



Information Resources Provision and Use in Federal Government College Libraries in North-East Geopolitical Zone, Nigeria

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ABSTRACT

The study examined information resources provision and use in Federal Government College libraries in the North-East geopolitical zone, Nigeria. The objectives were to determine the types of information resources provided in the libraries of Federal Government Colleges in North-East Nigeria and to establish how students use the information resources provided. The study adopted a quantitative approach using a descriptive design. The population comprised 2,835 students in the six Federal Government Colleges in the North-East, Nigeria. A sample of 352 students was determined using Israel's (1992) sample size table, and stratified random sampling was used to distribute the sample proportionately among the six colleges. The instrument was validated by experts, and its reliability, established using Cronbach's alpha, was 0.805. Of the 352 questionnaires distributed with the assistance of research assistants, 338 copies were duly completed and returned, representing a 96 percent response rate. Data were analyzed using SPSS. The findings revealed that textbooks, story books, dictionaries, maps, newspapers, and reference resources were the most widely provided and used resources, while journals, encyclopedias, magazines, and government publications were provided and used to a much lesser extent. The study recommends that Federal Government College administrators in the North-East, Nigeria, and other relevant stakeholders should ensure that school libraries are adequately supported through the provision of journals, encyclopedias, government publications, magazines, and other underprovided resources.

Keywords: Federal Government Colleges; Information resources; North-East Nigeria; School libraries; Student utilization; Wilson's Information Behaviour Model

1. Introduction

For effective teaching and learning to take place in any institution, there must be a functional library whose role is to select, acquire, organize, and disseminate information to users. Libraries are recognized as essential components of educational development in any nation. Akwang (2024) states that education is a key factor in the concept of development and that libraries are important tools for attaining national objectives of human resource and economic development. Libraries facilitate educational activities by preparing students for lifelong learning and encouraging them to conduct research independently beyond the classroom, with competence in locating, evaluating, and effectively using information resources. Joel et al. (2025) posit that students who acquire information literacy skills become masters of their own learning.

Every library is established with specific objectives in mind; it is therefore the responsibility of the library to devise ways of achieving those objectives. One such category is school libraries, which are established in primary and secondary schools to select, acquire, organize, and disseminate information to teachers and students. School library services in Nigeria have long been recognized as instruments of educational development. Tukur et al. (2024) define school libraries as those located in primary and secondary schools, where books and other information resources are preserved and organized for the use of teachers and students.

Information resources in school libraries include print, non-print, and electronic materials. Print materials are produced on paper through printing processes and include reference books, non-reference books, and journals, as well as supplementary books that complement classroom textbooks and fiction and non-fiction titles. Non-print materials are not printed on paper and include audio, visual, and audio-visual materials such as films, filmstrips, videocassettes, and audiocassettes, while electronic resources include computers, internet services, and databases. A functional school library cannot exist without an adequate stock of relevant and current information resources, including textbooks, fiction, newspapers, films, film projectors, radios, televisions, maps, charts, realia, tape recorders, and reference materials. Onuoha and Chukwueke (2020) highlighted school library media centre resources such as books, periodicals, newspapers, pamphlets, brochures, handbills, ephemeral notices, audio materials, film materials, graphics, video materials, realia, and microforms. Omini and Emmanuel (2024) further revealed that school library resources also include Information and Communication Technology (ICT) facilities such as computers, computer programmes, multimedia collections, teleconferencing, and interactive multimedia, and emphasized the need for annual financial provision to replenish these resources. From the foregoing, it can be argued that modern school library collections should comprise both print and non-print formats to enhance teaching and learning among teachers and students.

Utilization of library information resources simply means using library information resources. Jamogha et al. (2021) describe library information resource utilization as the practical use of information resources identified and acquired by users for the purpose of solving a problem. A person who uses library information resources to accomplish a purpose is considered a user; Federal Government College students therefore constitute the users of library information resources in this study. However, for library information resources to be utilized by Federal Government College students, such resources must first be provided and made accessible for use.

Despite their inestimable importance, school libraries in Nigeria appear to be severely underdeveloped in critical areas such as staffing, accommodation, provision of information resources, and services. Several empirical studies have documented the deplorable state of school library resources across Nigeria. Fakunle (2023), in a study on the availability and utilization of school library resources among students in selected secondary schools in Isokan Local Government, Osun State, found that all the schools visited were significantly understocked with library materials, and that many of the available books were outdated, dusty, and irrelevant to current curricula. Similarly, Onuoha and Chukwueke (2020) noted that school library media centres should ideally contain diverse resources including books, periodicals, newspapers, audio materials, film materials, graphics, video materials, realia, and microforms, yet the reality in most Nigerian school libraries falls far short of these standards. Omini and Emmanuel (2024) also emphasized the need for ICT facilities such as computers, multimedia collections, and internet services in modern school libraries, noting that annual financial provision is essential to replenish these resources. The absence of such comprehensive and current resources severely limits the capacity of school libraries to support effective teaching

and learning.

The use of college library resources by secondary school students is a matter of serious concern to all stakeholders in the secondary school system, since the usefulness of school library resources depends largely on their utilization by students; otherwise, such valuable resources remain underutilized and fail to serve their intended educational purpose. The absence of standard school libraries with relevant, current, and adequate information resources could contribute significantly to poor academic performance and limited information literacy skills. Students who lack access to diverse information resources, including textbooks, reference materials, journals, encyclopedias, magazines, government publications, maps, and electronic resources, are deprived of opportunities to develop competence in locating, evaluating, and effectively using information.

Although several studies have examined factors that affect students' use of information resources in various contexts within Nigeria, little is known about the specific nature of information resource provision and use in Federal Government Colleges in the North-East Geopolitical Zone of Nigeria. This region, comprising Adamawa, Bauchi, Borno, Gombe, Taraba, and Yobe States, faces unique socio-economic and security challenges that may further complicate library resource provision and utilization. Existing literature has not adequately addressed whether these prestigious federal institutions maintain library standards commensurate with their status, or whether students in these colleges effectively utilize available information resources for academic and personal development. This significant gap in knowledge constitutes the problem that the present study seeks to address. Against this background, the study examines information resource provision and use in Federal Government Colleges in the North-East Geopolitical Zone, Nigeria, guided by two objectives: to determine the types of information resources provided in the libraries of Federal Government Colleges in North-East Nigeria, and to establish how students use the information resources provided in these libraries.

The significance of addressing this problem extends to governments at all levels, school proprietors, non-governmental organizations, and information professionals. Evidence on resource provision and use can help stakeholders understand the importance of adequate information resources in school libraries and provide suggestions for improving school library services. The findings can also assist school proprietors and government agencies in planning and providing functional school libraries, while helping government authorities appreciate the challenges faced by school libraries and take appropriate measures to address them. In addition, the study contributes to knowledge and existing literature in Library and Information Science.

2. Literature Review

2.1 Types of Information Resources Provided

Information resources in school libraries include information books, picture books, fiction, non-fiction, reference books, magazines, and audio-visual materials, among others. According to Onuoha and Chukwueke (2020), library resources are materials provided in various formats and acquired to meet users' needs. Generally, information resources in school libraries include picture books, textbooks, reference books, fiction books, periodicals, magazines, newspapers, government publications, audio materials, visual materials, and audio-visual materials, among others. Jamogha et al. (2021) found that school libraries provided resources such as books, magazines, newspapers, recordings, maps, films, photographs, printed materials, computer systems, and visual information materials such as television, videos, tapes, cameras, slides, transparencies, and microforms, as well as tape recorders.

2.2 Use of Information Resources

Library information resources refer to available materials in print and non-print formats that support the curricular and personal needs of library users; they are regarded as the backbone of academic development and encompass the presence and availability of books and non-book materials for use (Esan & Akporhonor, 2021). Such resources may include journals, including electronic resources, books, magazines, DVDs, audiotapes, films, and newspapers, and can be accessed through different means. The utilization of school library resources by secondary school students should therefore be of interest to all stakeholders in the secondary school system (Chukwuji et al., 2017), since the usefulness of school library resources depends largely on their utilization by students, and non-use of school libraries and their relevant information resources may negatively affect students' studies. Umuhuza and Unegbu (2021) found that the use of library resources enhances teaching and learning; their findings also revealed that 670 (98.4%) students mainly utilized textbooks, followed by 341 (50.1%) who reported using dictionaries, 256 (37.6%) who reported using magazines, 93 (13.7%) who reported using encyclopedias, and 41 (6.0%) each who reported using story books and maps.

2.3 Theoretical Framework: Wilson's Information Behaviour Model

The study is anchored on Wilson's Information Behaviour Model (Wilson, 1999), which explains how individuals recognize information needs, engage in information-seeking activities, encounter barriers or enabling conditions, and ultimately use information to satisfy those needs. The model is relevant to this study because students' use of school library resources is not determined by the mere existence of resources; rather, use is influenced by the availability, accessibility, relevance, and usefulness of resources to students' learning needs. In the context of Federal Government Colleges in the North-East Geopolitical Zone, the provision of textbooks, dictionaries, story books, maps, newspapers, reference resources, and other materials creates the resource environment within which students seek and use information.

The model provides a theoretical link between information resource provision and information resource use. Where resources are available and accessible, students are more likely to engage in information-seeking activities and use the resources for academic and personal purposes; conversely, limited provision of particular resources may constrain students' opportunities to seek and use those resources, even when an information need exists. The model therefore helps explain why resources with high availability in the present study, such as textbooks and story books, also recorded relatively high levels of use, while resources with low provision, such as journals, encyclopedias, and magazines, recorded comparatively low levels of use. For this study, Wilson's model is applied through two related elements: the information resources provided by the school libraries, and students' actual use of those resources to satisfy identified information needs. The theory consequently provides the interpretive lens for examining whether the pattern of resources provided is reflected in the pattern of resources used by students.

3. Methodology

This study adopted a quantitative approach using a descriptive survey design. The design was considered appropriate because the study sought to obtain information directly from students regarding the provision and use of information resources in Federal Government College libraries in the North-East Geopolitical Zone of Nigeria. The population of the study comprised 2,835 students in the six Federal Government Colleges covered by the study: Federal Government College, Ganye, Adamawa State (547); Federal Government College, Azare, Bauchi State (570); Federal Government College, Abadam-Maiduguri, Borno State (380); Federal Government College, Wukari, Taraba State (466); Federal Government College, Buni-Yadi, Yobe State (342); and Federal Government College, Gombe, Gombe State (530).

The total sample size was determined independently of the allocation of respondents across the colleges. Using Israel's (1992) published sample-size table, a sample of 352 students was drawn from the total population of 2,835. This overall sample was then distributed proportionately among the six colleges using stratified random sampling, with each college treated as a stratum. The number of respondents allocated to each college was calculated using the proportionate allocation formula $n_i = (N_i / N) \times n$, where n_i is the sample allocated to college i , N_i is the population of students in college i , N is the total population of 2,835, and n is the total sample size of 352. Applying this

formula to each college's population against the total population yielded the proportionate allocations presented in Table 1.

Table 1. Proportionate Allocation of Sample Size Across Colleges

Federal Government College	Population (N_i)	Calculation	Allocated Sample (n_i)
Ganye, Adamawa State	547	$547/2,835 \times 352$	68
Azare, Bauchi State	570	$570/2,835 \times 352$	71
Abadam-Maiduguri, Borno State	380	$380/2,835 \times 352$	47
Wukari, Taraba State	466	$466/2,835 \times 352$	58
Buni-Yadi, Yobe State	342	$342/2,835 \times 352$	42
Gombe, Gombe State	530	$530/2,835 \times 352$	66
Total	2,835	—	352

Source: Field Survey, 2026

3.1 Instrumentation, Validity, and Reliability

A structured questionnaire was used to collect data from the respondents. The instrument was designed in line with the objectives of the study and covered the types of information resources provided in the libraries and students' use of those resources. It comprised three sections: Section A contained demographic and background information, Section B comprised items on the types of information resources provided, and Section C sought students' views on the use of the information resources provided. The questionnaire was subjected to face and content validation before administration; copies of the draft instrument were given to experts in Library and Information Science to examine the clarity, relevance, adequacy, and coverage of the items in relation to the study objectives, and their observations were incorporated into the final version. The instrument was subsequently pilot-tested with fifty students in three public secondary schools in Bauchi State, and Cronbach's alpha was used to assess its internal consistency, yielding an overall reliability coefficient of 0.805. Of the 352 questionnaires administered with the assistance of research assistants, 338 copies were retrieved and found usable, representing a usable response rate of approximately 96.0 percent. The completed questionnaires were coded and analyzed using the Statistical Package for the Social Sciences (SPSS).

3.2 Ethical Considerations

Ethical principles were observed throughout the study. Formal permission was obtained from the relevant school authorities before data collection commenced, and informed consent and assent procedures appropriate to the age of the student respondents were followed. Participation was voluntary, and respondents were informed of the purpose of the study and their right to decline participation or withdraw without penalty. No respondent was required to provide information that could unnecessarily identify them, and all information obtained was treated confidentially and used strictly for academic research purposes.

4. Results and Discussion

The demographic information sought from the students included gender and class.

Table 2. Background Information of Respondents

Variable	Category	Frequency	Percentage (%)
Gender	Female	271	80.2
	Male	67	19.8
Class	SS I	12	3.6
	SS II	56	16.6
	SS III	270	79.8

Source: Field Survey, 2026

Table 2 shows the gender distribution of the respondents. Female respondents accounted for 271 (80.2%), while male respondents accounted for 67 (19.8%), indicating a substantial difference in the gender distribution of the sample. The table also shows that the majority of respondents, 270 (79.8%), were senior secondary III students, followed by 56 (16.6%) SS II students and 12 (3.6%) SS I students.

Objective one of the study sought to determine the types of information resources provided in the school libraries.

Table 3. Types of Information Resources Provided

S/N	Information Resources Provided	Yes Frequency (%)	No Frequency (%)
1	Textbooks	324 (95.9%)	14 (4.1%)
2	Newspapers	79 (23.4%)	259 (76.6%)
3	Dictionaries	276 (81.7%)	62 (18.3%)
4	Encyclopedia	49 (14.5%)	289 (85.5%)
5	Journals	25 (7.4%)	313 (92.6%)
6	Magazines	57 (16.9%)	281 (83.1%)
7	Government publication	54 (16.0%)	284 (84.0%)
8	Reference resources	77 (22.8%)	261 (77.2%)
9	Story books	312 (92.3%)	26 (7.7%)
10	Maps	240 (71.0%)	98 (29.0%)

Source: Field Survey, 2026

Table 3 reveals that four information resources were reported as being provided to a majority of respondents: textbooks, 324 (95.9%); story books, 312 (92.3%); dictionaries, 276 (81.7%); and maps, 240 (71.0%). Six resources were reported as being provided to fewer respondents: newspapers, 79 (23.4%); reference resources, 77 (22.8%); magazines, 57 (16.9%); government publications, 54 (16.0%); encyclopedias, 49 (14.5%); and journals, 25 (7.4%). The findings show that various information resources, including textbooks, story books, dictionaries, maps, newspapers, reference resources, magazines, government publications, encyclopedias, and journals, were provided in Federal Government College libraries in the North-East, Nigeria, for students' use.

Objective two of the study sought to determine the types of information resources used by students in their school libraries.

Table 4. Use of Information Resources

S/N	Use of Information Resources	Yes Frequency (%)	No Frequency (%)
1	Textbooks	276 (81.6%)	62 (18.4%)
2	Newspapers	15 (4.4%)	323 (95.6%)
3	Dictionaries	234 (69.2%)	104 (30.8%)
4	Encyclopedia	11 (3.3%)	327 (96.7%)
5	Journals	13 (3.8%)	325 (96.2%)
6	Magazines	8 (2.4%)	330 (97.6%)
7	Government publication	33 (9.8%)	305 (90.2%)
8	Reference resources	65 (19.2%)	273 (80.8%)
9	Story books	221 (65.4%)	117 (34.6%)
10	Maps	188 (55.6%)	150 (44.4%)

Source: Field Survey, 2026

The results in Table 4 show that the most used information resources in the school libraries were textbooks, 276 (81.6%); dictionaries, 234 (69.2%); story books, 221 (65.4%); and maps, 188 (55.6%). Other resources used to a lesser extent were reference resources, 65 (19.2%); government publications, 33 (9.8%); journals, 13 (3.8%); newspapers, 15 (4.4%); encyclopedias, 11 (3.3%); and magazines, 8 (2.4%). Wilson's Information Behaviour Model (1999) provides a useful explanation for this pattern of utilization: students seek information in response to academic and other needs, and the resources available in their libraries form part of the environment within which that behaviour occurs. The high use of textbooks (81.6%), dictionaries (69.2%), story books (65.4%), and maps (55.6%) can therefore be interpreted as evidence that resources which are both available and closely related to students' routine learning needs are more likely to be selected and used. In contrast, the very low use of magazines (2.4%), encyclopedias (3.3%), journals (3.8%), and newspapers (4.4%) is consistent with the study's finding that these resources were also poorly provided. The theoretical implication is that provision and use are connected: limited availability reduces the range of resources through which students can satisfy information needs, whereas adequate provision creates greater opportunities for information seeking and use.

4.1 Discussion of Findings

Information Resources Provided

The findings revealed that various information resources, including textbooks, story books, dictionaries, maps, newspapers, reference resources, magazines, government publications, encyclopedias, and journals, were provided in Federal Government College libraries in the North-East, Nigeria. The findings agree with those of Onuoha and Chukwueke (2020), who reported that textbooks, reference books, fiction books, periodicals, magazines, newspapers, and government publications, among others, were provided in school libraries, and resonate with Jamogha et al. (2021), who found that books, magazines, newspapers, recordings, maps, films, photographs, printed materials, computer systems, and visual information materials such as television, videos, tapes, cameras, slides, transparencies, microforms, and tape recorders were provided in school libraries.

From the perspective of Wilson's Information Behaviour Model (1999), this pattern indicates that the libraries provide a resource environment that can support students' information-seeking needs. The relatively high provision of textbooks (95.9%), story books (92.3%), dictionaries (81.7%), and maps (71.0%) suggests that resources closely connected with students' immediate learning and information needs are more readily available; the model therefore helps to interpret this finding not simply as a list of available materials, but as an enabling condition for students' information seeking and use. At the same time, the comparatively low provision of journals (7.4%), encyclopedias (14.5%), magazines (16.9%), and government publications (16.0%) points to a resource environment that, in

Wilson's terms, offers fewer enabling conditions for higher-order, research-oriented information behaviour. These results indicate that students' information behaviour is strongly associated with resources that are both available and closely connected with their immediate learning requirements. This suggests that the higher use of textbooks and the correspondingly lower use of journals reflect not only differences in availability but also differences in students' educational level, curriculum and examination-related information needs, perceived relevance, and familiarity with and accessibility of the resource in question. The pattern also invites attention to the socio-economic and technological environment of the North-East as a potential intervening condition shaping both the resources libraries can provide and the manner in which students engage with them.

Use of Information Resources by Students

The findings revealed that textbooks, dictionaries, story books, maps, newspapers, reference resources, government publications, journals, encyclopedias, and magazines were used by students in Federal Government College libraries in the North-East, Nigeria. These findings are in line with the study conducted by Umuhuza and Unegbu (2021), who found that 670 (98.4%) students mainly utilized textbooks, followed by 341 (50.1%) who reported using dictionaries, 256 (37.6%) who reported using magazines, 93 (13.7%) who reported using encyclopedias, and 41 (6.0%) each who reported using story books and maps. The high use of dictionaries can be understood as complementary to textbook use, since dictionaries serve immediate, functional needs such as clarifying vocabulary, supporting comprehension, and aiding written assignments; their use does not require sophisticated information-seeking skills and fits readily into the routine academic tasks of secondary school students. Story books and maps likewise align with conventional classroom activities, as story books support literature and English language curricula while maps are integral to geography and history. The relatively strong utilization of these resources suggests that students' information behaviour is largely curriculum-driven and task-specific rather than exploratory or research-oriented.

5. Conclusion and Recommendations

The study concludes that Federal Government College libraries in the North-East Geopolitical Zone predominantly provide basic print information resources that align closely with immediate curricular requirements. Textbooks, story books, dictionaries, and maps constitute the core of available library collections, indicating that while these libraries maintain a foundational stock of essential learning materials, their collections are heavily skewed toward traditional, curriculum-dependent resources. The near-universal availability of textbooks reflects a library provisioning approach that prioritizes examination preparation and classroom supplementation over broader information literacy development, suggesting that the libraries function at a basic level of service provision that meets minimum requirements for student academic support but potentially falls short of cultivating comprehensive information-seeking behaviours among students.

The study further concludes that there exists a critical deficit in the provision of advanced, specialized, and periodical information resources across Federal Government College libraries in the region, as journals, encyclopedias, magazines, government publications, reference resources, and newspapers were reported as available to only a minority of students. This pattern of under-provision represents a significant gap in library service delivery, since these resource types are essential for developing students' research capabilities, critical thinking skills, and awareness of current affairs. The extremely low provision of journals and encyclopedias, resources that are fundamental to higher-order learning and independent inquiry, suggests that these libraries are not adequately positioned to support students' transition from secondary to tertiary education, where such resources form the backbone of academic research, and points to systemic underfunding, weak collection development policies, or inadequate professional oversight in library management across the studied institutions. Overall, the study concludes that students' utilization of information resources is directly and strongly influenced by the availability and accessibility of those resources in their school libraries, thereby validating the applicability of Wilson's Information Behaviour Model to the secondary school library context.

Based on these findings, the study recommends that Federal Government College administrators in the North-East, Nigeria, and relevant stakeholders should ensure that school libraries are adequately supported through the provision of relevant information resources, such as journals, encyclopedias, government publications, and

magazines, among others. It is further recommended that Federal Government Colleges in the North-East, Nigeria, encourage teachers and school librarians by providing appropriate incentives that motivate them to create awareness among students about the use of information resources, since such awareness may help improve students' perceptions of and engagement with school libraries.

6. Limitations and Direction for Future Research

The study was geographically restricted to the six Federal Government Colleges in the North-East Geopolitical Zone of Nigeria. Although the study provides useful evidence on information resource provision and use within these institutions, the findings should be interpreted within this defined context, as differences in institutional policies, library funding, staffing, collection development practices, infrastructure, and school environments may limit the extent to which the findings can be generalized to other secondary schools, including state-owned, private, and other federal schools outside the North-East. The study also adopted a quantitative approach and descriptive survey design, which was appropriate for determining the types of information resources reported as provided and used but provided limited opportunity to explore in depth why some resources are used more frequently than others.

These limitations point to several directions for future research. Future studies should compare information resource provision and use across Federal Government Colleges, state-owned secondary schools, and private secondary schools in the North-East, as such comparisons could establish whether differences in ownership, funding, management, and library policies influence the availability and utilization of information resources. Future research would also benefit from qualitative or mixed-methods approaches capable of explaining in greater depth why some resources are used more than others. Finally, the study should be replicated in other geopolitical zones of Nigeria and among a larger number of secondary schools.

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