RESOURCE DEVELOPMENT AND LIBRARY EFFECTIVENESS IN KWARA STATE PUBLIC SECONDARY SCHOOLS: A SCHOOL-COMMUNITY SYNERGISM

Martins Olanrewaju Atunde[1]
Jamiu Wankasi Abdulraheem[2]
Titilola Aminat Bayero Abdussalam[3]
Abiodun Johnson Medupin[4]
Janet Oluseyi Adewara[5]

ABSTRACT

The study looked into the connection between school-community synergism for resource development and library effectiveness in public secondary schools in Kwara State, Nigeria. The study was descriptive and correlational in scenery. Multi-stage sampling of stratified, purposive, proportional and random techniques was used to select 960 respondents in 60 public secondary schools. Data was collected with the use of School-community Synergism and Library Effectiveness Index Questionnaire (ScSLEIQ). Collected data were analysed with applicable statistical tools like mean and standard deviation, Pearson Production Moment Correlation (PPMC) and Regression Analysis. Result obtained revealed that, the overall extent of school-community synergism for resource development was low (grand mean scores 2.41), whereas the level of library effectiveness was moderate (grand mean scores 2.61). The study concluded that, school-community synergism in the development of resources contributed 58.2% (R =.582) to effectiveness of public secondary school libraries in Kwara State, Nigeria.
Keywords: *Library Effectiveness, Resources, School-Community, Synergism*

1. INTRODUCTION

Secondary education, which is the intermediate level of schooling that a child enrolls for after primary education, solidly occupies a tactical position in the Nigerian educational system. Its strategic magnitude underpins the linkage and bridge of connection between the primary and higher level of education. Generally, the foremost goal of this level of the education is the preparation of: enrollees (students) for functional societal livelihood and institutions of higher learning (Federal Republic of Nigeria, 2013 and 2004). The comprehension of this essential goal is crucial and highly dependent on the degree of provision and utilization of advisory, instructional, informational, loaning (lending or circulating), orientational, reference, supplementary and ICT (Information and Communication Technology) services provided by the school library (Oladimeji, Atunde, Abdulraheem, Medupin, Tijani, Oladejobi, Rilwan & Jesuwaye, 2021; AbdulRaheem & Atunde, 2018; American Association of School Librarians, 2018; Calvert, 2016; Ukachi, 2013; Umunna, 2007). In fact, the school library, is the 'heart and soul of every educational venture, and it is mainly attached to secondary schools with the intention to serve the informational, didactic, socio-cultural and frivolous desires of students, teachers, administrators and the entire school community. In lieu of this, the Federal Government of Nigeria (FGN) in its National Policy on Education mandated every States and Local Governments, as well as proprietors of schools to establish functional school libraries in accordance with the established standards (FRN, 2013). A functional and effectual school library as espoused in literature are those who: collect and collate information resources that enhances the performance of students and teachers; develop and create reading culture abilities in students (Wusu, 2015; Chandrashekara, 2014); help improve students vocabulary; encourage and build up substantial study habit in students; support academic and school work; supports the school curriculum (Adegun, Oyewumi, Oladapo & Sobalaje, 2015); serve as intellectual sources of knowledge and subject information centre to members of the school community (Aduba, Odegwo & Udem, 2018); serves as independent learning, formal education support, personal retreat, and research centres to the school and its neighborhood (Corpuz, 2020); and make tremendous contributions to societal development.

[1]Brightlight Research Centre, Ilorin, Kwara State, Nigeria (Corresponding Author: atundemartins@gmail.com; +2348067995010)
[2,3&5]Technical Services Division, University Library, University of Ilorin, Nigeria
[4]Department Department of Educational Management & Counseling, Al-Hikmah University, Ilorin, Nigeria

For elevated level of functionalism and effectiveness of library operations and services, adequate resources must be continuously made avail to enhance library users experience.

In the study perspective, educational resources are the financial, human, physical, material and ICT resources required to achieve the objective of school library and its parent organization at large. Financial resources are usually in form of cash or projects/investments provided and/or carried out to run library programmes (Salami, 2016; Jimoh, 2013). Human resources are the librarians, library officers and assistants in the library. Physical resources are all the physical library facilities (like reading tables, chairs, shelves, and building) that make the library environment congenial (Medupin, 2021). The material resources consist of textbooks, reference materials (such as almanacs, dictionaries, atlases, encyclopedias) and other information bearing resources housed for use by teachers and students for teaching-learning, recreational activities, personal interest in the school (Onwukanjo & Joseph, 2017; Wusu, 2015). Support and ICT (Information and Communication Technologies) resources are the varied sets of hi-tech tools and facilities used to commune, produce, broadcast, keep and manage information (National Open University of Nigeria, 2018). Examples are: desktop computers, Internet, digital versatile device (DVD), wireless networks, Close Circuit Television (CCT), telephone, electronic mail, satellite systems, files and databases, CD-ROMs, scanner, digital camera and projector (Atunde, AbdulRaheem, Tijani, Ayoku & Adeseko, 2020). Nonetheless, the provision of these resources for the school library as enshrined in the National Policy on Education rest on the government through its implementing agencies at the federal and state level (FRN, 2013 p.51). Specifically, the government is expected to: adequately fund library programmes; recruit and provide training for library personnel periodically; develop library collections and services; and invest in physical infrastructure and sophisticated technologies to enable library compete in the present digitally-evolved information community.

It is relatively regrettable that most school libraries today are non-functional, as they are operating on stringent resources, which is occasioned by derisory funding of the educational system and economic recession currently tormenting the nation. Observing the trends of literature on resources availability or provisions in secondary schools, it was perceived that school libraries in developing nations, Nigeria inclusive are gravely suffering from stakeholder's neglect in terms of insufficient budgetary allotments (Salami, 2016; Adegoke, 2014), ample provisions of prerequisite resources and lack of support from principals and key Ministry of Education employees (McPherson, 2020; Aduba, Odegwo & Udem, 2018; Godfrey, 2017). Evidently, some public schools are without libraries in Kwara State, while those schools with libraries are without shelves, racks, chairs, reading tables and reading corners (Salami, 2016). Most school libraries do not have the required number of professional library personnel in terms of capacity and quality, while the few available staff are oftentimes overworked and not exposed to continuous retraining in modern practices in the library profession. It was also observed that material resources like textbooks, atlases, dictionaries, audiovisual equipment/materials, encyclopedias, and almanacs are in diminutive supply or obsolete in some libraries, while available physical library infrastructure are insufficient to accommodate the geometrical increase in students' enrolment and school size. More so, information and communication technology (ICT) facilities like desktop computers, projectors, printers, and Internet that are supposed to be available are not handy or accessible in most school libraries. A glance at most libraries and what transpires in there indicates that producing and delivering effective library services can become "a mount Everest or Kilimanjaro" to surmount or climb, as they are constraint with human, physical, material and support resources paucity and inaptness. All which have led to unmet recreational, educational and socio-cultural information needs among community of library users. Attesting to this claim, results from surveys (Salami, 2016; Ayeni & Ogunbameru, 2013; Uchendu, Ekanem & Jonah, 2013; Auta, 2013; Asiyai, 2012) acknowledged that deficient financial backing which transmuted to sickening shortfall of requisite resources is the major evils befalling and impeding the effectiveness of library services in Nigeria regardless of governments commitments.

To solve the aforementioned incongruities, policy makers, management experts, researchers, and administrators have put forward various propositions and remedies like the education trust fund, government grant, international aid, donor agencies, proceeds from agricultural activities, business ventures, dedication of buildings/projects in donor's name, consultancy services, fees on graduating students (like collecting testimonial, statement of results and certificates), proceeds from exhibitions (Nwakpa, 2016; Nwachukwu, 2014; Zacheus, 2014; Ige, 2013), introduction of school levies, corporate social responsibility and private–public partnership (Medupin, 2021; Ibrahim & Gbaje, 2019). These panpharmacons have been made use of at both the national and institutional levels but funding quandary still perdures. The researchers of the present research begin to pounder on what community agencies or stakeholders in education are doing to salvage the school library and its programmes from collapse; in sight of the reality that, most secondary schools cohabitate and were even established through communal effort. Also, since satisfactory provision of resources for library operation is a pricey social service, which cannot be financed by the government alone, it will require synergic efforts of both the school and local communities (such as parents-teachers association, school based management committee, library board, social clubs or community based organizations, community heads, alumni or old student association, wealthy individuals, and corporate entities or organizations) to successful implement library programmes. The raison d'être for synergism between the school-community, as postulated in literature shows that, it ensures: the participation of local populace in recognizing and setting their needs and priority; effective planning and execution of library programmes by the school-community (Ekere, Anyanwu, Umunnakwe & Benson, 2016; Epstein, Sanders, Simon, Salinas, Jansorn, & Van Voorhis, 2002); awareness of educational needs and problems (Everhart & Mardis, 2014; Iseah, 2014); joint remedative actions in tackling predicaments in the school library programmes (Duru–Uremadu, 2017); progressive connection of communities with the school; multi or inter sectoral alliance and support (Crowson & Bower, 2020); and accessibility and affordability of library services in a cost-effective manner.

In view of this, the Federal Government of Nigeria in its education policy greatly welcomed and encouraged community contributions and involvements in the financing, administration and management of secondary schools (Federal Republic of Nigeria - FRN, 2013) and its programmes. This FGN's mandate signifies that the school library alone cannot survive by itself but needs the relentless support and dynamic synergy (used interchangeably in literature with collaboration, engagement, involvement, support, liaison, rapport, relationship, participation, and partnership) of community agencies to ensure sustainability. That is, while the community through its philanthropic efforts and provisions ameliorates the problematic conditions affecting the school programmes, the school then produces self-reliant, self-fulfilling and productive individuals for the society. Therefore, neither the community nor the school can be self-sustenance without proper synergy, as each entity constitutes fundamental and crucial catchment resources to the other. Thus, through effective and efficient synergism between school-community, community agencies like PTA, SBMCs, Alumni, generous donors, CBOs and Non-governmental organizations can actively take part in the process of revitalizing library operation. Literature evidences on school-community synergism in the educational sector in Nigeria (Etim, 2021; Owan, 2019; Bakwai, Oduwaiye & Muhammad, 2018; Egberibin, 2018; Alabi, 2017; Ataine & Nkedishu, 2017; Adeyemi, 2016; Ejeh, Okenjom, Chizi-Woko & Agbo, 2016; Yusuf, 2016; Bakwai, Yisa & Musa, 2015; Adegoke, 2014; Obiadazie; 2014; Tata & Abdullahi, 2014; Bakwai, 2013; Emenalo & Ibekwe, 2013; Okenwa & Igbo, 2013; Ugwuanyi, 2013; Ogundele, Oparinde & Oyewale, 2012) other developing (Shaka, 2021; Godfrey, 2017; Pudensiana, 2017; Fusheini, 2015; Konji, 2015; Abdulhakim, 2013; Kambuga, 2013; Lemma, 2013) and developed (Rahman, Ali & Zeb, 2021; Zuckerman, 2020; Hamdan, Iqbal, Tahir, Ahmad & Zainudin, 2013) nations in the last decade however affirmed that various community agencies through their synergic diverse activities in the school have been involved in disciplinary maintenance, teachers and students welfarism, supplementary activities, construction and maintenance of new and existing structures (hostel, classroom, libraries etc.) in addition to the provision of reading materials and social amenities. Nonetheless, their participatory and involvement level in the implementation and development of school programmes in precedent years have grossly

decline in the face of economic depression, low living standard, poor engagement (Alabi, 2017; Godfrey, 2017; Bakwai et al., 2015), fund mis-management, non-functionality of community agencies like the PTA and SBMCs (Pudensiana, 2017; Adeyemi, 2016; Konji, 2015), low awareness level and interest in school needs (Etim, 2021; Egberibin, 2018; Godfrey, 2017), lack of school legislation/policies/guidelines on school-community partnership (Shaka, 2021) and decline in school visitation by agencies of the community in most African countries, principally Nigeria. Regardless of the aforementioned resource contributions and synergism-related quandary, the association of school-community synergism in financial, material, human, physical and ICT resource development with school library effectiveness in Kwara State lingers anonymous in empirical parlances. Hence, the need for this research.

2. AIM AND OBJECTIVES OF THE STUDY

The aim of this research was to examine the connection between school-community synergism for resources development and library effectiveness in Kwara State secondary schools, Nigeria. Explicitly, the study tends to determine the:

  i. Extent of school-community synergism (ScS) in the development of financial, human, physical, material and ICT resources in public secondary school libraries;
 ii. Level of library effectiveness in public secondary schools; and
iii. Relative correlation between school-community synergism (ScS) in development of resources (financial, human, physical, material and ICT) and library effectiveness in public secondary schools in the study setting.

3. LITERATURE REVIEW

3.3.1 School-Community Synergism in the Global Sphere: An Empirical Review

The synergism between community agencies and the school is so vital, that, it serves as a catalyst for school development (Ataine & Nkedishu, 2017; Tata & Abdullahi, 2014; Bakwai, 2013), effectiveness (Owan, 2019; Yusuf, 2016) and goal attainment. In lieu of this, superfluity of professional papers, journal articles and theses report on the connectedness of school-community synergism and school programme successes has surfaced with refurbished and ardent interest globally. Remarkably, the mixed explanatory research (Rahman, Ali & Zeb, 2021) carried out among 65 managers of secondary schools in Khyber Pakhtunkhwa, Pakistan discovered that unsociable school-community relationship in terms of poor collaboration and uncooperative behaviour between managers and community groups (Parent Teachers Committees, and BOGs). The global systematic review carried out by McPherson (2020) found that teacher librarians are in need of high-quality liaison with the community stakeholders to enlarge and preserve school library programme. The survey (Corpuz, 2020) carried out among 178 library users at Nueva Vizcaya State University in Philippines discovered that though library resources in terms of holdings and collection, non-print materials and ICT equipment were considerably available, the library services of NVSU were functional and very effective. Datinguinoo (2019) examined the position of community relations in Batangas State University Integrated School. The research found commendatory level in areas of partnership, encouraging nearer contacts with parents and communing with involved stakeholders. The ethnographic study (Franco, 2018) on the relationships connecting local communities with two primary schools in Mexico discovered that alliance, collaboration, detachment and confrontation are modes to comprehend *convivencia* blueprint between families and schools. The quantitative investigation by Eubanks (2017) carried out amid 62 high school administrators in rural Tennessee found no significant relationship between dimensions of business, school-linked service integration, service learning, university, and faith-based community partnerships and ACT subtest scores. In Pakistan, results from a survey study (Hamdan et al., 2013) of 300 teachers in government secondary schools in Khyber Pakthukhwa statistically showed that community participation had a strong and positive linkage with school-community relation dimensions of communicating, parenting and volunteering.

In Africa, the research carried out by Shaka (2021) among 155 participants (132 teachers and 23 PTA members) in Ethiopian government established schools in the town of Fitche confirmed that supporting children in learning at home (mean score of 3.9), discussing learning progress of wards with teachers (mean score of 2.81), and engaging in PTA activities are the major aspects of parental interest in schools in the study area. Contrarily, Shaka's (2021) study found that Fitche town schools are not: working collaboratively with community organizations, local businesses and industries on skills and learning enhancement programs for students (40.15%); and offering behind-school programs for students with support from community members (58.33%). Godfrey (2017) conducted in-depth qualitative research among 40 community members and educators (school heads and teachers) in Zimbabwe primary schools. Finding revealed that communities were involved through preparing children for school, providing pupils' basic needs (food, stationery and school uniforms), engaging pupils academically, keeping an eye on teacher and children's attendance, making provisions for labour and materials for constructing classrooms, financing school budgets, and participate in school governance. Discovery from a mixed study (Pudensiana, 2017) conducted on 57 stakeholders in Moshi rural district of Tanzania pointed out that at community levels, leaders are partially involved (43 per cent) in various managerial functions (like mobilising direct charitable and mandatory donations of materials, funds, labour force and construction location) apart from implementing school plans. In Kenya, Konji's (2015) critical analysis of 915 participants' perception on impact of community participation on school management in 34 selected secondary schools in Machakos County established that bulk of the school community members attended few meetings when invited, while little parents help out their children with school work and chat about school matters with their wards. The study also discovered that despite the existing relationship between the school and the community, minority of community members was involved in the process of decision making in these schools, which resulted in few projects initiation by the community. In Nanumba District, a sub-region of Ghana, Fusheini (2015) examined the perception of 560 study participants on involvement of communities in the effectiveness of basic schools. The study observed that school progression cannot be explicated alone by community engagement but other variables can also play their part. The author (Fusheini, 2015) concluded that, where involvement is vigorous, effectiveness would be enhanced. Findings from another complementary research conducted by Abdulhakim (2013) among 935 participants from 10 selected primary schools in Lamu East District of Kenya revealed that the teacher-parent partnerships were limited to get-togethers and award giving days. Abdulhakim's (2013) investigation concluded that several community associates are unenthusiastic to partake in school functions, while the school and education bureaucrats do not engage community members with low academic profile in school matters. The qualitative research (Kambuga, 2013) involving 35 village heads, ward education officials and villagers in Dodoma Municipality in Tanzania reported that community participation in school construction takes the forms of cash or labour contribution and that this contribution is limited. Also, it was found that the villagers are vigorously not involved in planning, supervising, assessing and decision-making processes in the school. The mixed study research conducted in Oromia Special Zone in Ethiopia by Lemma (2013) argued that community participation was low in areas of regular meeting attendance, school visitations to check their children's performance, and assisting children with assignments exercises. At the school level, Lemma (2013) found that the participation of community representatives in key management roles like planning, discipline management, decision making as well as evaluation was also low. Likewise, lack of commitment and orientation, inappropriate time and place of meeting, negative attitudes of school heads and educators towards members of the community (PTA and members of Kebele Education Training Board) on their roles and lack of self-belief of PTA and KETB were the major factors hindering effective alliance between the school and community.

In Nigeria, specifically in Akwa Ibom State, result from a causation community survey (Etim, 2021) involving 853 participants (697 teachers, 52 principals and 104 community members) from 262 sampled secondary schools confirmed that school-community had significant correlation with management of security issues, maintenance of discipline, funding, and provision of infrastructural facilities. Findings from Owan's (2019) survey of 1,480 academic staff in Cross River State

secondary schools indicated that community relationship indices of school-community usage of school resources, school-community collaboration, parent-teachers' connection, and school-community communication are significantly linked to effectiveness of secondary school system. Bakwai, Oduwaiye and Muhammad (2018) studied 21,230 SBMC members in basic schools located in North-west none of Nigeria and found that high level of community participation in the research setting. The study further discovered that money endowment, labour and material supply were areas of community financing of infrastructural developments in UBE schools in the zone. Equally, the research by Egberibin (2018), which investigates 540 education secretaries and primary school heads in Bayelsa State proved that communities involve in the finance of primary education through payment of levies and making available lands for free. The survey of 16,961 headmasters, assistant headmasters, primary schools' teachers and community leaders in Delta State by Ataine and Nkedishu (2017) discovered among other findings that the community provides lands for building of primary schools, assists in funding, provision of additional classrooms. Ataine and Nkedishu (2017) also found that communities make use of the: school surrounding during election, classrooms during holiday, school play grounds for local games and school parks during festive seasons. Ejeh et al (2016) study carried out amongst 443 participants in all the 59 public secondary schools within Abakaliki Education Zone in Ebonyi State showed that communities to incredibly participate in the funding of secondary schools. Adeyemi (2016) surveyed 550 teachers in 127 secondary schools in Ondo State, and found a high level of community participation in the provision of furniture (41.0%) and classroom (42.0%) but a low participation level in provision of library facilities (41.0%). Adeyemi's (2016) survey also proved that community participation in furniture provisions (r=.345) and classroom construction (r=.298) had momentous influence on school effectiveness. Nevertheless, provision of library facilities (r=.134) had no remarkable impact. A further survey of 2,285 community stakeholders (private organisation, politician, cbos, volunteers, and financial institutions) by Adegoke (2014), on the type and extent of community support available to public libraries in three North-western (Kaduna, Kano and Sokoto) States of Nigeria revealed that bequest of books, cash and valuables (like Generator set, Laptop, standing fan e.t.c) are the commonly available types of community support for public libraries; and that, public library resources and services improved as they received and utilised the financial resources provided through community support. Adegoke (2014) reached a conclusion that community support idea for public libraries should be a continuous exercise as financial donations are significant in preserving libraries tradition of excellence. In Anambra State, findings from the survey carried out by Obiadazie (2014) make known that communities are slightly involved in funding computer amenities such as computer laboratory, computer sets and accessories, Internet connectivity, multimedia television, projectors, and virtual library. Results from another similar research (Tata & Abdullahi, 2014) carried out amongst 2,752 participants (SBMC members, teachers, headmasters and assistants) in Azare Metropolis of Bauchi State, Nigeria proved that school-community rapport is interwoven and pertinent in primary education development. The study affirmed that as community supplies facilities, funds, lands for erecting new infrastructures and supplementary classrooms as well as supervise school programmes, and facilitate discipline management; the school correspondingly made available the resources used to develop school-community connection and eventually enhances education through the dissemination of information to the community and avail itself for consultations.

Outcomes from Emenalo and Ibekwe's (2013) appraisal research conducted among 156 respondents in Okigwe Zone demonstrated that, Communities involved in secondary school development in their Educational zone by regularly paying their children's school fees and PTA levies, donating lands and money, constructing school buildings, organize launching programmes, and providing educational facilities such as science and sports equipment, and library facilities. On the contrary, Emenalo and Ibekwe (2013) found that, communities are not ensuring proper management of available fund to the schools. In similar vein, results from the survey (Okenwa & Igbo, 2013) carried out among 702 principals and classroom teachers in rural and urban secondary schools in Enugu State discovered that there was low extent of community contribution to school plant provision. The research conducted by Ugwuanyi (2013) among 62 principals and 1,004 teachers in Nsukka Education Zone

of Enugu established that the participatory level of communities in schools' administration especially in areas of providing infrastructural facilities, participating in school decisions, funding, maintaining discipline and ensuring security of school environment were minimal and inadequate. Findings from a descriptive study (Bakwai, 2013) of 89 senior secondary schools in Zamfara state affirmed the signification of school-community liaison in the development of secondary education, as it guarantees school facility provisions, improved school programmes financing, students' discipline, good policy implementation, quality teachers' welfare, effective curriculum planning, quality dissemination of information, security management and students' scholarly progress. Bakwai's (2013) investigation also showed that furniture, school halls, classrooms, libraries, laboratories, playgrounds, business centres, cafeteria, school farms and parks are needed resources that promote excellent association between the school-community. In Kwara State, results from the correlational study (Alabi, 2017) investigated in six government-owned secondary schools in Ilorin South Local Government Area confirmed that community participation indices of funding (r=0.432), educational facilities (r=0.367), teachers' welfare (r-value=0.231) and extra co-curricular activities had significant and high association with students' academic performance. Discovery from Ogundele, Oparinde and Oyewale's (2012) study conducted in similar geographical setting among 2000 respondents likewise showed that school-community relations had high existence of association with instructional activities (r=.64), school personnel services (r=.55), school plant provisions and maintenance (r=.53) in Kwara State secondary schools.

3.3.2 Gap in Available Literature

Bearing in mind the availing multifarious researches reviewed so far, a close perusal showed scantiness of studies on the connection between school-community synergism for resource development and effectiveness of school libraries in Kwara State. Most of the reviewed studies were carried out in universities, secondary and primary schools–an umbrella organization of the school library. Also, a conceptual gap existed, as previous studies were mostly centered on involvement of communities in school financing, educational facilities (material, or physical) supplies/ procurement, disciplinary management, and students' engagement overlooking the development of human and ICT resources. Gap was also found in conceptual scope, as prior studies focused on effect of school-community synergism on development (Ataine & Nkedishu, 2017; Fusheini, 2015; Tata & Abdullahi, 2014; Abdulhakim, 2013; Bakwai, 2013), effectiveness (Owan, 2019; Adeyemi, 2016; Yusuf, 2016; Ogundele et al., 2012), scholastic achievement (Alabi, 2017), school management (Etim, 2021; Konji, 2015; Lemma, 2013), along with teaching and learning (Godfrey, 2017). In addition, none of the previous studies on the present research attempt were carried out within the study setting of the study. This research hole was filled in this study.

4. THEORETICAL AND CONCEPTUAL TENETS

A theoretical review was conducted on school-community synergism, and it was discerned that numerous theories have been espoused by theorists, educationalist, sociologist, social work experts and researchers explaining its incomparable roles in school operational activities. These theories include: overlapping spheres of influence theory (Epstein, et al., 2002), boundary-spanning community partnerships theory (Zuckerman, 2020; McGrath, 2009), Scientific Management Theory, Integrated Management Theory, Human Relational Theory, input-output system theory, grounded theory-informed approach (Etim, 2021; Alabi, 2017; Nwankwo, 2014), social contact/partnership theory, naturalism theory (Kim, 2017), socio-cultural theory, Rowan's commitment and control framework, social capital theory, universal theory of involvement (Eubanks, 2017; Abdulhakim, 2013) as well as epistemologically theories of interpretivism, positivism, social justice, critical analysis and empowerment (Hine, 2022; Franco, 2018). Even though, viewpoint from these numerous theories, frameworks and models form a good argument for school-community synergism, they did not clearly explicate the tenets of this research. Thus, this study is theoretically strengthened by the Stakeholders. Theory advocated by the Standford Research Institute in 1963. The onus of the theory is that stakeholders are groups who invest and have beneficial concern in an organization's

welfare and successes (Bernard, 2014); and without whose support the organization in its entirety would stop to exist. Explicitly, stakeholders are those individuals or groups or organizations who have stake in the library and its users, connoting those with one's own, expertise, civil or monetary engrossment or worry (Ibrahim & Gbaje, 2019). In educational institutions particularly school libraries, major stakeholders are the combination of both community agencies and educational bureaucrats. Community agencies are families, parents, owners of local businesses, PTAs, SBMCs, Committee of Retired Librarians (CRL), community leaders (traditional rulers) and social clubs (Ekere, Anyanwu, Umunnakwe & Benson, 2016), while bureaucrats are the library board members, librarians, principals and their vice, educators, students, and Ministry of Education personnel. Consequently, educational bureaucrats through a strong and genuine synergical actions (advocacy, exhibitions, conference/seminars/workshops, lobbying, library orientation and broadcasting library services) are expected to create consciousness of library needs, so as to attract the support of community agencies for effectual service delivery and sustainability of library programmes. In this regard, the effectiveness of school library in delivering qualitative services depends on the mutual synergism amongst library stakeholders. This theoretical exposition conversely informed the conceptual representation presented in Figure 1.
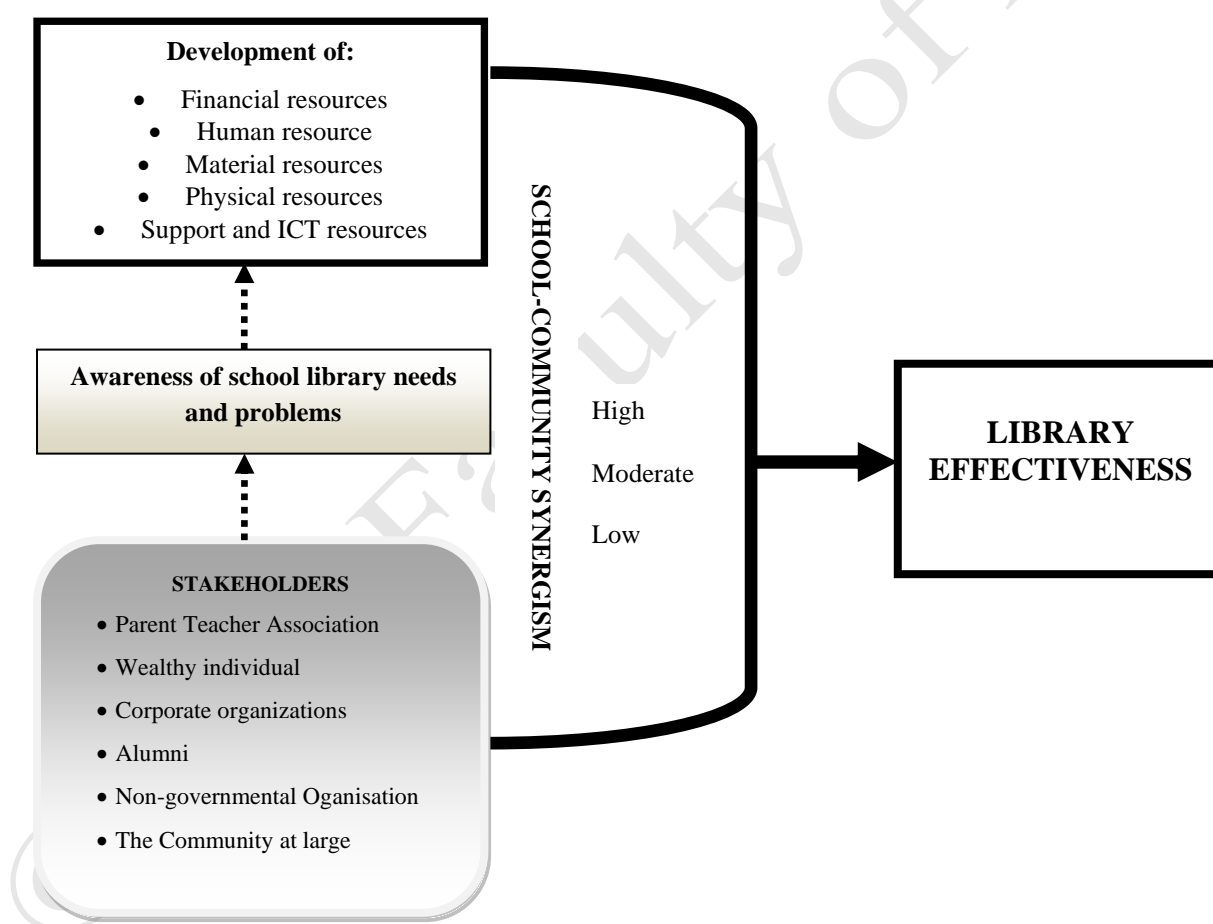

Development of:
- Financial resources
- Human resource
- Material resources
- Physical resources
- Support and ICT resources

Awareness of school library needs and problems

STAKEHOLDERS
- Parent Teacher Association
- Wealthy individual
- Corporate organizations
- Alumni
- Non-governmental Oganisation
- The Community at large

SCHOOL-COMMUNITY SYNERGISM

High

Moderate

Low

LIBRARY EFFECTIVENESS

Fig 1: Conceptual Model of the Study

In this study, the model in Figure 1 portrays the association between school-community synergism for resource development and library effectiveness. The alliance is a chronological one that begins with stakeholders like P.T.A, SBMCs, philanthropists, corporate organization, alumni and community-based organizations, and non-governmental organization been aware of educational needs and problems of school libraries located in secondary schools through effective synergy (collaboration, consultation and supportiveness) with the school, and they willingly try to solve these problems in terms of development of financial, human, material, physical and ICT resources. Normally, the extent (high, moderate or low) of synergism in the development of these requisite

resources might have a significant impact on the effectiveness of library services. In line with the above conceptual diagram, the following research questions were hypothesized:

a) What is the extent of school-community synergism (ScS) in the development of financial, human, physical, material and ICT resources in public secondary school libraries in Kwara State, Nigeria?

b) What is the level of library effectiveness in public secondary schools in Kwara State, Nigeria?

c) What is the relative correlation between school-community synergism (ScS) in the development of resources (financial, human, physical, material and ICT) and library effectiveness in public secondary schools in Kwara State, Nigeria?

5. METHODS

5.3.1 Research Design

Based on the research problem, objectives, and question that guided this study, the descriptive research of a correlational type of design was adopted. The preferred design was informed by the cost-effective opportunity, it gave the researchers in the expansive collection of data with the aid of quantitative instrument (questionnaire), analysing and presenting the data descriptively and inferentially (Creswell, 2014). This process helped the investigators to scientifically provide answers to the research problems and questions. Also, the indispensability of the design in providing scientific degree of association between school-community synergism and library effectiveness informed its adoption.

5.3.2 Study Setting/Participants

The present study was carried out in Kwara State, which is located within North –central geo-political zone of Nigeria. The State has a total of 356 senior secondary schools spread across 16 Local Government Areas. These LGAs are geographically sited in three senatorial districts, namely; Kwara Central – five (5) LGAs, Kwara North – four (4) LGAs, and Kwara South – seven (7) LGAs respectively. The target population thus comprised of 356 principals, 1,057 vice-principals, 298 librarians, 982 library assistants, 8,418 classroom teachers, 1,404 key PTA executives (Source: Planning, Research and Statistics Unit, Kwara State Ministry of Education and Human Capital Development, 2021). To have a representative sample, the multiple stage sampling known for its appropriateness in studying geographically discrete participants (Johnson & Christensen, 2014) was used to select 960 participants. Specifically, the LGAs were first stratified based on senatorial districts and 10 LGAs were further selected through proportional random sampling. The number of chosen LGA's was to ensure a reasonably representative percentage (62.5%) of the total target population. In addition, 60 secondary schools (eight schools per LGA) with functional school libraries, and PTA's were selected based on school ownership (government, religious bodies and community-owned) from the 10 LGAs through purposive and stratification random techniques. Thereafter, 16 participants encompassing the principal, two vice principals, librarian, two library assistants, six teachers and four key PTA executives were selected randomly from each of the sampled schools. The 900 consented respondents, which approximately represent 8% of the population matches Leavy's (2017), as well as Saunders, Lewis and Thornhill (2007) postulations about the rule of the thumbs, that 5 – 10% out of a target population above 10,000 can be considered for a study to keep the research participants within a convenient fraction.

5.3.3 Instrumentation/Data Collection

Data for the research was collected with the use of a closed-ended questionnaire titled "School-community Synergism and Library Effectiveness Index Questionnaire" (ScSLEIQ). The instrument, which was a 35-item four-Likert scale close-ended questionnaire of six clusters, was subjected to validation by library, management and test and measurement experts. A pilot study was conducted on 30 randomly selected participants (10 principals and their vice, 5 library heads, 10 teachers, 5

PTA executives) who were not included in the actual study). The piloting was done to determine how reliable the designed instrument was before the proper administration. The responses of these adhoc participants were statistical treated with Cronbach alpha method, and overall reliability co-efficient/score of 0.81 was obtained. For each cluster of the instrument, alpha values of 0.79, 0.81 0.84, 0.88, 0.80 and 0.76 were correspondingly obtained for clusters B (financial resource development), C (human resource development), D (physical resource development), E (material resource development), F (ICT resource development) and G (library effectiveness. For the questionnaire administration proper, 960 copies of the questionnaire were administered through the on-the-spot data collection method to ensure maximum retrieval. In lieu of this, 97.1% response rate was achieved as 932 out of 960 administered questionnaires were retrieved.

5.3.4 Data Analytical Tools

The collected data was extracted, coded, imputed and analyzed with relevant descriptive and inferential statistics using SPSS 20.0 statistical package. In particular, mean and standard deviation were used to analyse research questions 1 and 2. This was interpreted as follows:

Table 1: Mean Score Interpretations

Range of Scores	Interpretations
3.25 - 4.00	High Extent (HE) /Highly Effective (HE)
2.50 - 3.24	Moderate Extent (ME)/ Moderately Effective (ME)
0.01 - 2.49	Low Extent (LE) / Ineffective (IE)

For the third research question, Pearson Production Moment Correlation (PPMC) and multiple regression analysis statistical tools were utilized. Decision was made at 0.05 significance level.

5.3.5 Results

Table 2. Descriptive analysis on the extent of resource (financial, physical, material, human resources and ICT) development carried out through school-community synergism in school libraries

S/N	Items	Mean	Std. Deviation	Remark
Community stakeholders either through the PTAs, CBOs, Social Clubs, School Alumni, wealthy individuals and local business entities make provisions for the following library resources in the last five years:				
FINANCIAL RESOURCES DEVELOPMENT				
1	Make voluntary cash donations to facilitate school library programmes	2.59	.77	Moderate Extent
2	Organize fund raising activities to raise fund for library development	2.32	1.00	Low Extent
3	Pay compulsory development levies, thereby making fund available for library resources	3.45	.43	High Extent
4	Financing community-wide programmes to gather donations for special needs	2.96	.82	Moderate Extent
5	Source for funds from other organizations, foundations and wealthy individuals to implements library projects	1.98	1.07	Low Extent
	Cluster Mean	**2.66**	**.82**	**Moderate Extent**
PHYSICAL RESOURCES DEVELOPMENT				
6	Donate lands and erect library buildings for secondary schools	3.47	.41	High Extent
7	Procure and install library furniture (shelves, bulletin boards, racks, chairs and reading tables) and fittings (fans, air conditioners and lightings)	2.51	.90	Moderate Extent
8	Procure vehicle(s) for use of library functions	2.16	1.03	Low Extent
9	Procure and install generator or leister for library use	2.18	1.01	Low Extent
10	Fund the repair and maintenance of dilapidated library structures	2.75	.72	Moderate Extent
	Cluster Mean	**2.61**	**.81**	**Moderate Extent**
MATERIAL RESOURCES DEVELOPMENT				
11	Provision of print resources for example contemporary assorted subject textbooks, novels, religious books, articles and comics.	2.63	0.78	Moderate Extent

12	Donation of visual media resources like graphs, charts, globes, maps, photographs, filmstrips, cartoons, stereographic materials etc.	2.20	1.03	Low Extent
13	Procurement of audio-visual resources e.g television, Microfilms, video-taped programmes/ recording, and films.	2.37	1.00	Low Extent
14	Donation of reference materials like yearbooks, atlases, dictionaries, encyclopedias, almanacs, local and national newspapers, newsletter, magazines, reports, gazettes, and government publication	2.22	1.02	Low Extent
15	Provision of electronic resources like E-books, E-audio/visual resources and E-journals etc	2.45	.98	Low Extent
	Cluster Mean	**2.37**	**.96**	**Low Extent**
	HUMAN RESOURCE DEVELOPMENT			
16	Hire and pay for needed qualified librarians/library officer	2.19	.94	Low Extent
17	Help in recruiting and paying students assistants in the library	2.36	.82	Low Extent
18	Provide utility staff for the school library	2.09	.90	Low Extent
19	Offer scholarships to library staff for higher degrees in library and information science	1.86	1.08	Low Extent
20	Facilitate periodic refresher training for library personnel.	2.23	1.03	Low Extent
	Cluster Mean	**2.15**	**.95**	**Low Extent**
	SUPPORT AND ICT RESOURCES DEVELOPMENT			
21	Procurement and installation of computer system e.g desktop, laptops and palm tops	2.52	.91	Moderate Extent
22	Donation of computer accessories like scanners, printers, UPS, multimedia projectors and photocopier machines.	2.18	1.03	Low Extent
23	Provision of computer software resources (online databases, CD-ROMs, application software).	2.29	.99	Low Extent
24	Setting up Internet facilities with full subscription, including up-grading of bandwidth	2.11	.93	Low Extent
25	Providing free technical support for regular maintenance of computers.	2.27	.94	Low Extent
	Cluster Mean	**2.27**	**0.96**	**Low Extent**
	Overall Grand Mean	**2.41**	**0.90**	**Low Level**

(Source: 2022 Field Work Survey from Secondary Schools in Kwara State)

Outcome from the descriptive interpretation in Table 2 infer that the extent of community synergism in financial and physical resources development (cluster mean values 2.66 and 2.61 respectively) were moderate, while those of material, ICT and human resources development were low with cluster mean values of 2.37, 2.27 and 2.15 respectively. In summary, the overall grand mean value 2.41 indicates that, the extent of school-community synergism in the development of library resources was low.

Table 3: Overall level of library effectiveness in Kwara State public secondary schools

S/N	Indicators	Mean	Std. Deviation	Remark
26	Sourcing and maintaining collections that recurrently meets the school community necessitates.	2.53	.88	Moderately Effective
27	Conducting periodic user education and guidance sessions to library clienteles	3.54	.55	Highly Effective
28	Facilitating quick access to new books requests and intra/inter-library loans for library users.	3.01	.77	Moderately Effective
29	Smoothening the progress of students' English expressions	2.40	.99	Ineffective
30	Promoting and enhancing student reading practices/culture and skills aggressively	2.70	.82	Moderately Effective
31	Providing teachers with needed personal, professional, educational and instructional support.	2.33	1.07	Ineffective
32	Effectively support teaching/learning approaches and school curriculum implementation.	2.31	1.04	Ineffective
33	Organizing literacy programs to lessen illiteracy level within the local/immediate community	2.42	.98	Ineffective
34	Serving as scholarly sources of knowledge and subject information centre to library users effectively.	2.38	1.03	Ineffective

35	Satisfaction of community of library users with all aspect of library services	2.47	.95	Ineffective
	Overall Grand Mean	**2.61**	**.91**	**Moderately Effective**

(Source: 2022 Field Work Survey from Sampled Secondary Schools in Kwara State)

Statistical interpretation from Table 3 inferred that, items 28, 30 and 26 with mean values 3.01, 2.70 and 2.53 respectively fall within the moderate level criterion of library effectiveness. Accordingly, mean values of 2.47, 2.42, 2.40, 2.38, 2.33, and 2.31 of the respondents' response revealed that school libraries in Kwara State were ineffective regarding the items in nos. 35, 33, 29, 34, 31 and 32 respectively. By and large, the level of effectiveness of school libraries in Kwara state was moderate, with grand mean value of 2.61.

Table 4: Correlation Matrix of Independent Relationship between ScS and Library Effectiveness

		FRD	PRD	MRD	HRD	SICTRD	LE
FRD	Pearson Correlation	1	.307**	.292**	.263**	.237**	.248**
	Sig. (2-tailed)		.000	.000	.000	.000	.000
	N	932	932	932	932	932	932
PRD	Pearson Correlation	.307**	1	.217**	.207**	.277**	.279**
	Sig. (2-tailed)	.000		.000	.000	.000	.000
	N	932	932	932	932	932	932
MRD	Pearson Correlation	.292**	.217**	1	.242**	.251**	.265**
	Sig. (2-tailed)	.000	.000		.000	.000	.000
	N	932	932	932	932	932	932
HRD	Pearson Correlation	.263**	.207**	.242**	1	.182**	.231**
	Sig. (2-tailed)	.000	.000	.000		.000	.000
	N	932	932	932	932	932	932
SICTRD	Pearson Correlation	.237**	.177**	.251**	.182**	1	.241**
	Sig. (2-tailed)	.000	.000	.000	.000		.000
	N	932	932	932	932	932	932
LE	Pearson Correlation	.248**	.179**	.265**	.231**	.241**	1
	Sig. (2-tailed)	.000	.000	.000	.000	.000	
	N	932	932	932	932	932	932

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

Key: FRD = Financial Resource Development, PRD = Physical Resource Development,
MRD = Material Resource Development, HRD = Human Resource Development
SICTRD = Support/Information and Communication Technology Resource Development
LE = Library Effectiveness

Result from Table 4 indicates that school-community synergism in the development of financial ($r = .307$, $p<0.05$), physical ($r = .292$, $p<0.05$), material ($r = .263$, $p<0.05$) ICT ($r = .248$, $p<0.05$) and human ($r = .237$, $p<0.05$) resources respectively had significant but weak correlations with library effectiveness. This result mean that financial, physical, material, ICT and human resources development through school-community synergism contributed 30.7%, 29.2%, 26.3%, 24.8% and 23.7% respectively to effectiveness of school library. Additionally, the joint correlation between the indicators of school-community synergism and library effectiveness was accessible in Table 5.

Table 5: Regression Outcome on overall correlation between School-Community Synergism for Resource Development and Effectiveness of Secondary School Libraries in Kwara State Nigeria.

Model Summary				
Model 1	R = .582ᵃ	R² = .564	Adj.R² = .563	Std. Error of the Estimate = .58231
ANOVAᵃ				
	Sum of square	Df	Mean square	F	Sig.
Regression	3983.375	5	796.675	825.627	.000ᵇ
Residual	148.600	926	.965		
Total	4131.975	931			
a. Dependent Variable: LIBRARY EFFECTIVENESS					
b. Predictors: (Constant), SICTRD, PRD, HRD, MRD, FRD					

Coefficients[a]					
Variable	Unstandardised coefficient (β)	Std. error	Standardized coefficient (β)	T	Sig.
Constant	-2.600	.427		-6.082	.000
FRD	.841	.228	.387	6.369	.000
PRD	.832	.135	.360	6.158	.000
MRD	.770	.156	.296	5.526	.001
HRD	.439	-.132	.178	-3.314	.006
SICTRD	.628	.114	.291	4.946	.003
a. Dependent Variable: Library Effectiveness					

(Source: SPSS Output)

The summary of regression model in Table 5 showed how much of the variance in the dependent variable (school-community synergism for resource development) is explained by the model with R square of .582. This denotes that the studied school-community synergism indices explained 58.2% of the effectiveness of public-school libraries in Kwara State, Nigeria. However, the lingering 41.8% might be ascribed to factors or indices not researched in this study, which therefore requires further research. Also, ANOVA output in Table 5 make known that school-community synergism indicators of financial, physical, material, human and ICT resources were statistically and combined predictors of library effectiveness (F=825.627, p-value < 0.0001). Regression coefficient of standardized beta indicating the statistical associations of each independent variable revealed that financial resources (β = .387; t-value = 6.369; p-value = .000), physical resources (β = .360; t-value = 6.158; p-value = .000), material resources (β = .296; t-value =5.526; p-value = .001), human resources (β = -.249; t-value = -3.314; p-value = .006) and ICT resources (β = .291; t-value = 4.946; p-value = .003) had significant association with library effectiveness.

6. DISCUSSION

Findings proved that school-community synergism in the development of library resources was of low extent in general. This finding, which reflects the extent of human, ICT, material, physical and financial resources developed through synergism between the school-community goes to show why there are still acute deficiencies of resources, ageing facilities and soaring level of workload and obsoleteness among personnel in secondary school libraries in Nigeria. This discovery captioned Ekere, Anyanwu, Umunnakwe and Benson's (2016) observation on the discouraging state of most school libraries in Nigeria, as one finds nothing other than dull sagging roofs, scanty book shelves, patch-up staff, and dilapidating library structures. Ekere et al.'s (2016) observation and that of present research outcome collaborates those of Etim (2021), Bakwai, Oduwaiye and Muhammad (2018), Alabi (2017), Godfrey (2017), Yusuf (2016), Fusheini (2015), Adegoke (2014), Okenwa and Igbo (2013), Ugwuanyi (2013) and Hamdan et al. (2013) who independently reported that despite the fact that school-community collaboration have been centered mostly on funding, construction of infrastructures and provision of facilities, this collaborative effort were at a negligible level, which need improvement. Conversely, the findings of Corpuz (2020) and Emenalo and Ibekwe (2013) contradict that of the present and previous studies.

The findings of the study, which showed a moderate level of library effectiveness in public secondary schools in Kwara state, agree with Adegoke (2014) but opposed those of Corpuz (2020), Burns, Howard and Kimmel (2016) Cobblah and van der Walt (2016) and Adegun, Oyewumi, Oladapo and Sobalaje (2015) who respectively found high degree of effectiveness of library services in Philippines, United States, Ghana and Nigeria.

The study result further indicates that school-community synergism for resource development significantly predicts library effectiveness, and that it explains 58.2% of the dependent variable (R = .582). Relatedly, the development of financial (r = .307), physical (r = .292), material (r = .263), human (r = .237) and ICT (r = .248) resources through school-community synergism were significant

linked with library effectiveness. This result implies that the higher the extent of school-community synergism in financial, physical, material, human and ICT resources development, the higher the level of effectiveness of secondary school libraries in Kwara state, Nigeria. The finding substantiated other local and international community-related researches (Owan, 2019; Alabi, 2017; Adeyemi, 2016; Fusheini, 2015) that discovered greater proof of association between school effectiveness and vigorous school-community synergism. This finding and those of other researches could be explained by the fact that institutions like school library might map out its programmes nevertheless such programmes cannot be effectively implemented where there is short supply of resources (financial, material, physical, support and human), and this in no diminutive measures obstruct their operational functioning and optimal efficiency in delivering quality services to students, teachers and the school community at large. This therefore portrays the serious need for the full integration of the communities and other stakeholders in the management of school library.

7. CONCLUSION AND RECOMMENDATIONS

In conclusion, the findings of the study have discovered an overall low-extent of school-community synergism in the development of library resources, while the effectiveness level of public-school libraries was moderate. Perceptibly, the extent of resource development indicators carried out through school-community synergic activities had a correlation with the moderate level of library effectiveness in Kwara State-Nigeria. Therefore, to accomplish higher level of effectiveness, there must be active engagement, integration, partnership and synergism amongst all stakeholders in the school-community to ensure continuous development of requisite resources (human, material, physical, financial and ICT) for efficient functioning of the school library.

In this view, library administrators (principals and library heads) should take up the responsibility of creating a communal partnership between schools and the community which would help both parties to identify problematic areas of library operation for the improvement. Also, the Government in affiliation with the state Ministry of Education and Teaching Services Commission (TSC) should make provisions for constant seminars/workshops and conferences for principals, librarians, P.T.A. executives, traditional heads and other relevant stakeholders in the community to boost effectual synergism for sustainability of library programmes and efficiency of service delivery.

REFERENCES

Abdulhakim, A.B. (2013). *School–community partnership in the development of education in primary schools: A case of Lamu East District, Kenya [M.Ed thesis].* Kenyatta University, Kenya.

AbdulRaheem, J.W. & Atunde, M.O (2018). Human resources management practices and library personnel job performance in public university libraries in North-central Nigeria. *Journal of Educational Though*, 7 (2), 90 - 114.

Adegoke, K.A. (2014). *Assessment of community support for public libraries in North-western states of Nigeria [MLS thesis].* Ahmadu Bello University, Zaria, Nigeria.

Adegun, A. I., Oyewumi, O.O., Oladapo, Y.O. & Sobalaje, A.J. (2015). Effectiveness of Library Service and Resources in an African University. *Information and Knowledge Management*, 5 (3), 54- 59.

Adeyemi, V.S. (2016). Community participation in education and school effectiveness in Ondo State public secondary schools [M.Ed thesis].University of Ilorin, Kwara State, Nigeria

Aduba, D.E., Odegwo, V.O. & Udem, O.K. (2018). Effectiveness of Physical Academic Libraries in a Digitally-Evolved World. *Madonna University Journal of Research in Library and Information Science, 3 (4),* 1-13.

Alabi, B. (2017). *Community participation in education and secondary school students' academic performance in Ilorin South Local Government Area, Kwara State. [Unpublished B.Ed project]*. National Open University of Nigeria, Abuja, Nigeria.

American Association of School Librarians (2018). AASL standard framework for learners. Chicago, IL: ALA.

Ataine, A. J. & Nkedishu, V. C. (2017). Relevance of School-Community Relations in the Development of Primary Education in Delta State, Nigeria. *Journal of Research in Education and Society*, 8 (2), 18-28.

Atunde, M.O., AbdulRaheem, J.W., Tijani, A. A., Ayoku, O. B. & Adeseko, S. O. (2020). Information and communication technology (ICT) and administrative performance of principals': A survey of public secondary schools in Ilorin metropolis, Nigeria. *Texila International Journal of Academic Research*, 7 (1), 1 – 12. http://dx.doi.org/10.21522/TIJAR.2014.07.01.Art001

Bakwai, B. (2013). Assessment of the role of school community relationship in the development of secondary education in Zamfara state. *Sokoto Educational Review Journal*, 1-22.

Bakwai, B., Oduwaiye, R. O. & Muhammad, U. (2018). Community participation and the financing of infrastructural development in north-west zone basic schools, Nigeria. *Nigerian Journal of Educational Administration and Planning,* 16(1), 1-14.

Bakwai, B., Yisa, H. M. & Musa, R. M. (2015). Assessment of school-community relationship in Sokoto State Secondary Schools: The role of school-based management committees. *Studies in Educational Planning and Administration (SEPA),* 5(1), 18-27.

Burns, E.A., Howard, J.O. & Kimmel, S.C. (2016). Development of communities of practice in school library education. *Journal of Education for Library and Information Science*, 57 (2), 101-111. http://dx.doi.org/10.12783/issn.2328-2967/57/2/3

Calvert, P. (2016). School libraries in New Zealand as technology hubs: Enablers and barriers to school librarians becoming technology leaders. *School Libraries Worldwide*, 22 (2), 51-62.

Chandrashekara, J. (2014). Effectiveness of library and information services to the researchers of Visvesvaraya Technological University a study. Retrieved from http://hdl.handle.net/10603/72317

Cobblah, M. & van der Walt, T. (2016). The Contribution of Effective Library and Information Services to Academic Achievements at Some Selected Universities in Ghana. Libri, 66(4), 275-289. https://doi.org/10.1515/libri-2016-0035

Corpuz, D.A. (2020). Library resources and functional effectiveness of an academic library: Meeting the challenges of the digital age. *Humanities & Social Sciences Reviews*, 8 (4), 238-245 https://doi.org/10.18510/hssr.2020.8425

Creswell, J.W. (2014). *Research design: Qualitative, quantitative, and mixed methods approaches (4th ed.)*. Thousand Oaks, California: SAGE Publications, Inc.

Crowson, R.L. & Bower, C.B. (2020). Community Relations. Retrieved from https://www.oxfordbibliographies.com/view/document/obo-9780199756810/obo-9780199756810-0007.xml

Datinguinoo, M.G.R. (2019). The school-community relations in Batangas State University. *International Journal of Innovation and Research in Educational Sciences*, 6 (2), 305 – 313.

Duru–Uremadu, C.E. (2017). School and community relations in Nigeria: An exploratory review of literature approach. *International Journal of Economics, Business and Management Research*, 1 (4), 34-52.

Egberibin, I. J. (2018). *Modalities for improving the funding of primary schools in Bayelsa State* [Unpublished M.Ed thesis]. University of Nigeria, Nsukka, Nigeria.

Ejeh, E.I., Okenjom, G.P., Chizi-Woko, C.N. & Agbo, P.N. (2016). Extent of community participation in funding of secondary school in Abakaliki education zone of Ebonyi State. *International Journal of Academic Research in Progressive Education and Development*, 5 (3), 32-40.

Ekere, J.N., Anyanwu, E.U., Umunnakwe, G.C. & Benson, O.V. (2016). The role of community stakeholders and ministry of education in the effective implementation of school library guidelines (SLGs) in Nigerian schools. Columbus: International Federation of Library Association.

Emenalo, F.C. & Ibekwe, C. (2013). Appraisal of Community Involvement in Secondary Schools Development in Okigwe Education Zone of Imo State. *Mediterranean Journal of Social Science, 4 (7), 13-20.*

Epstein, J.L., Sanders, M.G., Simon, B.S., Salinas, K.C., Jansorn, N. R., Van Voorhis, F.L. (2002). *School, Family, and Community Partnerships: Your Handbook for Action (2nd Ed.).* Thousand Oaks, California: Corwin Press, Inc.-ISBN-0-7619-7666-3

Etim, E.D. (2021). *School-community relationship and management of secondary schools in Akwa Ibom state, Nigeria [M.Ed. Thesis].* Veritas University, Abuja

Eubanks, K. (2017). The relationship of school-community partnerships with ACT benchmark scores in rural Tennessee schools. East Tennessee State University. *Electronic Theses and Dissertations.* Paper 3334. https://dc.etsu.edu/etd/3334

Everhart, N. & Mardis, M.M. (2014). What Do Stakeholders Know about School Library Programs? Results of a Focus Group Evaluation. *School Library Research*, 17, 1-14.

Federal Republic of Nigeria (2004). National Policy on Education (4th ed.). Lagos: Nigerian Educational Research and Development Council (NERDC) Press

Federal Republic of Nigeria (2013). *National policy on education* (6th ed.). Abuja: Nigerian Educational Research and Development Council (NERDC) Press

Franco, C.P. (2018). School-community relationships and *convivencia*: An ethnographic study of conflict management, inclusion and participation in two Mexican primary schools [Doctoral thesis]. Institute of Education, University College London, United Kingdom

Fusheini, A. (2015). *Community Participation in School Development: Understanding Participation in Basic Schools Performance in the Nanumba District of Ghana [*MPhil Thesis]. University of Bergen, Norway.

Godfrey, S.M. (2017). Challenges impacting community participation and their effect on teaching and learning: A case study of rural areas. *European Scientific Journal*, 12 (25), 345 – 364.

Hamdan, S., Iqbal, A., Tahir, L., Ahmad, R. & Zainudin, H. (2013). Effect of community participation on school community relations. *Middle East Journal of Scientific Research*, 16 (3), 378 – 382.

Hine, M.G. (2022). Words Matter: Differences in informative and negative school communication in engaging families. *School Community Journal*, 32 (1), 157 – 185.

Ibrahim J.O. & Gbaje, E.S. (2019). Influence of stakeholders support on the use of public library services by children in Kaduna state. *Samaru Journal of Information Studies*, 19 (2), 113-124.

Ige, A.M. (2013). Provision of secondary education in Nigeria: Challenges and way forward. *Journal of African Studies and Development*, 5(1), 1-9.

Iseah, B. (2014). From awareness to funding: A study of library support in America. Retrieved from http://www.oclc.org/reports/funding/default.htm

Jimoh, S.T. (2013). Educational resources and students' academic performance in public secondary schools in Irepodun Local Government of Kwara State [M.Ed Thesis]. National Open University of Nigeria, Abuja, Nigeria.

Johnson, R.B. & Christensen, L. (2014). Educational research: Quantitative, qualitative, and mixed approaches (Fifth ed.). Thousand Oaks, California: SAGE Publications, Inc.

Kambuga, Y. (2013). The role of community participation in the ongoing construction of ward based secondary schools: Lessons of Tanzania. *International Journal of Education and Research, 1 (7), 1-10*

Kim, J. (2017). Building transformative school-community collaboration: a critical paradigm [PhD thesis]. Indiana University, United States of America.

Konji, C.M. (2015). *The impact of community involvement in public secondary schools management: a case of Machakos County, Kenya [Unpublished M.Ed thesis].* Kenyatta University, Kenya.

Leavy, P. (2017). *Quantitative, Qualitative, Mixed Methods, Arts-Based, and Community-Based Participatory Research Approaches*. New York, NY: The Guilford Press

Lemma, A. (2013). *School community participation in the management of secondary schools of Oromia special zone surrounding Finfine [M.A Thesis].* Haramaya University, Ethiopia.

McGrath, C. (2009). The interaction of school and community: An analysis and comparative study of voluntary secondary schools, community/comprehensive schools and community colleges/vocational schools in Cork City and County [PhD thesis]. University of Hull, England.

McPherson, M. (2020). The influence of teacher librarians' personal attributes and relationships with the school community in developing a school library programme. *School Libraries Worldwide*, 26 (1), 136-150.

Medupin, A.J. (2021). *Corporate social responsibility strategies, resources development and university goal achievement in North Central – Nigeria [Ph.D thesis].* University of Ilorin, Kwara State, Nigeria

National Open University of Nigeria (2018). *Courseware on information management in libraries and information centres (LIB 805)*. Abuja: NOUN Publisher

Nwachukwu, P. O. (2014). Funding education for sustainable development in Nigeria: Challenges and the way forward. *Journal of Education and Practice*, 5 (20), 51-56.

Nwakpa, P. (2016). Alternative sources of financing secondary education in Ebonyi State by the School Administrators. *British Journal of Education*, 4 (4), 10-14.

Nwankwo, J. (2014). *Management in education: Modern approaches in education management*. Ibadan: Giraffe Books.

Obiadazie, R. E. (2014). Strategies for Involving Communities in the Funding of Computer Education in Secondary Schools in Anambra State. *An International Multidisciplinary Journal, Ethiopia, 8 (1), 65-82.*

Ogundele, M.O., Oparinde, F.O. & Oyewale, M.K. (2012). Community-school relations and principals administrative effectiveness of secondary schools in Kwara State. *Journal of Educational and Social Research*, 2 (3), 271 - 275

Okenwa, G.N. & Igbo, R.O. (2013). Extent of community participation in the provision of school plant in the administration of public secondary schools in Enugu. *Journal of Educational and Social Research*, 3 (4), 53-58

Oladimeji, R.M., Atunde, M.O., Abdulraheem, J.W., Medupin, J.A. Tijani, A.A., Oladejobi, J.O., Rilwan, A.A. & Jesuwaye, O.D.I (2021). Assessment of employment conditions in the library workplace: A comparative study of public and private universities in Kwara State, Nigeria. *AU-eJournal of Interdisciplinary Research (AU-eJIR)*, 6 (2), 58-69.

Onwukanjo, S.A. & Joseph, M.M. (2017). Information resources availability and accessibility on user satisfaction: Case Study of Federal University of Technology, Minna Library. Journal of Applied Information Science and Technology, 10 (1), 118-132

Owan, V. J. (2019). School-community relationship and school system effectiveness in secondary schools in Cross River State. *World Journal of Vocational Education and Training*, 1(1), 11-19

Pudensiana, K. (2017). Involvement of community in secondary school education management in selected community secondary schools in Moshi rural district, Tanzania. *Social Sciences Education Review*, 5 (3), 591-623.

Rahman, A., Ali, A. & Zeb, A. (2021). An assessment of school-community relationship in the public secondary schools of Khyber Pakhtunkhwa, Pakistan. *Journal of Social Sciences Review (JSSR)*, 1 (1), 28-45.

Salami, M.T. (2016). *Comparative analysis of educational resources in public and private secondary schools in Kwara State [M.Ed thesis].* National Open University of Nigeria, Abuja

Saunders, M., Lewis, P. and Thornhill, A. (2007). *Research methods for business students. (3rd Ed.)* Harlow: Prentice Hall.

Shaka, G.W. (2021). The implementation of parental involvement strategies in the school activities in government primary and secondary schools of Fitche Town. *International Journal of Social Sciences & Educational Studies*, 8 (2), 246-277.

Tata, U.S. & Abdullahi, M. S. (2014). The relevance of school community relationship on the development of primary education in Azare metropolis of Bauchi State, Nigeria. *IOSR Journal of Research & Method in Education (IOSR-JRME)*, 4 (6), 23-29.

Ugwuanyi, F.N. (2013). *Community participation in the administration of secondary schools in Nsukka education zone of Enugu state [Unpublished M.Ed thesis].* University of Nigeria Nsukka, Nigeria.

Ukachi, N. B. (2013). *Accessibility and students' Variables as correlates of the use of electronic information resources in university libraries in South-West, Nigeria [Ph.D thesis].* University of Nigeria, Nsukka, Nigeria.

Umunna, A. O. (2007). *Guide to the use of libraries (2nd Ed.).* Owerri: Springfield Publisher Ltd.

Wusu, H.O. (2015). *Use of library: Learning, searching, research strategy and techniques for students in tertiary institutions.* Lagos: Afolabi Press Limited.

Yusuf, O.A (2016). Community engagement in education and school effectiveness in Ogbomosho North Local Government public secondary schools, Oyo State [Unpublished B.Ed. project]. University Of Ilorin, Nigeria.

Zacheus, C. (2014). *Alternative funding potentials of universities in south-east and south-south, Nigeria [*Ph.D thesis]. University of Nigeria, Nsukka, Nigeria.

Zuckerman, S.J. (2020). The role of rural school leaders in a school-community partnership. *Theory & Practice in Rural Education (TPRE)*, 10(1), 73-91. https://doi.org/10.3776/tpre.2020.v10n1p73-91