

DEVELOPING A SUSTAINABLE SCHOOL LIBRARY MODEL FOR PROMOTING READING CULTURE AND ACADEMIC SUCCESS IN JIGAWA STATE, NIGERIA

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ABSTRACT

School libraries play a vital role in promoting literacy, independent learning, and academic achievement. However, many secondary school libraries in Jigawa State, Nigeria, face persistent challenges that undermine their effectiveness and long-term sustainability. This study aimed to assess the current state of school libraries in selected secondary schools, identify the structural and operational challenges affecting their effectiveness, examine students' reading habits, and develop a sustainable school library model for promoting reading culture and academic success. The study adopted a mixed-methods research methodology, integrating quantitative and qualitative approaches to provide a comprehensive understanding of the research problem, while a descriptive survey research design guided the collection of data from participants in their natural settings. The target population comprised students, teachers, and librarians in selected secondary schools in Jigawa State. Using stratified purposive sampling, a sample of 160 participants, consisting of 100 students, 50 teachers, and 10 librarians drawn from ten secondary schools, was selected for the study. Data were collected through structured questionnaires, semi-structured interviews, and observation checklists. Quantitative data were analyzed using descriptive statistics, while qualitative data were analyzed thematically. The findings revealed moderate library utilization but significant challenges, including inadequate funding, outdated collections, shortage of qualified librarians, poor ICT infrastructure, weak institutional support, and a declining reading culture. Based on these findings, the Jigawa Sustainable School Library Transformation Framework (JSSLTF) was developed, integrating sustainable funding, professional staffing, ICT integration, curriculum-aligned collections, reading promotion programmes, and stakeholder collaboration. The study recommends increased investment in school library infrastructure, continuous professional development for library personnel, stronger policy implementation, enhanced ICT integration, and active community participation. The study concludes that sustainable school libraries can be achieved through coordinated policy support, adequate funding, professional staffing, and stakeholder collaboration, and that implementing the JSSLTF has the potential to significantly strengthen reading culture, improve literacy, and enhance academic performance among secondary school students in Jigawa State.

Keywords: School Libraries; Sustainability; Reading Culture; Secondary Schools; Jigawa State; Nigeria

1. Introduction

School libraries are essential for promoting literacy, reading culture, and academic achievement. According to the International Federation of Library Associations and Institutions (IFLA, 2016), effective school libraries improve students' reading competence, information literacy, and overall academic performance. The updated IFLA/UNESCO School Library Manifesto (2021) further emphasizes their role in ensuring equitable access to information and lifelong learning. Studies have consistently shown that well-resourced libraries staffed by qualified professionals contribute significantly to improved literacy and student achievement (Lance & Kachel, 2018; Merga, 2022; Lonsdale, 2003).

Globally, school libraries have evolved beyond print collections to support digital literacy, media education, and critical thinking. UNESCO (2023) recognizes literacy as fundamental to achieving Sustainable Development Goal 4, the global education goal ensuring inclusive and equitable quality education and promoting lifelong learning opportunities for all by 2030, while the World Bank (2022) identifies access to quality learning resources as essential for improving educational outcomes in Sub-Saharan Africa. In Nigeria, however, many public secondary school libraries face persistent challenges, including inadequate funding, outdated collections, shortage of professional librarians, and limited ICT integration (Nigerian Library Association, 2015; Federal Ministry of Education, 2022; UNICEF, 2023). These challenges are particularly evident in Northern Nigeria, where weak library services contribute to poor literacy development.

Jigawa State reflects the broader challenges facing school library development in Nigeria despite improvements in access to basic and secondary education. Many secondary school libraries continue to experience inadequate funding, outdated and insufficient learning resources, limited ICT facilities, and a shortage of qualified library personnel, thereby restricting students' opportunities for independent learning, information literacy, and the development of a sustainable reading culture (UNESCO, 2023; IFLA, 2025). Against this background, this study focused on selected secondary schools in Dutse, Hadejia, Birnin Kudu, Kazaure, and Gumel to assess existing library conditions, identify areas requiring improvement, and develop a sustainable school library model for Jigawa State.

The study seeks to develop a sustainable and context-sensitive framework for transforming school libraries in Jigawa State. The proposed framework integrates infrastructure development, professional staffing, ICT integration, policy support, and community participation to strengthen school libraries as centres for literacy development, reading culture, and improved academic performance.

Objectives of the Study

The broader objective is to develop a sustainable school library model for promoting reading culture and academic success in Jigawa State, Nigeria, while the specific objectives are: (i) to assess the current state of school libraries in selected secondary schools; (ii) to identify structural and operational challenges; (iii) to examine reading habits of students; (iv) to develop a sustainable school library model; and (v) to provide policy recommendations for the Jigawa State Library Board and the Ministry of Education.

2. Review of Related Literature

This section examines five themes aligned with the study objectives: school libraries, structural and operational challenges, student reading habits, sustainability mechanisms, and policy interventions for effective school library services. It draws on international standards, empirical studies, and recent Nigerian and regional literature to provide the context for developing a sustainable school library model.

School Libraries

Functional school libraries require adequate buildings, seating, shelving, lighting, ventilation, and conducive learning spaces (IFLA, 2016). However, many libraries in developing countries operate in poor physical conditions. Studies in Africa report that inadequate infrastructure discourages library use (Kavulya, 2020). In Nigeria, many library spaces have been converted into classrooms or offices, reflecting institutional neglect (Okiy, 2010; Ajayi & Olamide, 2016). UNESCO (2023) similarly notes that inadequate learning spaces hinder literacy development.

Collections

School libraries require current print and electronic resources aligned with curriculum needs (IFLA & UNESCO, 2021). Nigerian studies consistently report outdated and inadequate collections that limit reading culture and curriculum support (Bello, 2015; Onuoha & Igbokwe, 2021). National reports also indicate shortages of current textbooks and reading materials in many secondary schools (Federal Ministry of Education, 2023; Nigeria Education Sector Dashboard, 2024).

Staffing

Qualified librarians are essential for organizing resources, promoting reading, and providing information literacy instruction (IASL, 2018). However, most Nigerian school libraries are managed by untrained teachers rather than professional librarians (NLA, 2020; Ajayi & Olamide, 2021). Okiy and Aina (2021) found that only a quarter of surveyed secondary schools employed certified library personnel.

ICT Facilities

ICT enhances access to digital resources and information literacy (Aina, 2020). Despite its importance, most Nigerian secondary school libraries lack computers and internet connectivity, limiting students' access to digital learning resources (Saidu & Yakubu, 2020).

Funding Mechanisms

Adequate funding supports infrastructure, collections, staffing, and ICT integration. Although government remains the primary funding source, PTAs and community partnerships also contribute. Studies show that Nigerian school libraries suffer from inadequate and irregular funding, preventing sustainable service delivery (Bello, 2015; Ajayi & Olamide, 2021; World Bank, 2022).

Structural and Operational Challenges

Structural Challenges

Structural barriers include weak policy frameworks, poor planning, inadequate governance, and unclear responsibilities for library personnel (IFLA, 2016). In Nigeria, inconsistent implementation of school library policies and weak coordination among educational agencies contribute to poor library development (Okiy, 2010; Onuoha & Igbokwe, 2021). The Federal Ministry of Education (2023) also reports the absence of operational standards for school libraries.

Operational Challenges

Operational constraints include irregular opening hours, poor cataloguing practices, limited reading promotion programmes, and weak collaboration between teachers and librarians (Ojedokun, 2012; Aina, 2020; Issa et al., 2016; Merga, 2022). These challenges reduce library utilization even where facilities exist, highlighting the need for systematic reforms.

Theoretical Framework

This study is anchored primarily in Information Literacy Theory and complemented by the Diffusion of Innovations (DOI) Theory. The integration of these theories provides a comprehensive framework for explaining both the educational significance of sustainable school libraries and the processes through which the proposed model can be

adopted and sustained in secondary schools across Jigawa State. Information Literacy Theory, originally proposed by Zurkowski (1974) and later expanded by the Association of College and Research Libraries (ACRL, 2016) and IFLA (2023), posits that learners must be able to identify information needs, locate, evaluate, and use information effectively and ethically. School libraries provide the environment for developing these competencies through access to current information resources, qualified librarians, ICT facilities, and reading promotion programmes. Consequently, improving library infrastructure, staffing, collections, and digital resources enhances students' information literacy, reading culture, critical thinking, lifelong learning, and ultimately academic achievement. The theory therefore provides the educational justification for developing a sustainable school library model in Jigawa State.

Complementing this perspective, the Diffusion of Innovations Theory developed by Rogers (2003) explains how the proposed Jigawa Sustainable School Library Transformation Framework (JSSLTF) can be successfully introduced, adopted, and institutionalized across schools. The theory argues that innovations spread through communication over time within a social system, and that adoption depends on five key attributes: relative advantage, compatibility, complexity, trialability, and observability. In this study, the innovation comprises sustainable funding, qualified library personnel, ICT integration, updated collections, curriculum alignment, reading promotion programmes, and stakeholder collaboration. Its successful implementation depends on effective communication through the Ministry of Education, school administrators, librarians, teachers, communities, and professional associations, with adoption occurring gradually through pilot implementation before wider expansion.

Together, Information Literacy Theory explains why sustainable school libraries are essential for improving educational outcomes, while Diffusion of Innovations Theory explains how the proposed model can be effectively adopted, implemented, and sustained. Their integration provides a strong theoretical foundation for the study by linking improved information literacy, reading culture, and academic success with organizational change, policy support, stakeholder participation, and the long-term sustainability of school library services in Jigawa State.

Conceptual Model of the Study

The proposed conceptual model traces a nine-stage transformation pathway, from an initial assessment of current library conditions through to sustained improvements in reading culture and academic success. Table 1 summarises the key activities, expected outputs, and responsible stakeholders at each stage of this pathway.

Table 1: Conceptual Model Explanation

Stage	Key Activities	Expected Outputs	Responsible Stakeholders
1. Assessment of Current State	Evaluate infrastructure, collections, staffing, ICT facilities, and funding mechanisms; conduct surveys and observations in selected schools	Comprehensive baseline report on library conditions	School librarians, teachers, researchers, education officers
2. Identification of Barriers	Identify structural, operational, financial, technological, and community-related challenges; analyze survey and interview data	Detailed list of challenges hindering effective library services	Researchers, school management, librarians
3. Design of Context-Sensitive Innovation	Develop strategies for library reform tailored to Jigawa State schools; introduce digital and physical resource expansion	Draft sustainable school library model with practical interventions	Researchers, library experts, ICT specialists, school leadership
4. Strategic Communication & Leadership Engagement	Engage principals, heads of schools, and key stakeholders; conduct advocacy and awareness campaigns for library reforms	Stakeholder buy-in and increased awareness of library initiatives	School leadership, PTA members, community leaders, NGOs

Stage	Key Activities	Expected Outputs	Responsible Stakeholders
5. Phased Adoption	Pilot implementation of reforms in selected schools; gradually expand across all schools; collect feedback and adjust strategies	Smooth integration of library innovations with minimal resistance	School librarians, teachers, students, researchers
6. Institutionalization	Integrate library reforms into school policies and standard procedures; establish continuous professional development for staff	Formalized library management system and consistent operational practices	School management, education ministry, librarians, policy makers
7. Sustainable School Library System	Maintain functional infrastructure and updated resources; engage community and stakeholders for ongoing support	Fully operational, sustainable school library system	School administrators, librarians, government agencies, NGOs
8. Improved Reading Culture	Promote student engagement through reading programs and library activities; encourage independent and diverse reading	Increased student literacy, regular library use, strong reading habits	Students, teachers, librarians, parents, community
9. Academic Success	Monitor student performance and literacy outcomes; evaluate the impact of library usage on academic achievement	Enhanced literacy skills, improved exam results, holistic educational development	Students, teachers, school administrators, researchers

Source: Developed by the researchers, 2026.

Developed Sustainable School Library Framework

(Jigawa Sustainable School Library Transformation Framework – JSSLTF)

The Jigawa Sustainable School Library Transformation Framework (JSSLTF) is a context-sensitive model designed to revitalize secondary school libraries in Jigawa State through a systems approach linking inputs, processes, outputs, outcomes, and contextual factors. Inputs include adequate infrastructure, updated print and digital resources, qualified librarians, sustainable funding, and supportive policies. Process mechanisms comprise staff training, curriculum integration, regular reading programmes, ICT-enabled library services, and community participation to ensure effective implementation. Outputs include functional libraries, increased library use, improved circulation of resources, and stronger collaboration between teachers and librarians. Long-term outcomes are enhanced reading culture, improved literacy and academic performance, and sustainable library funding. The framework also recognizes contextual moderators, such as electricity, internet access, socioeconomic conditions, and community attitudes, which influence successful implementation. Overall, the JSSLTF provides a practical, adaptable, and sustainable model for improving school library services, literacy, and educational outcomes in Jigawa State.

3. Methodology

This section describes the research design, sampling technique, participants, data collection instruments, and analysis procedures adopted to develop a sustainable school library model for secondary schools in Jigawa State. The study employed a mixed-method descriptive survey design, integrating quantitative and qualitative approaches to provide a comprehensive understanding of the research problem. Quantitative data measured variables such as library use and resource availability, while qualitative data from interviews and observations provided contextual insights into participants' experiences. The mixed-method approach enhances validity through methodological triangulation (Johnson & Onwuegbuzie, 2004; Tashakkori & Teddlie, 2010). The target population comprised students, teachers, and school librarians from selected secondary schools in Jigawa State. Participants were selected using stratified purposive sampling to ensure representation from urban and rural schools (Etikan, Musa, & Alkassim, 2016). Ten representative schools were selected, providing a sample considered adequate for both quantitative and qualitative analysis (Creswell & Creswell, 2018; Onwuegbuzie & Leech, 2007). Data were collected using structured questionnaires, semi-structured

interviews, and observational checklists. Questionnaires gathered information on library use, reading habits, and perceptions of library services; interviews explored operational challenges and management practices; while observation assessed library facilities, collections, and ICT infrastructure. Quantitative data were analyzed using descriptive statistics (frequencies, percentages, and tables), whereas qualitative data were analyzed through thematic analysis to identify recurring patterns and contextual issues (Braun & Clarke, 2021). The three respondent categories are presented in Table 2.

Table 2: Sample Distribution

Respondent Category	Per School	Total
Students	10 × 10 schools	100
Teachers	5 × 10 schools	50
Librarians	1 × 10 schools	10
Total sample size	—	160

The study employed a purposive and stratified sampling approach to ensure representation of key stakeholders involved in school library utilization and management across selected secondary schools in Jigawa State. A total of 160 participants were included, comprising students, teachers, and librarians, to balance quantitative breadth with qualitative depth in accordance with mixed-method research standards (Merriam & Tisdell, 2016; Plano Clark & Ivankova, 2016).

Students

A total of ten students were sampled from each of the ten selected schools, yielding $n = 100$. Participants were drawn from senior secondary classes (SS1–SS3), as these students are most exposed to library resources and academic demands. Selection was aimed at capturing diverse reading experiences and engagement with library services, providing insights into usage patterns and reading habits.

Teachers

From each school, five teachers were selected, totalling $n = 50$. Teachers were purposively chosen to reflect various subject specializations and levels of teaching experience. Their inclusion was critical because teachers play a pivotal role in integrating library resources into the curriculum and collaborating with librarians to enhance student learning outcomes.

Librarians

One librarian or designated library coordinator from each school was purposively selected, resulting in $n = 10$. In cases where a formal librarian was unavailable, the most experienced teacher responsible for library management was included. These participants were selected due to their custodial responsibilities over library resources, capacity to implement reading programs, and insight into institutional challenges affecting library operations.

The sample design ensured representativeness across schools and stakeholder groups, enabling the study to capture both measurable trends (quantitative) and in-depth narratives (qualitative) regarding the state of school libraries, reading practices, and potential pathways for sustainable improvement.

4. Data Presentation, Analysis and Discussion of Findings

This section presents the analysis and interpretation of data collected from 160 respondents across ten selected secondary schools in Jigawa State. The data were generated through questionnaires administered to students and teachers, semi-structured interviews conducted with librarians, and observational checklists used to assess library facilities.

Response Rate

Out of the 160 questionnaires distributed, the response rate by category is presented in Table 3.

Table 3: Response Rate

Category	Distributed	Returned	Response Rate
Students	100	95	95%
Teachers	50	47	94%
Librarians	10	10	100%
Total	160	152	95% overall

The high response rate (95%) enhances the reliability and credibility of the findings.

Quantitative Data Presentation and Analysis

Frequency of Library Use (Students)

Table 4: Frequency of Library Use

Frequency of Use	Number of Students	Percentage
Daily	18	18.9%
Weekly	32	33.7%
Occasionally	30	31.6%
Rarely/Never	15	15.8%
Total	95	100%

The data show that only 18.9% of students use the library daily, while 33.7% visit weekly. A significant proportion (47.4%) use the library occasionally or rarely. This suggests moderate but inconsistent utilization of school libraries.

Availability of Library Resources (Students' Perception)

Table 5: Availability of Library Resources

Resource Availability	Frequency	Percentage
Adequate	20	21.1%
Fairly adequate	40	42.1%
Inadequate	35	36.8%
Total	95	100%

Only 21.1% of students considered resources adequate. A combined 78.9% rated resources as fairly adequate or inadequate, indicating significant gaps in collection development.

Teachers' Use of Library in Instruction

Table 6: Teachers' Use of Library in Instruction

Response	Frequency	Percentage
Frequently integrate library resources	15	31.9%
Occasionally integrate	18	38.3%
Rarely integrate	14	29.8%

Response	Frequency	Percentage
Total	47	100%

Although 31.9% of teachers frequently integrate library resources into instruction, a large percentage do so only occasionally or rarely. This reflects limited curriculum-library collaboration.

ICT Facilities in School Libraries (Observation)

Table 7: ICT Facilities in School Libraries

ICT Facility	Available (No. of Schools)	Percentage
Computers	4	40%
Internet access	2	20%
Functional digital catalog	1	10%

ICT infrastructure is significantly limited. Only 20% of schools had internet access in the library, and just one school maintained a functional digital catalog. This highlights a major barrier to sustainability and modernization.

Qualitative Data Presentation and Thematic Analysis

Thematic analysis of interviews with librarians and open-ended responses revealed five major themes.

Theme 1: Inadequate Funding

All librarians identified insufficient funding as the primary challenge affecting sustainability. As one librarian noted, library development is not prioritized in the school budget, and most books are outdated because there is no regular funding for updates. This confirms the quantitative findings on resource inadequacy.

Theme 2: Outdated and Limited Collections

Librarians reported that many materials were over ten years old and not aligned with current curricula. This affects student motivation and reading culture.

Theme 3: Lack of Professional Librarians

In several schools, teachers were assigned as library coordinators without professional training in librarianship, with one respondent describing managing the library in addition to teaching duties. This dual role limits effective library management.

Theme 4: Poor ICT Integration

The absence of digital resources was consistently emphasized, with librarians noting that students and teachers cannot access online materials because internet facilities are unavailable. This restricts exposure to global information resources and digital literacy development.

Theme 5: Poor Reading Culture

Librarians and teachers observed declining voluntary reading habits among students. Contributing factors included overreliance on textbooks, limited engaging materials, and an examination-oriented learning culture.

Discussion of Findings

The findings from this study reveal that although school libraries are established in the sampled secondary schools in Jigawa State, their operational effectiveness and long-term sustainability are significantly constrained by a combination of structural, technological, and institutional factors. These constraints impact how students and teachers use libraries, the quality of available resources, and the broader educational outcomes that school libraries are ideally positioned to support.

Utilization Patterns

The quantitative data indicate moderate levels of library utilization, with a minority of students accessing the library on a daily basis and many only occasionally engaging with available resources. This pattern suggests that while awareness of library services exists, regular usage remains limited. Research consistently shows that library usage increases when facilities, collections, and programs are better aligned with student needs and instructional activities (Merga, 2022; IFLA, 2021). Moderate usage in the current context suggests latent potential that could be activated through enhancements in infrastructure, service quality, and engagement strategies.

The moderate level of library utilization implies that secondary school libraries in Jigawa State are underutilized and are not fully supporting students' learning, reading culture, and academic achievement. This suggests the need to improve library resources, facilities, and reading promotion programmes, while strengthening teacher-librarian collaboration to encourage more frequent and meaningful library use.

Resource Deficiency

The assessment of library collections revealed that many libraries lack current, curriculum-aligned textbooks, reference materials, and engaging reading texts. This resource deficiency undermines the libraries' ability to support both classroom instruction and voluntary reading. Comparable studies in Nigeria and other developing contexts report that outdated and insufficient collections are major barriers to effective library service delivery, contributing to poor reading habits and limited academic support (Onuoha & Igbokwe, 2021; Aina, 2020). Updated and diverse collections are crucial for fostering information literacy and encouraging independent exploration (IFLA & UNESCO, 2021).

ICT Gaps

Observation and interview data indicate significant gaps in ICT infrastructure, with only a minority of libraries equipped with computers or internet connectivity. Digital integration is increasingly recognized as essential for expanding access to learning resources, supporting research activities, and preparing students for 21st-century information environments (World Bank, 2023; UNESCO, 2023). The absence of reliable ICT facilities places Jigawa State schools at a disadvantage relative to global education trends and constrains students' ability to engage with electronic resources that complement print collections.

The inadequate ICT infrastructure implies that school libraries in Jigawa State are unable to effectively support digital learning, information literacy, and access to electronic information resources, thereby limiting students' preparedness for technology-driven education and reducing the overall effectiveness and sustainability of library services.

Institutional Support

Findings show that institutional support for libraries, particularly in terms of funding and staffing, is weak. Many schools lack dedicated library budgets, and where professional librarians are absent, teaching staff with no formal library training manage library activities. This echoes broader evidence from Nigeria's education system, where inadequate financing and workforce shortages undermine library services (Nigerian Library Association, 2022; Okoro & Opara, 2021). Professional staffing is closely linked to the quality of user services, resource organization, and literacy promotion programs, underscoring the need for targeted investment in human capacity.

Reading Culture

The data reveal that a strong reading culture has not yet taken root among students, with many engaging with library resources primarily for examination preparation rather than sustained reading for learning or pleasure. This trend reflects broader educational and socio-cultural dynamics in northern Nigeria, where voluntary reading outside of prescribed academic tasks remains limited (UNICEF, 2023; UNESCO, 2023). Literacy research underscores that reading culture development requires not only resources but also structured reading programs, supportive learning environments, and

community engagement (Merga & Gardiner, 2020; IFLA, 2021).

Overall, the findings align with contemporary research emphasizing that well-funded, professionally managed, and technologically enabled school libraries contribute to improved academic outcomes and literacy development (IFLA & UNESCO, 2021; UNESCO, 2023). The evidence from this study supports the argument that structural improvements, strategic policy support, and sustained engagement initiatives are necessary to unlock the educational potential of school libraries in Jigawa State.

The constraints identified — moderate utilization, resource inadequacy, ICT gaps, weak institutional support, and limited reading culture — provide empirical justification for the proposed Jigawa Sustainable School Library Transformation Framework (JSSLTF). By addressing these interrelated challenges through integrated inputs and process mechanisms, the framework aims to facilitate sustainable improvements in library services, reading engagement, and student achievement.

Study Implications for a Sustainable School Library Model

The findings highlight the need for a structured and context-sensitive approach to developing sustainable school libraries in Jigawa State. The following elements are essential to the proposed model: sustainable funding, whereby school libraries should receive consistent funding through government allocations, PTAs, and partnerships with NGOs to ensure continuous resource acquisition and infrastructure maintenance (Okoro & Opara, 2021; NLA, 2022); professional staffing, whereby schools should recruit qualified librarians or provide continuous training for teachers and library coordinators to improve library management and literacy promotion (IFLA, 2021; Merga, 2022); updated resources and ICT, whereby libraries should maintain curriculum-aligned print and digital collections while gradually integrating ICT facilities such as computers, internet access, and e-library services to enhance learning (Aina, 2020; UNESCO, 2023; World Bank, 2023); and reading promotion and collaboration, whereby schools should institutionalize reading programmes and strengthen collaboration between teachers and librarians to integrate library resources into teaching and encourage regular library use (Merga & Gardiner, 2020; Onuoha & Igbokwe, 2021).

Overall, these elements provide a practical framework for developing sustainable school libraries by integrating financial, human, technological, and instructional resources. Their implementation can strengthen reading culture, improve literacy, and enhance academic performance in secondary schools across Jigawa State.

5. Conclusion

This study assessed the current state of school libraries in selected secondary schools in Jigawa State with the aim of developing a sustainable model for promoting reading culture and academic success. The findings revealed that although school libraries are available in most of the sampled schools, their capacity to effectively support teaching, learning, and literacy development is severely constrained by inadequate funding, outdated and insufficient collections, shortage of qualified librarians, poor ICT infrastructure, weak institutional support, and low levels of library utilization. These interrelated challenges have contributed to a weak reading culture and limited opportunities for students to develop information literacy, independent learning skills, and lifelong learning competencies.

The study further established that sustainable school library development extends beyond the provision of physical facilities and information resources. It requires a holistic approach that integrates adequate and predictable funding, professional staffing, curriculum-aligned print and digital collections, ICT-enabled library services, continuous reading promotion programmes, supportive government policies, and active collaboration among schools, parents, communities, professional associations, and development partners. Such an integrated approach is essential for ensuring that school libraries function as dynamic centres for learning, innovation, and academic excellence.

To address the identified challenges, the study developed the Jigawa Sustainable School Library Transformation Framework (JSSLTF), a context-sensitive model designed to guide the systematic transformation of secondary school libraries in the state. The framework integrates sustainable funding mechanisms, professional capacity development, ICT integration, collection development, curriculum support, stakeholder collaboration, monitoring, and continuous improvement into a unified strategy for strengthening school library services. Grounded in Information Literacy Theory and supported by the Diffusion of Innovations Theory, the framework not only explains how improved library services can enhance students' reading culture, information literacy, and academic performance but also provides a practical roadmap for the successful adoption, implementation, and institutionalization of sustainable library practices.

In conclusion, the study demonstrates that sustainable school libraries are fundamental to improving educational quality and literacy outcomes in Jigawa State. Implementing the proposed JSSLTF will strengthen library services, foster a vibrant reading culture, improve students' information literacy and academic achievement, and provide a scalable model for school library development in other states of Nigeria and comparable developing-country contexts. Consequently, sustained government commitment, strategic investment, and multi-stakeholder collaboration are indispensable for realizing the transformative potential of school libraries in achieving national educational development goals.

6. Recommendations

Based on the findings, the following recommendations are proposed to support sustainable school library development in Jigawa State.

1. Institutionalize Sustainable Funding — The Ministry of Education should establish dedicated library budgets while encouraging support from PTAs, communities, and development partners to ensure consistent funding (Okoro & Opara, 2021; NLA, 2022).

2. Strengthen Professional Capacity — The Jigawa State Government should recruit qualified librarians or provide regular training for teachers and library coordinators in library management, digital literacy, and reading promotion (IFLA, 2021; Merga, 2022).

3. Improve Library Resources and ICT — Libraries should be regularly updated with curriculum-based print and digital resources, while ICT facilities such as computers, internet access, and e-library platforms should be introduced gradually by the Jigawa State Ministry of Education to enhance learning (Aina, 2020; UNESCO, 2023).

4. Promote Reading and Collaboration — Secondary schools in Jigawa State should institutionalize reading programmes, strengthen collaboration between teachers and librarians, and integrate library resources into teaching and learning to improve library utilization (Merga & Gardiner, 2020; Onuoha & Igbokwe, 2021).

5. Enhance Community Participation — Parents, community leaders, NGOs, and other stakeholders should actively support library development through advocacy, resource mobilization, and literacy programmes to ensure long-term sustainability (IFLA, 2021; UNESCO, 2023).

Implementing these recommendations through the Jigawa Sustainable School Library Transformation Framework (JSSLTF) will help establish functional, sustainable, and effective school libraries that promote literacy, reading culture, and improved academic performance in secondary schools across Jigawa State.

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