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Library Service As Correlate To Learning Enhancement Among Students Of State Universities In North-East, Nigeria

OBARO, Susan Ewoma, SHAMAKI, Esther Baba & ODAUDU, Sunday Adejo

**Department of Educational Foundations,
Faculty of Education,
Taraba State University, Jalingo, Taraba State, Nigeria.**

ABSTRACT

The study investigated library service as correlate to learning enhancement among students of state universities in North-East, Nigeria. One research purpose, one research question and one null hypothesis guided the study. The correlational research design was used for the study. The population of the study consisted of all the Ninety-three thousand and forty- one (93,041) students of all the six state owned universities in North-East, Nigeria. The sample size for the study was seven hundred and twenty (720) students, selected through multi-stage sampling procedure, from four state universities in Northeast, Nigeria. Two designed questionnaires were used as instrument for data collection: ‘Library Services Questionnaire’ (LSQ) and ‘Students’ Learning Enhancement Questionnaire (SLEQ). The data generated from the study was analyzed using mean and standard deviation, together with Spearman’s correlation to analyze the questionnaire items and answer the research questions, while Simple Linear Regression statistics was used to test the hypothesis at 0.05 level of significance. The results of the study showed that library service is significantly related to learning enhancement among students. Based on the findings, the study concluded that library service significantly relate to learning enhancement among students of state universities in North-East, Nigeria. It was therefore recommended that the Vice Chancellors of the universities should work closely with the university Librarians to ensure the full functionality and accessibility of the library services to undergraduate students within the university campus.

Keywords: Learning Enhancement, Library Service, State Universities and Students

INTRODUCTION

Enhancement of learning pertains to methods and approaches aimed at increasing the effectiveness and efficiency of educational experiences. It focuses on elevating the quality of learning activities and results (Spector, et al. 2015). Learning enhancement encompasses practices that demonstrate a school's dedication to providing every student with the opportunities needed to achieve significant progress in their learning journey. The concept of improving learning experiences applies universally to all student groups. It is based on the principle that every learner deserves an education that challenges them and enables significant development. Consequently, the educational framework must incorporate essential systems to support each student's journey toward enhanced learning outcomes. Enhancement of learning is particularly significant for university students. This is due to the difficulties many face when adapting

to new learning environments and different educational frameworks. Consequently, educational support services are essential to help students prepare both physically and mentally for their academic pursuits.

Educational support services (ESS), as defined by Owan (2019), encompass a broad spectrum of assistance provided to both students and educators aimed at helping individuals identify their unique academic abilities and develop into autonomous, lifelong learners. These services are essential resources offered by teachers, students, and other members of the school community to improve the effectiveness of teaching and learning processes, as well as to support community engagement within the school environment. Ogundele and Oshopene (2014) describe educational support services as a vital component of school programs that facilitate positive interpersonal relationships, foster a supportive teaching and learning atmosphere, and enhance the self-esteem of individuals both within and outside the educational setting. Educational institutions offer various services aimed at supporting the execution of educational policies, achieving set educational targets, and enhancing the overall efficiency of the educational system (FRN, 2014).

The core purpose of educational support services is to promote effective teaching and learning, aiming to improve academic outcomes for students. These services are designed to boost productivity and address underperformance by fostering positive attitudes and creativity, thereby supporting students in achieving their academic goals. As a self-contained community, universities offer educational support services aimed at identifying students' issues and providing practical solutions to foster a positive campus environment. Uchendu et al. (2013) noted that a healthy university community supports the social, emotional, physical, spiritual, and cognitive growth of both staff and students. A secure, supportive, and healthy university environment is essential for the overall success of students, including those attending institutions in North East Nigeria. While the objectives of higher education, as defined by the Federal Ministry of Education (2014) in its National Policy on Education, are commendable, they cannot be fully realized through classroom teaching or pedagogy alone. Educational support services and various curricular activities are structured to assist, supplement, and promote the achievement of academic objectives by improving student learning experiences. It is essential for university administrators to ensure students have access to these services and utilize them effectively to support their educational progress.

It has been noted that many universities, particularly in Nigeria's North-East region, face significant challenges with the quality of educational support services, which are often inadequate or substandard (Ejionueme, 2013). Over time, higher education institutions have struggled with issues such as student unrest, protests, and demonstrations, reflecting ongoing difficulties within these institutions. The majority of these issues stem from the university administration's failure to adequately address students' needs concerning security, health services, insufficient campus facilities, substandard hostel accommodations, and a general neglect of student welfare. Olagunju (2017) also pointed out that many public universities are still operating with outdated infrastructure that fails to equip students with relevant skills for the modern era. Researchers' observations indicate that when university management fails to offer adequate educational support services, student demonstrations may occur. Such unrest can cause significant damage to school property, endanger lives, create discord within the institution, and potentially hinder the achievement of the school's objectives.

The school library is regarded as a vital support service mandated by the National Policy on Education for all educational institutions to offer to students (FRN, 2014). Its significance stems from its direct role in facilitating the educational process and helping to accomplish the goals of school programs. According to Alkhaldeh and Khasawneh (2021), libraries align with the educational and pedagogical frameworks of schools, offering resources that complement the curriculum. In higher education institutions, they serve as centers for learning materials, providing various research and reading services that support and enhance the academic curriculum (Kim & Kutscher, 2021). Research indicates that many universities, particularly in the North-East region of Nigeria, still operate with outdated library collections and learning materials. This situation potentially hampers students' ability to meet their educational goals. Consequently, students attending state universities in North-East Nigeria may lack sufficient opportunities for academic growth and meaningful engagement with their higher education programs. The academic progress of students

could be negatively impacted by certain factors. To explore this further, the current research investigates how library services influence students' learning improvements at state universities in North-East Nigeria. The school library plays a central role in educational institutions and is considered a vital support service for learning (FME, 2014). It is essential to the teaching and learning activities, aiding educators in their work and ensuring that all students have sufficient access to educational materials. The library functions as a repository of knowledge and factual data, serving as a hub for self-education and intellectual leisure, and acting as a symbol of enlightenment that safeguards accumulated knowledge (Oyetola & Adio, 2020). Its services promote reading, literary appreciation, and intellectual growth, while also serving as an informational resource aligned with educational curricula. Additionally, the library fosters innovation, curiosity, creative thinking, and problem-solving skills, acting as a catalyst for literacy, reading, teaching, and educational scaffolding.

Statement of the Problem

Numerous university students in modern Nigeria encounter various obstacles that hinder their success. These challenges encompass an education system at the secondary level that fails to adequately prepare students for the demands of higher education, as well as issues related to cultural disconnection and language differences, which pose difficulties for students from diverse backgrounds in adapting to university life. Challenges such as substance abuse, psychological distress, and anxiety stemming from separation from loved ones significantly impact students' academic performance. These issues contribute to higher dropout rates, particularly among students in public universities in North-East Nigeria, a region that has faced ongoing conflicts with Boko Haram insurgents, directly affecting educational institutions for several years. The impact on students' ability to learn has been significant, highlighting the necessity for implementing strategies to improve their educational experience. One effective approach could involve providing high-quality academic support services such as a library.

The main goal of a library is to offer developmental opportunities that increase student engagement in higher education. In Nigerian universities, the extensive scope of library services should be utilized to help students adapt from challenging learning environments that could hinder their academic development. Other facilities such as ICT centers, health clinics, sports complexes, counselling service, and various other amenities are anticipated to support students in their educational pursuits. Nonetheless, the authenticity of these assertions remains uncertain, particularly within the unique environment of state universities in North-East Nigeria. The progress toward achieving university objectives and enhancing students' academic performance is still considered inadequate. In the context of persistent funding issues and infrastructural shortcomings faced by state universities in comparison to federal institutions, it is essential to examine the role of library support services. This investigation aims to understand how library service enhance correlate student learning outcomes within state universities located in North-East Nigeria.

Purpose of the Study

The main aim of the study was to:

- i. Determine the extent library service relate to learning enhancement among students of state universities in North-East, Nigeria.

Research Question

The following research question was raised to guide the study:

- i. To what extent does library service relate to learning enhancement among students of state universities in North-East, Nigeria?

Statement of Hypothesis

The following null hypothesis was formulated and tested at 0.05 level of significance for generalization:

- H₀₁:** There is no significant relationship between library service and learning enhancement among students of state universities in North- East, Nigeria.

RESEARCH METHODS

The study employed a correlational research approach, which aims to determine the association between two or more variables. The population comprised 93,041 undergraduate students enrolled across all six

publicly funded universities in North-East Nigeria, according to the Registries of the respective institutions (2025). These universities include Adamawa State University with 17,706 students, Bauchi State University hosting 18,035 students, Borno State University with 6,390 students, Gombe State University accommodating 21,487 students, Taraba State University with 19,953 students, and Yobe State University with 9,470 students. The total student population has reached 93,041, which is expressed as ninety-three thousand and forty-one. The decision to focus on students as the study's population is based on the necessity of obtaining firsthand information directly from them, ensuring unbiased data collection. The required data was gathered directly from the students themselves.

The sample consist of 720 participants. This is to mitigate issues related to instrument attrition and to enhance statistical power, assuming other variables remained constant. Initially, the researchers employed purposive sampling to select four universities from the six within the study region. The universities chosen had student populations exceeding 10,000, as larger institutions tend to exhibit more diverse characteristics compared to smaller ones. As noted by Stratton (2024), purposive sampling offers benefits such as requiring fewer resources and less time compared to conventional research approaches. In this phase, the chosen institutions include Adamawa State University with 17,706 students, Bauchi State University with 18,035 students, Gombe State University hosting 21,487 students, and Taraba State University with 19,953 students. Collectively, these institutions comprise a total of 77,181 students. The selection of these four universities was based on principles outlined by Shukla (2020), emphasizing unbiased selection, efficiency in terms of time, effort, and cost, and accessibility for the researchers. According to Hossan, Mansor, and Jaharuddin (2023), it is essential that the sampling frame includes a sufficient quantity of units to facilitate comprehensive data collection.

In the second phase, the researchers employed a stratified proportionate random sampling method to choose participants from each of the four universities, based on their respective populations. This approach guaranteed that the sample size from each university was proportionally representative of its total population, ensuring an unbiased selection. For Adamawa State University, which has a population of 17,706, the sample was calculated by dividing this number by the total population of 77,181 and then multiplying the result by the target sample size of 720. The number of participants from Adamawa State University was approximately 165, after rounding. The same sampling process was applied to all other universities involved in the initial stage. Consequently, 168 respondents were selected from Bauchi State University, 201 from Gombe State University, and 186 from Taraba State University. Participants were chosen through a simple random sampling method, specifically the hat and draw technique without replacement.

The tools used for data collection included two questionnaires developed by researchers: the Library Support Services Questionnaire (LSSQ), which was labeled as part 1, and the Students' Learning Enhancement Questionnaire (SLEQ), identified as part 2. Each questionnaire was divided into two sections: Section A and Section B. Section A collected demographic details of the respondents, while Section B comprised the specific items of the questionnaires.

Face and content validity of the instrument were evaluated by three specialists—two from Educational Administration and Planning and one from Measurement and Evaluation—all affiliated with the Faculty of Education at Taraba State University, Jalingo. For pilot testing the reliability of the data collection instruments, forty copies each of the Library Support Services Questionnaire (LSSQ) and the Students' Learning Enhancement Questionnaire (SLEQ) were distributed. The testing involved a random selection of 40 students from two state universities in North-East Nigeria—Borno State University in Maiduguri and Yobe State University in Damaturu.

Both descriptive and inferential statistical methods were employed to examine the data collected during the research. Descriptive statistics, including the mean and standard deviations, were used alongside Spearman's rank correlation to evaluate the questionnaire responses and address the research objectives. The decision criterion was set at 2.50; responses with scores of 2.50 or higher were considered acceptable, whereas those below 2.50 were rejected. Scores ranging from 3.50 to 4.00 indicate a Very High Extent (VHE), while 2.50 to 3.49 correspond to a High Extent (HE). Values between 2.00 and 2.49 represent a Low Extent (LE), and scores from 0.00 to 1.99 denote a Very Low Extent (VLE).

RESULTS AND DISCUSSION

Research Question One: *To what extent does library service relate to learning enhancement among students of state universities in North-East, Nigeria?*

Table 1: Mean Ratings of Respondents with Regard to Library Support Service.

s/n	Item description	Response							
		VHE	HE	LE	VL	Su E m	X	SD	Dec
	Library support services								
1	The library offers sufficient academic resources including textbooks / journals.	532	915	354	90	189	2.68	.922	HE
2	I have easy access to textbooks and journals in the library	208	879	494	113	169	2.40	.842	LE
3	The library staff provide helpful assistance for research needs	372	867	412	117	176	2.51	.920	HE
4	The library environment is conducive to study/research	380	573	624	107	168	2.39	.901	LE
5	Students frequently use the library for academic purpose	312	762	488	129	169	2.40	.910	LE
6	There is adequate internet access/enough reading space available	328	522	608	145	160	2.27	.919	LE
7	The library has enough reading spaces for students	364	597	412	209	158	2.24	1.01	LE
8	The library’s operating hours are convenient for my student’s schedules	156	765	458	182	156	2.21	.892	LE
9	Online library resources are accessible/useful	296	510	318	302	142	2.02	1.04	LE
10	The library has stand-by generator to supply power	984	549	330	111	197	2.80	1.08	HE
	Cluster Mean						2.39	.971	LE

Source: Researcher’s Field Survey, (2025)

Based on Table 1, the average ratings and standard deviations of the participants are shown. Seven items received ratings below 2.50, indicating that most respondents did not agree with the majority of the statements. Participants expressed strong disagreement regarding the ease of accessing textbooks and journals within the library. They also disagreed that the library environment is suitable for studying or research activities. Additionally, students rarely utilize the library for academic purposes. Only three survey items received average ratings above 2.50, with an overall mean score of 2.39 and a standard deviation of 0.971. These results suggest a very low level of satisfaction with the library's support services.

Table 2: Mean Ratings of Responds with Regard to Students' Learning Enhancement

s/ n	Item description	Response							
		VH E	HE	LE	VLE	Sum	X	SD	Dec
1.	Students comfortably participate in class discussion/activities.	708	564	452	114	1838	2.61	1.032	HE
2.	Students have improved in their research writing skills.	840	543	442	93	1918	2.72	1.031	HE
3.	Students have a high level of motivation to learn new concepts/skills.	372	867	412	117	1768	2.51	0.92	HE
4.	Students perform my school assignment/activities with ease	1020	714	306	59	2099	2.98	0.956	HE
5.	Students are comfortable in identifying areas that need improvements in their studies.	376	780	502	100	1758	2.49	0.895	LE
6.	Students are confident to handle any academic challenge that comes their way.	328	522	608	145	1603	2.27	0.919	LE
7.	Students can comfortably apply the lessons they have learnt in real life situations.	200	468	756	121	1545	2.19	0.801	LE
8.	Students have developed study habits that have enable their learning.	156	765	458	182	1561	2.21	0.892	LE
9.	Students are comfortable in having group studies with their classmates.	364	570	292	278	1504	2.13	1.079	LE
10.	Students do not find it difficult to engage in night studies.	876	537	374	120	1907	2.70	1.082	HE
11.	Students have developed confidence in their teachers.	176	579	628	154	1537	2.18	0.843	LE
12.	Students have developed healthy interpersonal relationship with their teachers/classmates.	200	360	766	152	1478	2.10	0.813	LE
13.	Students have developed critical thinking skills.	200	417	818	107	1542	2.19	0.774	LE
14.	Students have developed the ability to work together in a team to achieve a common goal.	388	717	434	152	1691	2.40	0.973	LE
15.	Students have developed the ability to communicate effectively with others.	312	762	488	129	1691	2.40	0.91	LE
16.	Students have developed the flair for creativity in their chosen career	460	825	432	99	1816	2.58	0.923	HE
17.	Students have developed the ability to take calculated risks.	200	342	814	134	1490	2.11	0.79	LE
18.	Students can easily identify areas of improvement in their academic pursuits.	176	570	566	188	1500	2.13	0.878	LE
19.	Students have developed the ability to manage time/prioritize tasks effectively.	364	597	412	209	1582	2.24	1.018	LE
20.	Students have developed the ability set realistic goals while developing plans to achieve them.	480	525	564	128	1697	2.41	0.973	LE
21.	Student often engage in extra-curricular activities to be physically fit to pursue my academics.	380	447	544	189	1560	2.21	0.987	LE
22.	Students can comfortably engage in constructive arguments and hold their own.	440	462	582	150	1634	2.32	0.978	LE
23.	Students derive pleasure from reading books/studying hard in my academic work.	148	642	506	201	1497	2.12	0.886	LE
24.	Students can easily employ effective learning strategies such as note-taking/summarizing/self-quizzing.	296	498	634	148	1576	2.24	0.901	LE
25.	Students are quite satisfied with their performance in test/examination	380	573	624	107	1684	2.39	0.901	LE
	Cluster Mean						2.35	.956	LE

Source: Researcher's Field Survey (2025)

The evaluation of learning progress among students at public universities in North-East Nigeria indicates that 19 items within the assessed cluster received average ratings below 2.50. For example, there was disagreement among respondents regarding students' ability to identify areas requiring academic improvement (average score = 2.49; standard deviation = 0.895). Additionally, students' confidence in managing academic challenges independently was low (average score = 2.27; SD = 0.919), and their ability to effectively apply learned knowledge to real-world situations was also limited (average score = 2.19; SD = 0.801). Analysis indicates that students have not yet established effective study routines that facilitate their learning (average = 2.21; standard deviation = 0.892). Additionally, many students feel uncomfortable participating in group study sessions with their peers (average = 2.13; standard deviation = 1.079). Despite this, six of the evaluated items received ratings above 2.50. Overall, the respondents perceived the enhancement of students' learning as low within the context of state universities in North-East Nigeria. This perception is supported by the overall mean score of 2.35, which falls below the threshold of 2.50 deemed acceptable for positive assessment.

Table 3: Correlations Between Library Support Service and Learning Enhancement Among Students

		Correlations		
			Library Support Services	Learning Enhancement
Spearman's rho	Library Support Services	Correlation Coefficient	1.00	.730
		Sig. (2-tailed)		.000
		N	705	705
	Learning Enhancement	Correlation Coefficient	.730	1.00
		Sig. (2-tailed)	.000	
		N	705	705

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

Based on a value of 0, the data indicates a significant correlation between library support services (mean = 2.39; standard deviation = 0.971) and the improvement in students' learning outcomes (mean = 2.35; standard deviation = 0.956). This suggests a strong and positive association between the two variables.

Null Hypothesis One: There is no significant relationship between library service and learning enhancement among students of state universities in North- East, Nigeria

Table 4: Simple Linear Regression Analysis Showing Significance of Relationship Between Library Service and Learning Enhancement Among Students of State Universities in North- East, Nigeria

Variables	Descriptive statistics			Model Summary	ANOVA			
	N	Mean	Std. Dev.	R Square		Df	F	Sig.
Students' learning enhancement	705	2.35	.956	.580	Regression	1		
Library services	705	2.39	.971		Residual	703	971.276	.000
					Total	704		

a. Predictors: (Constant), Library Support Services

b. Dependent Variable: Learning Enhancement

**R is significant at the 0.05 level (2-tailed)

Source: Researcher's Analysis, 2025

The linear regression analysis presented in Table 4 examines the association between library support services and students' academic improvement. The dataset comprises 705 participants. The results of the simple linear regression indicate a statistically significant model ($F(1,703) = 971.276, p < 0.05$). The analysis indicates a strong and positive correlation between library support services and students' academic improvement, with an R^2 value of .580. This suggests that approximately 58.0% of the variation in students' learning enhancement can be explained by library support services. According to the decision

rule, if the F-statistic surpasses the critical F-value, the null hypothesis—stating there is no significant relationship between library services and learning improvement among students at state universities in North-East Nigeria—is rejected, leading to the acceptance of the alternative hypothesis.

DISCUSSION OF FINDINGS

The average ratings and standard deviations provided by respondents regarding the connection between library services and academic improvement among students at state universities in North-East Nigeria indicated that library services were generally rated poorly. A regression analysis of library service scores against the dependent variable demonstrated a strong positive correlation of 0.730, confirming a significant relationship between library services and learning enhancement among students in the region. This observation aligns with the research conducted by Aernyi (2017), who identified a notable influence of library amenities on the academic success of students in Colleges of Education within Nigeria's North Central Zone. It also corresponds with the findings of Adegun et al. (2020), who reported that library resources in the faculty libraries of Oyo State significantly affected undergraduate students' academic performance. Additionally, this result is consistent with the conclusions of Ayaz et al. (2017), who demonstrated that school libraries substantially contribute to students' academic achievements at the secondary level in the Southern Districts of Khyber Pakhtunkhwa, Pakistan. Research by Clarence et al. (2023) supports the idea that library resources, services, and facilities at Baguio Central University in the Philippines are essential for enhancing students' learning experiences. These resources create an optimal environment for studying and contribute significantly to academic achievement.

Considering these observations, the significance of the school library, as outlined in the National Policy on Education (2014), is further highlighted. The library's primary advantage as an educational support resource lies in its capacity to facilitate the learning process and help fulfill the goals of school programs. Higher education institutions that recognize and leverage the library's role are better positioned to enhance their educational and pedagogical initiatives, aligning with the school curriculum and supporting research and reading activities. The significance of this discovery can be understood through the perspective of Edith Ackermann's Whole Child Approach Theory from 1958, which emphasizes academic growth as its primary objective. The presence of a school library ensures that educational institutions offer a well-rounded education focused on personalized learning strategies, providing students with a supportive social environment where they can dedicate as much time as needed to their individual studies.

CONCLUSION

The availability and quality of library services plays a crucial role in improving the learning experiences of undergraduate students at public universities in Northeast Nigeria.

RECOMMENDATION

Based on the findings of the study, the following recommendation was made:

1. The vice chancellors of different universities ought to collaborate closely with university librarians to guarantee that library services are fully functional and accessible to undergraduate students on campus.

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