher asks him to do.
3. Support and enrich the curriculum which the school operates.

4. Motivate the learner to read for pleasure and not only for his assignments to be submitted at a given time or a test and examination to write.
5. Provide teachers with a variety of resource materials that will help them prepare their classroom lessons.
6. Keep teachers and students informed of the latest development in their subject areas.

Libraries are not only reading rooms but are research centres in schools. School libraries that are equipped with current and relevant material are great assets to educational programmes. Johnson and Lanre (2002) opine that the library contribute to the education of both women and men in several ways. These include:

- a. Encouraging reading
- b. Expanding the learning process
- c. Developing learning skills
- d. Developing appreciation, attitude and value and
- e. Assisting with the development task.

### **Girl-Child Education**

Girl-child education incorporates the necessary attitude, cultural and behavioural training which parents give to their daughters at home to enable them to become useful, resourceful and respectful citizens of the society. It also includes the functional teaching or training in skills acquisition which many girls undertake in the shades of a seamstress or computer training centres, weaving/fashion designing centres as well as catering and interior decoration centres, etc. Ejikeme (2010), posits that denying a girl-child education make them socially excluded, creating room for them to grow up to become illiterate women in later life and be classified as disadvantaged candidates for adult education, women empowerment programmes and other women rescue remedial or support programmes that smack off under development. Adeyanju (2005) notes that girls in Nigeria are disadvantaged in their access to education, and as such, all do not register for school, those that register are not regular and eventually dropout in the north, the number of children out of school is high and the proportion of girls to boys in school ranges from 1 girl to 2 boys and even 1 – 3 in some instances.

Agusiobo (2018) describes girl-child education in Nigeria as a tool for just, peaceful, harmonious and sustainable development. National policy on



education and in the Nigerian constitution is mere rhetoric in the life of the girl-child because instead of going to school like her male counterparts, she is being used as a baby sitter; she is exposed to sexual harassment, early marriage, street hawking and all sort of danger at the detriment of her education.

### **Elimination of Barriers to Girl-Child Education through Libraries in Public Secondary Schools**

The libraries in public schools can help in the girl—child education by engaging in occasional or regular campaigns. This point was highlighted by Offorma (2009) who avers that public secondary school libraries can reduce or eliminate barriers to girl-child education through public awareness campaigns. This can be done through the following services:

- 1) Libraries can modify their provisions and services with the aim of becoming research centres. They should not only be seen as places to study for examinations and read for leisure but also as information and research centres for key national issues like the girl-child education.
- 2) Libraries can also create special collections comprising of books, journals, newspapers, databases, brochures, flyers, posters, radio/television interview and documentaries as well as other audio-visual materials that encourage girl-child education.
- 3) Librarians need to pay special attention to the information needs of women. If women are well informed, they could be in a better position to persuade their husbands to send their girls to school.
- 4) Librarians could organize workshops that will bring women together with their peers to discuss topics of common interest like girl-child education.
- 5) Libraries could also partner with government and non-government agencies in executing programmes aimed at accelerating the girl-child education. This is particularly important as the collaborating agency may provide the needed fund for the library to prosecute various information awareness programmes or carry out any other function or services required.

### **Benefits of Educating the Girl-Child for Sustainable Development**

The girl-child stands a better chance of succeeding in life if properly educated. She is more likely to withstand all kinds of challenges in life as the education process would have been prepared mentally to do so. Aina (2007) opines that all the rights of educating the girl child and all other rights for her development, participation, survival and protection as explicitly set out in the legal instruments and policies if implemented will provide immense benefits in the life of the girl-child. These benefits will come in different ways, including socially, economically, culturally and politically, to herself, her society and country. Practically, the benefits accruable to the girl-child as a direct result of proper education include:

- i. Girls when empowered with education gain a lot of knowledge and skills that will enable them to fit into every sphere in life, without fear of gender discrimination and neglect and its negative effects, thereby making a remarkable change in their lives.
- ii. Girls who go to school and complete the education process become educated are better placed to have more access to many privileged social positions, better-paying jobs, and higher income.
- iii. Educated girls help themselves, their families, their communities and their countries and encourage other girls to be educated.
- iv. Education of girls provides more opportunities and choices available to girls and women for developing their full potential.
- v. Educated girls who are prospective future leaders will be assertive, and as a result, have a voice and take critical and right decisions for the development of a just, peaceful, harmonious society and sustainable development.
- vi. Educating girls and women is an important step in overcoming poverty. Poverty reduction enables the fulfilment of her right to education and other rights of the girl-child and young women which serve as a powerful tool in making a change in her life; enhance gender equality, self-esteem, empowerment, social wellbeing, leadership, and critical spirit.
- vii. Girl child education is the best investment in a country's development as it is a guaranteed way to increase a country's human capital development, economic productivity, facilitates

good health practices, family planning, lower infant and maternal mortality, improve nutritional status, better ability to cope with stress and more effective management and prevention of chronic disease.

**Methodology**

This study adopted a survey research design. This is because the data relevant for the study will be collected through questionnaire. Survey research design entails the collection of data from sampled respondents either through questionnaire; interview or observation. The population of the study comprised 2988 SS 1, SS 2 and SS 3 female secondary school students from 10 selected public secondary schools in Awka South Local Government Area in Anambra state, Nigeria. Purposive sampling technique was used to draw a sample of 600 students from these three classes in the secondary schools under review. The instrument for data collection was a questionnaire.

The instrument was drawn on a 4-point rating of Strongly Agree (SA) = 4 points, Agree (A) = 3 points, Disagree (D) = 2 points, and Strongly Disagree (DA) = 1 point.

The instrument was personally administered by the researchers to the students. Completed copies of the questionnaire were collected by the researchers on the spot to ensure a 100% return rate. Data collected were analyzed using weighted mean, Chi-square and Pearson’s Product Moment Correlation Coefficient (PPMCC). A cut-off point of 2.50 (4+3+2+1 = 10/4 = 2.5) was used as the criteria determine the extent of agreement or otherwise of each item. Chi-Square was used to determine whether the encumbrances will be statistically significant or not while PPMCC was used to test the relationship between the barriers to the usage of the school library facilities and girl child education. This was tested at a 5% level of significance.

**Data Analysis and Interpretation**

**Research Question One:** What are the barriers to the usage of library facilities by female students in public secondary schools in Awka South LGA of Anambra State?

**Table 1: Mean responses of barriers to the usage of public secondary libraries by female students**

S/N	ITEMS	SA	A	D	SD	MEAN	REMARKS
1	The school management does not pay adequate attention to the library information needs of female students	233	179	100	88	2.93	Agree
2	Workshops and seminars are not organized to discuss topics of common interest.	401	120	49	30	3.49	Agree
3	Our library is not modified to provide services with the aim of becoming a research centre.	515	50	35	0	3.8	Agree
4	Our school librarian does not permit the use of the library facilities for our development as females	82	76	141	301	1.89	Disagree
5	Current books, journals and newspapers are not regularly available.	221	107	98	174	2.62	Agree

**Source: Field Survey, 2021.**

Table 1 shows the mean responses to the usage of library facilities by female students in public secondary schools in Awka South LGA of Anambra State. In items 1, 2, 3 and 5, the respondents gave agreeable responses with mean scores of 2.93, 3.49, 3.8, and 2.62 respectively. This indicates that the problems as outlined in the Table represent the encumbrances that prevent the female students from accessing or using public school libraries in the state.

**Test of Hypothesis One**

H<sub>a1</sub>: There are statistically significant barriers to the usage of library facilities by female students in public secondary schools in Awka South LGA of Anambra State

**Table 2: Questionnaire Items \* Responses Cross tabulation**

		RESPONSES				Total
		SA	A	D	SD	
	Count	233	179	100	88	600
	% within					
QUESTIONNAIRE ITEMS	1.00 QUESTIONNAIRE ITEMS	38.8%	29.8%	16.7%	14.7%	100.0%
	% of Total	7.8%	6.0%	3.3%	2.9%	20.0%
	Count	401	120	49	30	600
	% within					
	2.00 QUESTIONNAIRE ITEMS	66.8%	20.0%	8.2%	5.0%	100.0%
	% of Total	13.4%	4.0%	1.6%	1.0%	20.0%
	Count	515	50	35	0	600
	% within					
	3.00 QUESTIONNAIRE ITEMS	85.8%	8.3%	5.8%	0.0%	100.0%
	% of Total	17.2%	1.7%	1.2%	0.0%	20.0%
	Count	82	76	141	301	600
	% within					
4.00 QUESTIONNAIRE ITEMS	13.7%	12.7%	23.5%	50.2%	100.0%	
% of Total	2.7%	2.5%	4.7%	10.0%	20.0%	
Count	221	107	98	174	600	
% within						
5.00 QUESTIONNAIRE ITEMS	36.8%	17.8%	16.3%	29.0%	100.0%	
% of Total	7.4%	3.6%	3.3%	5.8%	20.0%	
Count	1452	532	423	593	3000	
% within						
Total	QUESTIONNAIRE ITEMS	48.4%	17.7%	14.1%	19.8%	100.0%
	% of Total	48.4%	17.7%	14.1%	19.8%	100.0%

**Source: Field Survey, 2021.**

Table 2 shows a cross-tabulation representation of respondents responses which was used in calculation of the chi-square result in Table 3 below.

**Table 3: Chi-Square Result**

**Chi-Square Tests**

	Value	Df	Asymp. Sig. (2-sided)
Pearson Chi-Square	1068.847 <sup>a</sup>	12	.000
Likelihood Ratio	1157.906	12	.000
Linear-by-Linear Association	204.529	1	.000
N of Valid Cases	3000		

a. 0 cells (0.0%) have expected count less than 5. The minimum expected count is 84.60.

Table 3 shows the chi-square result for the test of hypothesis which states that there are statistical significant barriers to the usage of school library facilities by female students in public secondary schools in Awka South LGA of Anambra State. The decision rule is to accept the alternate hypothesis

when the p-value obtained is less than 0.05. From the Table, it shows that the asymptomatic significance which is the p-value in the Pearson Chi-Square column is .000 and the Pearson Chi-Square Coefficient is 1068.847. As a result of this, the alternate hypothesis stated was therefore accepted.

**Research Question Two:**

What is the relationship between the barriers to the usage of library facilities and girl child education in public secondary schools in Awka South LGA?

**Table 4: Distribution of responses on barriers to the usage of libraries facilities and girl child education**

S/N	ITEMS	SA	A	D	SD	MEAN	REMARKS
<b>Barriers to the Usage of Libraries Facilities</b>							
1	Our library is not modified to provide services with the aim of becoming a research centre.	515	50	35	0	3.8	Agree
2	Workshops and seminars are not organized to discuss topics of common interest.	401	120	49	30	3.49	Agree
3	The school management does not pay adequate attention to the library information needs of female students	233	179	100	88	2.93	Agree
<b>Girl Child Education</b>							
4	The challenges I face in trying to assess the library makes me not to use it more often.	280	200	89	31	3.21	Agree
5	My need as a female student is not met by the library, so I prefer reading and researching elsewhere.	339	120	101	40	3.26	Agree
6	The library operators do not care about what I want as a female student, so, it makes me not to use the library always.	130	183	213	74	2.62	Agree

Responses in Table 4 reveal the mean responses of the respondents on barriers to the usage of library facilities and girl child education in public secondary schools in Awka South LGA. The threshold of acceptance is 2.5, hence, any questionnaire item with a mean score of 2.5 and above was accepted whereas any mean score below

2.5 was rejected. From the Table, all the questionnaire items have mean scores of 2.5 and above, meaning that the respondents accepted all the questions as playing out in their schools.

**Test of Hypothesis Two**

H<sub>a2</sub>: There is a significant relationship between the barriers to the usage of library facilities and girl child education in public secondary schools in Awka South LGA.

**Table 5: Correlation Analysis**

		BARRIERS	GCE
BARRIERS	Pearson Correlation	1	.928**
	Sig. (2-tailed)		.000
	N	600	600
GCE	Pearson Correlation	.928**	1
	Sig. (2-tailed)	.000	
	N	600	600

Correlation is significant at the 0.01 level (2-tailed).

**Keys:**

BARRIERS: Barriers to Girl to The Usage of Libraries Facilities

**GCE: Girl Child Education**

Table 5 shows the correlation result for hypothesis two, tested using PPMCC. From the result, the Pearson’s r is 0.928, meaning that there is a positive relationship because it is positive. The relationship is significant because the p-value obtained is less than the 0.05 significant level at two-tailed test used. Going by the decision rule, the alternate hypothesis was therefore accepted. Thus, there is a significant positive relationship between the barriers to the usage of library facilities and girl child education in public secondary schools in Awka South LGA.

**Conclusion**

Education is the right of every girl-child, a key to transforming her life and making her a responsible member of society. Without education, the girl child is denied the opportunity to develop her full potentials required to play productive roles in society. Although some efforts have been made to improve girl-child education in Awka South of Anambra State in Nigeria, much still needs to be done to empower the girl child to reach her full potential in life and contribute fully to the political, socio-economic and technological transformation in Awka Educational Zone of Anambra State.

The findings of this study show that there are barriers to girl-child education in the zone and that these

barriers have statistical significant relationship with girl child education in Awka South LGA of Anambra State, Nigeria.

**Recommendation**

Based on the findings and its related implication in girl child education, the following recommendations were made:

- a) Both the state government and secondary school management should join hands to reduce the various barriers to girl child education by equipping the school library with requisite information resources.
- b) Improved Funding. Most public schools in Nigeria are poorly funding. Public secondary schools in the state should look inwards and seek for alternative means of raising fund to equip their school libraries.
- c) Information and Communication Technologies should be deployed in public school libraries in the zone. Public school libraries should endeavour to acquire and also collaborate to gain access to electronic information resources to cushion the dearth of print resources in the zone.
- d) School libraries should be managed by qualified teacher librarians. This will encourage professionalism as well as quality library services in public secondary schools in Awka Education zone.

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