
The Role of School Libraries in Fostering Community Engagement and Collaboration Among In-School Adolescents in Nigeria

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Abstract: *This study investigated the role of school libraries in promoting community engagement and collaboration among in-school adolescents in Nigeria. It demonstrates how school libraries can act as hubs for social interaction by providing instruction in digital literacy and community-based activities meant to improve community engagement. The barriers Nigerian school libraries encounter, including inadequate infrastructure, constrained financial resources, and a shortage of skilled staff, were explored, hindering their capacity to function as community-oriented institutions. A quantitative method research design was employed for the study, and practical recommendations were made for teachers, policymakers, library professionals, parents, and students. It intends to establish the transforming power of school libraries as essential pillars of community engagement and collaboration in Nigeria by presenting empirical data and reliable recommendations.*

Keywords: *collaboration, community engagement, in-school adolescents, school libraries*

Introduction

In an era of rapid technological innovation and shifting educational paradigms, school libraries serve a far more essential role than they once did as places to keep books. Currently, they

serve as vital hubs for education, social interaction, cross-cultural exchange, and vibrant places that encourage community engagement and collaboration (Shaji, 2023; Mahendra et al., 2024).

The benefits of school libraries for children's academic achievement and personal development have long been recognised. Their impact on society at large is still significant yet sometimes overlooked. By incorporating not only students but also parents, teachers, and local organisations, school libraries may create an inclusive environment that promotes lifelong learning and community cohesion (Shaji, 2023). School libraries are essential to the community because they promote cultural understanding, address social issues, and enhance educational results (Vuzo, 2022).

The purpose of school libraries is to support students' academic and character development as they positively impact society at large. School libraries, therefore, play a vital role in the community by helping to address social issues, improve educational outcomes, and foster cultural understanding (Vuzo, 2022).

School libraries can also significantly contribute to closing the digital divide and promoting social inclusion (Bello & Adegbepe, 2023). With the availability of computers, the Internet, and digital resources, these libraries can provide opportunities for job search assistance, digital literacy training, and community-based technology seminars, which would not only empower the community members to be more productive but also strengthen the relationship between the school libraries and the communities (Jutras, 2023; Igbinovia & Aiyebelehin, 2023).

The role of school libraries in fostering community engagement and collaboration is essential for the holistic development of both students and the larger community. As educational landscapes continue to evolve, the importance of nurturing these communal ties through school libraries becomes increasingly evident (Burns et al., 2016; Akwang, 2024).

In Nigeria, school libraries are critical for fostering community engagement and collaboration. Adigun and Aramide (2023) asserted that strong school libraries may significantly enhance children's social and academic development and the community at large. By providing students, instructors, and community members with access to a variety of information resources, school libraries can grow into significant hubs in the community (Esan, 2022). This can support knowledge sharing, the exchange of ideas, and the development of collaborative projects that address the social and educational needs of the community (Victor-Aigbodun).

Additionally, school libraries in Nigeria can promote better collaboration and partnerships by acting as a link between the community and the school (Olubiyo & Olubiyo, 2019; Oyetola & Adegboyega, 2020). By organising events, workshops, and outreach initiatives, school librarians can collaborate with local companies, organisations, and parents to identify and address the particular needs of the community. With this collaborative approach, creative projects and programs that enhance students' social and academic achievements as well as those of the greater community can be carried out. (Onuoha and others, 2023).

Nigerian school libraries can make a substantial impact on the community's literacy and lifelong learning programs. School libraries are capable of fostering a love of reading and learning among students by providing them with an extensive collection of books, multimedia resources, and digital tools and the larger community can be engaged to promote literacy and educational growth (Diyoshak & Soko, 2018; Oraekwe, 2019; Opele et al., 2023). Nevertheless, challenges such as inadequate funding, a scarcity of skilled personnel, and substandard infrastructure sometimes hinder school libraries in Nigeria from realising their maximum potential in fostering community engagement and collaboration. To overcome these challenges, school library development and support must be given top priority by policymakers, school administrators, and community stakeholders as a vital component of Nigeria's educational system (Shonhe, 2019; Olajide & Zinn, 2021).

The current state of school libraries in Nigeria is an issue that has received significant attention in recent years, largely due to their potential influence on educational outcomes and community development. Several studies have highlighted the challenges faced by Nigerian school libraries, which include inadequate infrastructure, limited funding, and a shortage of trained library staff (Esan, 2022; Tondo & Yankyar, 2022; Onuoha et al., 2023). Enang & Okwu (2021) opine that many school libraries in Nigeria operate in dilapidated buildings, lack basic amenities and are not often stocked with relevant and up-to-date reading materials. This situation is compounded by the fact that library services are usually seen as a low priority in educational planning and budgeting. School libraries have the potential to greatly enhance the educational and social interactions of students as well as the larger community by acting as a central hub for information exchange, collaborative projects, and knowledge sharing but school libraries in Nigeria cannot reach their full potential unless the problems they encounter are resolved according to Omelizor and Ogo (2018).

Effective community engagement requires careful planning and a thorough understanding of the local content. Several techniques, including outreach programs that offer library services outside of school boundaries, could be useful in fostering community engagement by school libraries. In several instances, books and educational materials have been given to underprivileged and marginalised communities through mobile libraries (Sherman, et al., 2023). Working with groups in the community to create initiatives that cater to the needs of the community such as non-profit organisations, cultural institutions, and government offices is another successful strategy that could be engaged in fostering community engagement and collaboration by school libraries (Osuchukwu, & Nelson 2016; Akwang, 2024).

The integration of digital technologies has also been highlighted as a significant factor in enhancing community engagement. Akwang (2024) asserts that Information and Communication Technology (ICT) may improve community engagement, open up new learning and collaboration opportunities, and broaden the scope of school libraries by utilising digital technologies. ICT is vital to school libraries because it helps them reach a larger audience, and opens up new opportunities for collaboration and learning as it makes accessing information, instructional activities, digital literacy programs, online resources, and virtual events a lot easier and can help bridge the gap between the community and the library.

When community people are carried along in decision-making processes involving the school library, they are more likely to feel a sense of ownership and loyalty to the success of the library. Establishing library advisory boards with representatives from a different range of community groups, including parents, local government, and students, is one way to do this. (Rijal, 2023; Oraekwe & Emenari, 2019). Programs for school libraries have a big influence on lifetime learning and community literacy, especially in areas with a shortage of educational resources. It is reasonable to assume that well-executed school library programmes can greatly raise literacy levels and promote a love of reading in the neighbourhood (Mahendra et al., 2024). Offering programs like storytelling sessions, reading clubs, and literacy seminars by school libraries could raise the literacy levels among community people as well as pupils (Vuzo 2022; Salubi & Majavu, 2023).

Furthermore, because they provide individuals with access to a wide range of educational opportunities and information resources beyond the classroom, school libraries play a critical role in promoting lifelong learning. Libraries that offer career training, adult education, and digital literacy workshops help community members advance their socioeconomic status

and acquire new skills. This is particularly important in Nigeria, where there are wide differences in educational performances and minimal chances for lifelong learning. (Oinam & Thoidingjam, 2019; Tondo & Yankyar, 2022).

It is important to recognise the social influence of school libraries as they provide a safe, welcoming environment for people in the community to assemble, exchange ideas, and take part in cultural and educational events. The social aspect of libraries contributes to the development of social capital and the reinforcement of community cohesion (Ladan et al., 2019). Cross-generational learning programs, in which senior citizens in a community impart their wisdom to younger members, have been shown to improve social cohesion and mutual understanding of the community (Aemmi & Moonaghi, 2017).

In Nigeria, school libraries have a great deal of potential to promote community engagement and collaboration. Despite the difficulties that many school libraries face today, it is possible to connect communities and improve literacy and lifetime learning by engaging in workable techniques and practices. School libraries can play a crucial role in community development and educational advancement by utilising creative ways and resolving inequalities in resource allocation.

School libraries are considered important for promoting social cohesion and educational growth but in Nigeria, they are yet to be fully exploited for their potential to act as centres of community engagement. Lack of facilities, limited budget, and a shortage of qualified library personnel are just a few of the issues Nigerian school libraries must deal with. School libraries' capacity to fulfil their promise as community-centred institutions is restricted by these problems, which are made worse by socioeconomic inequalities and differing degrees of community support. A wealth of existing research emphasizes how vital school libraries are to the education and literacy of their students. However, there is a dearth of empirical data on the precise tactics and practices that have worked well in turning school libraries into thriving community hubs, as well as a dearth of research on their wider effects on community engagement and collaboration, particularly in the Nigerian context.

The unique sociocultural and economic conditions in Nigeria present both opportunities and challenges for school libraries seeking to engage the community and provide services outside the classroom. This research gap calls for a thorough analysis of how school libraries in Nigeria might use their resources to build greater community links while removing current obstacles. By examining how school libraries in Nigeria promote community involvement and

cooperation through a thorough case study, this research seeks to close this knowledge gap. By examining successful examples and identifying best practices, this research seeks to provide actionable insights and recommendations for policymakers, educators, and library professionals and thus highlight the transformative potential of school libraries as central pillars of community development and social integration in Nigeria.

Objectives of the study

The main objective of this study is to determine the role of school libraries in fostering community engagement and collaboration in Nigeria. The specific objectives are to:

- i. Examine the description of community engagement and collaboration
- ii. Investigate the current state of school libraries in Nigeria and their capacity for community engagement and collaboration;
- iii. examine effective strategies and practices for fostering community engagement and collaboration through school libraries and
- iv. explore the impact of school library programs on community engagement literacy and lifelong learning

Research questions

- i. How can community engagement and collaboration be described?
- ii. What is the current state of school libraries in Nigeria and their capacity for community engagement and collaboration?
- iii. What are the effective strategies and practices for fostering community engagement and collaboration through school libraries?
- iv. What is the impact of school library programs on community engagement, literacy and lifelong learning?

Methodology

Research Design

To provide a thorough analysis of the role of school libraries in promoting community engagement and collaboration in Nigeria, this study employs a descriptive research design with a qualitative approach. This design enables an in-depth examination of the current state of

school libraries, the effectiveness of their strategies, and their influence on community engagement, literacy and collaboration.

Population and Sample

The target population for this study includes in-school adolescents across secondary schools in Ilesa, Nigeria. The Federal Science and Technical College (FSTC), Ilesa, was selected using purposive sampling. Thirty-six students from Junior Secondary School three to Senior Secondary School two (SSS) made up the sample.

Data Collection Instruments

A structured questionnaire with Likert-scale questions was used to gather quantitative data from students about their opinions and experiences regarding the services, strategies, influences, and roles of school libraries in community engagement and collaboration.

Data Analysis

The data collected from the survey were analyzed using descriptive and inferential statistics. Descriptive statistics such as mean, median, mode, and standard deviation were used to analyze the data based on the research objectives and questions.

1. Socio-Demographic Data

Table 1: Socio-Demographic Characteristics of Respondents

S/N	Variables	Responses	Frequency	Percentages
1.	Gender	Male	15	41.7
		Female	21	58.3
		Total	36	100.0
2.	Age	10-11 years	6	16.7
		12-13 years	13	36.1
		14-15 years	16	44.4
		16-17 years	1	2.8
		Total	36	100.0
3.	Class	JS3	12	33.3
		SS1	13	36.1

		SS2	11	30.6
		Total	36	100
4.	Institution	Public	36	100.0
5.	School	Federal Science and Technical College (FSTC), Ilesa.	36	100.0

Table 1 shows the demographic characteristics of 36 participants used for this study and the following can be deduced from the table. The gender distribution shows that there are more female respondents (58.3%) compared to males (41.7%). This suggests a slight majority of female students participated in the survey. Most respondents are aged between 12 and 15 years, with 36.1% in the 12-13 years group and 44.4% in the 14-15 years group. A small portion (16.7%) falls in the 10-11 years group, and only one respondent (2.8%) is between 16-17 years old. This indicates that the survey primarily involved younger students, especially those aged 12-15 years. Respondents are evenly distributed across three classes: JS3 (33.3%), SS1 (36.1%), and SS2 (30.6%). This implies a balanced representation of students from the junior and senior secondary school levels. All respondents (100%) are from public institutions, specifically FSTC, and Ilesa. This means the survey is entirely focused on students from a single public school environment and all the students are from Federal Science and Technical College (FSTC), Ilesa, indicating that the responses are specific to the experiences and perspectives of students from this institution.

Bar Chart

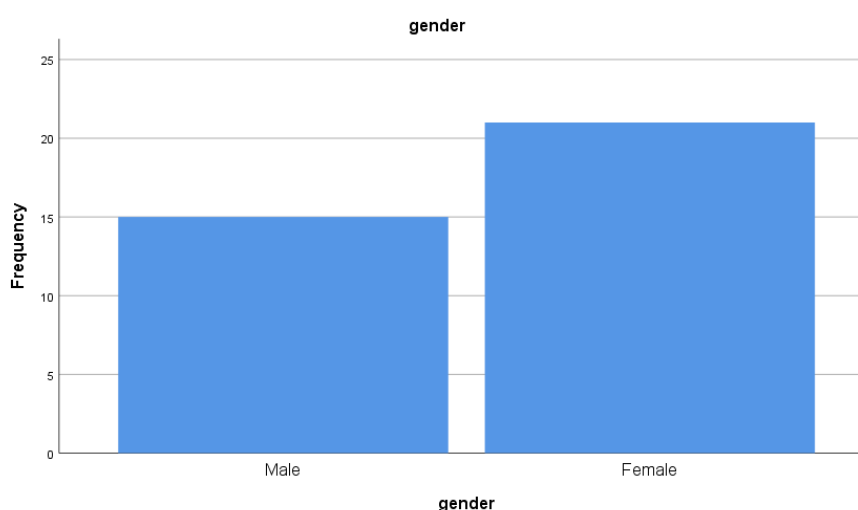


Figure 1: Distribution of respondents by Gender

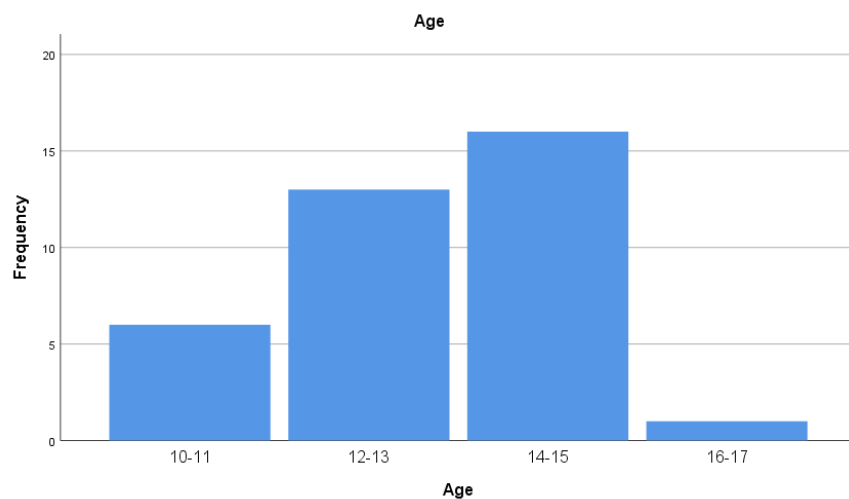


Figure 2: Distribution of Respondents by Age

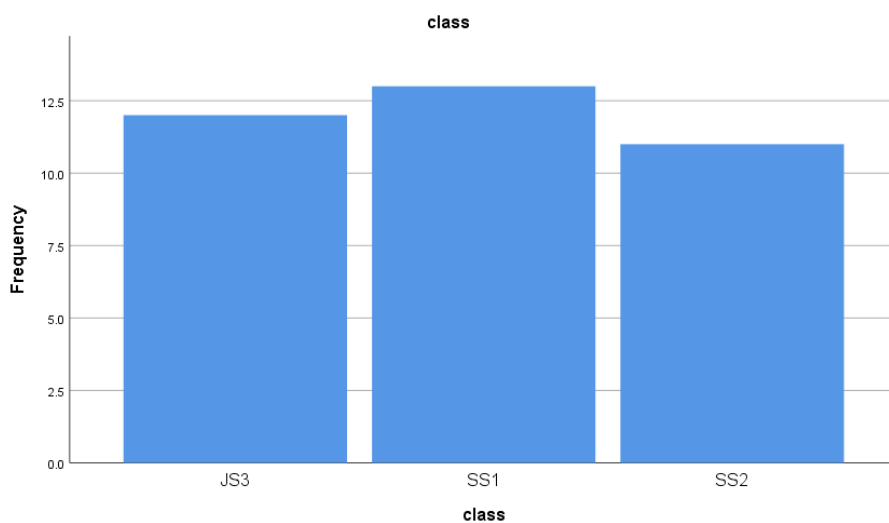


Figure 3: Distribution of respondents by Class

Table 2: Current state of school libraries in Nigeria and their capacity for community engagement and collaboration.

S/N	The current state of school libraries in Nigeria and their capacity for community engagement and collaboration	SA	A	D	SD	MEAN ± SD	Remark
a.	My school library has enough resources to support both academic and community activities.	11 (30.6%)	18 (50.0%)	6 (16.7%)	1 (2.8%)	3.08 ±	Agree

						0.77	
b.	My school library is spacious enough to host community events and programmes.	8 (22.2%)	12 (33.3%)	12 (33.3%)	4 (11.1%)	2.67 ± 0.96	Agree
c.	My school library is accessible to community members outside of school hours	5 (13.9%)	5 (13.9%)	11 (30.6%)	15 (41.7%)	2.00 ± 1.07	Disagree
d.	My school library actively promotes its services to the surrounding community.	6 (16.7%)	15 (41.7%)	9 (25.0%)	6 (16.7%)	2.58 ± 0.97	Agree
e.	My school library often collaborates with community organizations.	10 (27.8%)	14 (38.9%)	8 (22.2%)	4 (11.1%)	2.83 ± 0.97	Agree
f.	Materials that are relevant to community interests and needs are included in the collections of my school libraries.	10 (27.8%)	11 (30.6%)	12 (33.3%)	3 (8.3%)	2.78 ± 0.96	Agree
g.	My school library has a clear mission and goals related to community engagement and collaboration.	12 (33.3%)	17 (47.2%)	4 (11.1%)	3 (8.3%)	3.06 ± 0.89	Agree

Table 2 reveals the current state of school libraries in Nigeria and their capacity for community engagement and collaboration. School libraries generally have resources that support both academic and community activities. With 80.6% of respondents agreeing that their libraries have sufficient resources, it shows that the foundations for community engagement literacy, such as the provision of books, materials, and facilities that serve both students and the wider community, are in place. However, expanding these resources to include more community-specific materials can enhance the libraries' role in fostering community literacy and learning. Opinions are more divided regarding the spaciousness of school libraries for hosting community events, with 55.5% agreeing and 44.4% either disagreeing or strongly disagreeing. This suggests that many libraries may not have adequate space for such events. A significant barrier to community engagement and collaboration is the accessibility of the school libraries.

Since 72.3% of respondents believe libraries are not accessible outside of school hours, this limits community members' ability to engage with the libraries' resources and spaces. Furthermore, the limited space (44.4% not considering it spacious enough) restricts the potential for hosting community events and programs. This lack of access reduces opportunities for face-to-face community engagement, literacy programs, and broader collaboration efforts.

The libraries' community engagement efforts appear to be moderate but need improvement. While some promotion of library services is taking place, with 58.4% agreeing that their school libraries actively promote services, a significant proportion (41.7%) feel this is insufficient. This reflects a need for better outreach and awareness campaigns to connect with the community, making the public more aware of available resources, programs, and collaboration opportunities. A majority (66.7%) agree that school libraries often collaborate with community organizations, indicating a moderate level of partnership and engagement with external groups. Slightly more than half of the respondents (58.4%) agree that their libraries include materials relevant to the community, Materials that are relevant to community interests and needs are moderately incorporated into the libraries' collections, but a large minority (41.6%) disagree, indicating that there is room for improvement in aligning collections with community needs. This is essential for fostering community engagement, as libraries should provide resources that reflect the unique needs and interests of the surrounding community. The more relevant the materials, the more likely the library will serve as a hub for community learning and collaboration. A strong majority (80.5%) agree that their school libraries have clear missions and goals related to community engagement and collaboration. This demonstrates that school libraries recognize the importance of engaging with the community and are strategically focused on collaboration even if operational challenges exist.

Table 3: Effective strategies and practices for fostering community engagement and collaboration through school libraries

S/N	Effective strategies and practices for community engagement and collaboration	SA	A	D	SD	MEAN $\pm$ SD	Remarks
a.	Active community participation is encouraged by my school library.	9 (25.0%)	14 (38.9%)	6 (16.7 %)	7 (19.4 %)	2.69 $\pm$ 1.06	Agree

b.	My school library hosts events that are designed to engage community members of all ages.	7 (19.4%)	9 (25.0%)	9 (25.0%)	11 (30.6%)	2.33 ± 1.12	Disagree
c.	My library offers programs that address specific community challenges (e.g., information literacy, digital literacy, etc)	9 (25.0%)	11 (30.6%)	11 (30.6%)	5 (13.9%)	2.67 ± 1.01	Agree
d.	My school library has successfully implemented strategies to reach underserved populations within the community.	5 (13.9%)	6 (16.7%)	16 (44.4%)	9 (25.0%)	2.19 ± 0.98	Disagree
e.	My school library staff is proactive in seeking feedback from the community to improve services.	13 (36.1%)	9 (25.0%)	8 (22.2%)	6 (16.7%)	2.81 ± 1.12	Agree
f.	My school library effectively uses social media and other communication tools to engage the community.	10 (27.8%)	11 (30.6%)	8 (22.2%)	7 (19.4%)	2.67 ± 1.10	Agree
g.	The library's collaboration with the community can lead to increased usage of library services.	14 (38.9%)	13 (36.1%)	3 (8.3%)	6 (16.7%)	2.97 ± 1.08	Agree

Table 3 above, shows responses on effective strategies and practices for fostering community engagement and collaboration through school libraries in Nigeria. With 63.9% of respondents agreeing, it is observed that school libraries generally encourage community participation, although there is still a substantial portion (36.1%) who disagree. Encouraging participation from different community groups is a key strategy to build stronger ties between libraries and the community. Libraries can foster engagement by actively involving community members in their activities, programs, and decision-making processes. Opinions are more negative regarding the library's ability to host inclusive events. Over 55% of respondents disagree that libraries organize events designed to engage community members of all ages, this indicates that such events are either infrequent or not effectively reaching all demographic groups.

There is moderate agreement (55.6%) that school libraries offer programs that address specific community challenges like information literacy and digital literacy, which can effectively engage community members. This helps position the library as a resource for solving local issues. However, about 44.5% of respondents disagree, suggesting room for improvement in program offerings. Most respondents (69.4%) disagree that their school libraries successfully implement strategies to reach under-served populations, indicating a major area where community engagement efforts are lacking. This points to a significant area for improvement in outreach efforts.

A majority of respondents (61.1%) agree that library staff are proactive in seeking feedback from the community to improve services. This indicates a moderate level of responsiveness to community needs and willingness to improve services based on community input. 58.4% of respondents agree that their school libraries effectively use social media and other communication tools to engage the community. Leveraging social media platforms and other communication tools to reach and engage the community is an important strategy. This suggests a recognition of the importance of digital communication in fostering connections. However, a significant portion (41.6%) disagrees, indicating inconsistent use of these tools. There is strong agreement (75.0%) that collaboration between libraries and the community can lead to increased library usage, showing that fostering collaboration has tangible benefits for library engagement.

Table 4: Impact of school library programs on community engagement literacy and lifelong learning.

S/N	Impact of school library programs on community	Yes	No	MEAN $\pm$ SD	Remarks
a.	Participation in school library programs can lead to improved literacy rates in the community.	28 (77.8%)	8 (22.2%)	1.28 $\pm$ 0.57	Yes
b.	School library initiatives can encourage a culture of reading among community members.	34 (94.4%)	2 (5.6%)	1.06 $\pm$ 0.23	Yes
c.	The school library can play a significant role in promoting digital literacy within the community.	35 (97.2%)	1 (2.8%)	1.03 $\pm$ 0.17	Yes

d.	The school library's efforts can contribute to lifelong learning among community members.	32 (88.9%)	4 (11.1%)	1.11 ± 0.32	Yes
e.	School library programs can help bridge the gap between different generations in the community.	24 (66.7%)	12 (33.3%)	1.36 ± 0.54	Yes
f.	School library initiatives can encourage a culture of reading among community members.	32 (88.9%)	4 (11.1%)	1.11 ± 0.32	Yes
g.	Community members can gain new skills through workshops and programs offered by the school library.	32 (88.9%)	4 (11.1%)	1.11 ± 0.32	Yes

Table 4 outlines the significant positive impact of school library programs on community engagement, literacy, and lifelong learning. A significant majority (77.8%) of respondents agree that participation in school library programs can enhance literacy rates in the community, highlighting the educational benefits of these initiatives and showing a strong link between library programs and literacy development. Nearly all respondents (94.4% and 88.9%) agree that school library initiatives strongly encourage a culture of reading among community members, reinforcing the library's role in promoting a reading habit.

An overwhelming 97.2% of respondents believe that school libraries can significantly promote digital literacy, indicating the library's potential to enhance technological skills within the community. The vast majority (88.9%) agree that school library efforts contribute to lifelong learning, indicating that these libraries are critical to continuous education and skill development for community members. A vast majority (88.9%) agree that school library programs contribute to lifelong learning, supporting continuous education and skill development for all ages. While the majority (66.7%) agree that school library programs can help bridge the gap between different generations, 33.3% are not convinced, suggesting that more targeted efforts could be made in this area. 88.9% of respondents agree that community members can gain new skills through workshops and programs offered by the school library, underlining the library's role in providing practical learning opportunities.

Preliminary Findings & Discussion

The study's findings show that, when backed by sufficient funding and pertinent resources for both academic and extracurricular activities, Nigerian school libraries have a moderate to high capacity for community engagement. Full community participation is hampered by several significant issues, including restricted accessibility after school hours and inadequate library service advertising. Collaborations with community organisations do exist, but they are not as strong as would be ideal, suggesting areas for improvement. The function of school libraries as essential community centres that promote literacy and possibilities for collaboration among locals can be strengthened by improving these elements. This affirms the assertion of Vuzo (2022) that, because they address social issues, enhance educational outcomes, and promote cultural understanding, school libraries are essential to the community.

School libraries in Nigeria generally have adequate resources and space for community engagement but face significant challenges. Accessibility for community members outside school hours is limited, and there is insufficient promotion of library services, which hampers community participation. While some collaborations with local organizations exist, they are not as frequent or impactful as needed. Despite a commitment to community engagement through defined missions and relevant collections, addressing these barriers is essential for enhancing the libraries' roles as effective community hubs. This is in tandem with the assertion of Victor-Aigbodun (2023) that, when managed effectively, school libraries may foster information sharing, idea sharing, and the creation of cooperative initiatives that meet the community's social and educational requirements.

Effective strategies for fostering community engagement and collaboration through school libraries include encouraging community participation, addressing local challenges like digital literacy, and regularly seeking feedback to improve services from community members. Libraries also use social media to engage a broader audience and collaborate with local organizations to extend their impact. These practices help position school libraries as important centres for literacy, learning, and community involvement. This confirms the findings of Osuchukwu, & Nelson 2016 and Akwang, 2024 that school libraries can also effectively promote community engagement and collaboration by collaborating with local groups, such as government offices, cultural institutions, and non-profit organisations, to develop initiatives that address community needs.

Ethical Considerations

Anonymised data was used to protect the participants' identities and informed consent was sought from each participant to guarantee that they knew the study's objectives, procedures, and rights to confidentiality and withdrawal.

Implications and Conclusions

The importance of school libraries in Nigeria for encouraging civic participation and literacy is highlighted by this study. The libraries' potential is hampered by important issues like poor service advertising and restricted accessibility, even though they have a moderate to high capacity to encourage community involvement. Partnerships with neighbourhood organisations are a positive development, but they still need further development to have the most impact. School libraries may play a vital role in promoting literacy, lifelong learning, and community collaboration by effectively addressing these issues and making the most of the resources at their disposal. This will ultimately lead to the advancement of society.

The findings underscore the need for school librarians to take proactive roles in promoting community engagement and maximising the potential of their libraries as community spaces. Extending library access beyond school hours will allow more community members to utilize the resources, fostering greater participation. There is a clear need for school librarians to enhance awareness of available services through strategic outreach, including using social media and local networks. School librarians can develop more robust partnerships with local organizations to offer impactful programs that address community needs, such as digital literacy and skill-building initiatives. By continuously seeking feedback from community members, librarians can better tailor services and programs to meet local needs, ensuring that libraries remain relevant and responsive.

Recommendations

1. School libraries should consider extending operating hours or providing alternative access methods to increase community usage outside regular school times.
2. School libraries should invest in promotional activities that raise awareness of the programs and resources available, especially through digital platforms and community events.

3. School libraries should foster stronger partnerships with local organizations, educational bodies, and non-governmental organizations (NGOs) to develop more meaningful and sustainable community initiatives.
4. Given the growing importance of digital skills, school libraries should incorporate more digital literacy programs aimed at both students and community members, helping bridge the digital divide.
5. Implementing mechanisms for obtaining regular feedback from users will enable libraries to stay attuned to evolving community needs and enhance their services accordingly.

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Biography

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