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Abstract

Library is considered as an important input needed to implement school programs. In the light of the foregoing, this study examined the perceived influence of library services on students' academic achievement in secondary schools. Non-probability techniques (stratified, purposive and convenience sampling techniques) were used to select 20 schools and its principals from three senatorial districts in Kwara State. The research design used combined both interview and observational checklist to collect relevant data for the study. Nvivo software (version 10) was used to analyse the data collected. Findings of the study revealed that library services positively influenced students' academic achievement. Findings also showed that schools lacked adequate library facilities and materials. Non/Inadequate trained library personnel were also found in schools. The study recommends that government at all levels (federal, state and local) in collaboration with other stakeholders in education, should build modern libraries in public secondary schools in the state and equip them with all necessary library facilities, while private secondary schools should be mandated to do so. Lastly, there is need for collective action by individuals and Non-Government Organizations (NGOs) to contribute to the development of school libraries in the state.

Keywords: Library Services, Academic Achievement, Nvivo Software, Qualitative Approach, Secondary Schools

INTRODUCTION

School is regarded as a place where learning takes place. Library service is one of the essential services needed in the school system (primary, secondary and tertiary). The presence of library in school help to accelerate the implementation of educational programs so that the aims and objectives of education could be achieved (Anyawu, Obichere & Ossai-Onah, 2013; Arinde, 2010; Lance & Hofschire, 2012; Owate & Iroha, 2013). According to World Bank (2008), availability functional school library provides additional reading opportunities for students, thus improve their knowledge, writing skills, reading skills and clarity of expression. Fakomogbon, Bada and Omiola (2012) opined that since curriculum is dynamic, library help to support both students and teachers in school because it keeps them abreast of new development in education.

Meanwhile, studies found that library service is significantly related to students' academic success. For instance, Oji and Abana (2012) confirmed that provision of library services increased students' habit. He claimed that learners cannot acquire knowledge only through classrooms, they need to consult library materials (including online) to add to what teacher has taught them. Adeyemi (2010) argued that the student intellectual development is linked to constant use of library resources. Thus, library is meant to fulfil their information needs because it is more convenient for students to collect reading materials from the school library. Furthermore, Vent (2006) found that library information resources are related to learners' learning outcome. Farmer (2006) concluded that the importance of library cannot be underestimated; therefore library contributes immensely to the academic attainment of students in schools. In light of the foregoing, the focus of the current study is to investigate the perceived influence of library services on students' academic achievement in secondary schools via qualitative approach.

PROBLEM STATEMENT

According to the report released by World Bank (2008), they found that untrained school librarians and unavailability of relevant materials are some of the challenges facing school libraries in Sub-Saharan African countries. In South Africa, it was found that unavailability of library materials is one of the problems facing school libraries (Patron-Ash, 2012). Similarly, the study of Benard, Ronald, Dulle and Frankwell (2014) found that students in Tanzanian secondary schools faced many challenges in using school library which includes restricted reading hours, lack of current and up-to-date materials, and lack of trained librarians. In Nigerian context, despite the fact that the library remains an integral part of the school system, as enshrined in the country's National Policy on Education (2004), scholars found that there are factors affecting the provision of library services in secondary schools in Nigeria (Adeyemi, 2010; Ajegbomogun & Salaam, 2011; Arua & Chinaka, 2011; Salman, Mostert & Mugwisi, 2014). Poor funding is one of the factors affecting the provision of library services in the school (Arua & Chinaka, 2011; Issa & Nwalo, 2008; Salman, Mostert & Mugwisi, 2014), and this poor funding is hampering the presence of quality and functional library in Nigerian secondary schools. Adeyemi (2011) and Ajegbomogun & Salaam (2011) opined that funding of the school libraries had been neglected in secondary schools, most especially in public schools. They claimed that about 90 per cent of secondary schools in

Nigeria are largely government funded. It is also reported that lack of qualified library personnel is one of the factors hindering the effective use of the library in both primary and secondary schools in Nigeria. The idea of improvising (i.e. using unqualified personnel as teachers-librarians), does not help matters, as most of them are not versed in the field of library and this will not assist in full exploitation of library resources.

In spite of various studies conducted which revealed challenges facing libraries in schools, some researchers claimed that nevertheless, use of library positively influenced students' academic success in classrooms (Farmer, 2006; Gama, 2008; Goodall & Pattern, 2011). Also, research shows that qualitative study on library services is minimal. It is said that using a qualitative study helps to gain better understanding of the study phenomenon (Creswell, 2009). Therefore, the current study intends to investigate the perceived impact of library services on students' academic achievement via a qualitative approach.

LITERATURE REVIEW

Empirical studies have been conducted on relationship between library services and students' academic achievement (Gama, 2008; Goodall & Pattern, 2011). Goodall and Pattern (2011) conducted studies on the impact of school library use and academic performance of students in Huddersfield University in United Kingdom. The researchers employed quantitative method to carry out the research. A set of questionnaire was used to elicit data from the participants. The findings of the study showed a positive relationship between the use of library and academic achievement. They found that reasonable provision of library services was a predictor of students' academic achievement. They observed that students often made use of the library materials, which enhanced their studies in school. They concluded that there were some students who borrowed books and other materials and read them in the library while others did not make use of the library at all. Thus, the more students made use of the library, the more it improved their academic achievement. It was recommended that future studies should be done using a larger scope with a view to see whether similar findings would be found or not.

Lance and Hofschire (2012) investigated the link between school library and academic achievement in Colorado public schools in the United States of America. Their study examined the provision of library services to see whether it had an impact on the students reading habits. The researchers found that in some schools, where they had provided library services, it increased the reading habits of their students, thus making a positive effect on students' academic achievement, in comparison to schools where they had no library staffing and where a negative relationship on students' academic performance was seen. They concluded that effective library service was a predictor of students' academic achievement and therefore necessary for the academic advancement of the students. In the same vein, Stone and Ramsden (2013) who conducted an empirical study on the impact of the library data project on students' academic attainment in the United Kingdom. The study adopted a mixed method (qualitative and quantitative) approach to carry out the study. Interview and questionnaire were used to collect relevant data. Eight universities in the United Kingdom were selected as sample for the study and students were used as the respondents. They found that students who accessed the library data for their academic activities had a positive

significant relationship with their academic achievement. Strong (2013) researched on the significance of school library on students' academic attainment and sustainable education in the United States of America. The data collected were analysed statistically. The study revealed that the presence of the school library improved the academic performance of students. Similarly, Stone, Ramsden and Pattern (2011) studied the relationship between library usage and academic achievement. Their study found a high correlation between library usage and students' academic achievement in schools. A high correlation was achieved because of the students' access to library materials which aided their learning. He noted that since the library was synonymous to students' academic success, its provision should not be undermined..

Furthermore, there are studies on library services which were conducted in Africa, which substantiates the findings of the preceding studies. For instance, De Jager (1997) studied on the link between library use and academic performance of students at the University of Cape Town, South Africa. The researcher collected the first year results of the sampled students as well as the reports of their activity in the school library. The results collected were based on those that had high grades and low grades. The data collected were analysed statistically and the findings of the study revealed that there was a high positive relationship between library and academic achievement. The foregoing study is congruent with the work of Vent (2006), who investigated the impact of library usage on achievement of students in secondary schools in Uganda. She observed that good reading habit of students was linked to the availability of library services. The researcher used two schools to carry out the study. The first school had a library service, while the second school did not have a library. She concluded that schools with library services performed better, while school without the library service did not perform better. She submitted that library service remains an indispensable service in the school system. Vent (2012) examined the relationship between library service and academic achievement of students in rural areas in Uganda. The outcome of the study is that, the library service, to some extent, influenced students' academic performance. It was recommended that more studies should be carried out empirically on the two variables. In support of this, Farmer (2006) believed that exhibiting good reading can only be realized through the use of the library. He studied on the relationship between library program and students' achievement. Library programs such as online browsing by students, encouraged them to be proactive in their academic endeavours thus, the study recommended that more studies need to be done on library services and academic performance in secondary schools. In the same way, Scott and Plourde (2007) concluded that the library service, when provided to students, tend to transform the lives of the students in schools. The assistance rendered by library personnel had a direct and strong link with the students' academic outcome. The finding was in line with the outcome of the findings of Smalley (2004), who studied on the nexus between school librarians and students' academic performance in schools. Benard, Ronald, Dulle and Frankwell (2014) used qualitative and quantitative methods to investigate the assessment of use of library in Tanzanian secondary schools. They found that most schools lack relevant library materials in their libraries.

In Nigeria, there are studies conducted in Nigeria on the relationship between library services and achievement. For example, Popoola and Haliso (2009) investigated the link between library information services and school effectiveness. Their study was quantitative in nature. Survey design (questionnaire) was used to elicit data from the sampled respondents. The academic performance of the students was measured using the results obtained from the sampled schools. Their findings showed a positive significant relationship between library services and school effectiveness. The study found that the success of students was based on the quality of library provided by the school. Thus, staff and students of universities should endeavour to make use of library resources to ensure staff effectiveness and academic performance of the students because the use of library information improves one's intellectual ability. It was recommended that further research should be carried out to know whether similar findings would be established or not. Oji and Abana (2012) in their study conducted on the relationship between library services and academic performance, they found a positive relationship between library services and academic performance in secondary schools in Nigeria. The study concluded that the library remains an important part of the school system and that school without library cannot be recognized as a good school. Also, the researchers were of the view that more studies on the relationship library services and academic performance of students need to be carried further.

In contrast to the above findings, meanwhile, various studies had been conducted to discountenance the findings of those that found a positive significant relationship between library service and academic achievement in schools. According to the studies conducted by Ajegbomogun and Salaam (2011) and Uzuegbu and Ibiyemi (2013), they found a negative relationship between library services and academic achievement in secondary schools. They discovered that dilapidated and unequipped library was found in most of the secondary schools used for the study. Their findings justify non link between library services and academic performance. They reasoned that library services in Nigerian secondary schools have been in comatose for donkey years without any move to revive it. Thus, it had a toll on the negative attitude of students to use the library to study. Likewise, Anderson and Matthews (2011) studied on the connection between library services and academic achievement in Malawian secondary schools. They concluded that there was no correlation between library services and reading development among students in Malawian secondary schools. All the above studies suggested that more studies should be carried to know whether future findings would be similar or not. It was also recommended that apart from library services, other dimensions of student personnel services should be studied.

Furthermore, Jato, Ogunniyi and Ogbodo (2014) found a negative relationship between library services and students' academic achievement they concluded that study habits of the students were bad and students' academic achievement was poor. In the light of this, the study recommended among others that study hours and library should be compulsory on the school timetable with a view to allow students to have a precise time to use the school library on a daily or weekly basis. Also, school libraries should open beyond normal school hours for the benefit of the students. Similarly, Adeyemi (2010) examined the relationship between library and students' learning outcome in Ekiti State, Nigeria. He found that there was no significant relationship between library and students' academic outcome. They noted that the situation of the libraries was bad. In the light of the findings, it was recommended that the

provision of functional libraries should be provided across the schools (rural and urban) in the state. Owoeye and Yara (2011) in their study found that there was no significant relationship of students in rural and urban secondary schools in Ekiti State in terms of accessibility of library facilities. They recommend that provision of library facilities should be in rural and urban secondary schools in the state with a view to enhance the academic achievement of the students.

Taken together, it can be said that the majority of the studies conducted on the relationship between library services and students' academic achievement subscribed to the fact that library services is a predictor of students' academic achievement, while the remaining studies found the opposite results. Also, those that found a positive relationship attributed it to the adequate provision of library services in the school while studies with negative relationship could be attributed to the lack or unavailability of the school library services. Therefore, there is a need for further research to establish whether similar finding would be found or not. Specifically, literature review indicates that qualitative study is yet to be fully used to investigate the relationship between library services and students' academic achievement.

Research Questions
1. What are the contemporary issues on library services in school?
2. What are the factors affecting the provision of library services in school?
3. What measures can be used to ensure effective library services in school?

Research Objectives
1. To know the contemporary issues on library services in school
2. To identify the factors affecting the provision of library services in school
3. To suggest measures that can be used to ensure effective library services in school

Concept of Library Services
Library service is one of the components of school services and its presence cannot be undermined. Many professionals have given the various definitions of the library because it is recognized throughout the world as part of the academic establishment. Thus, the definitions of school library were given considering its importance to the development of education. The various definitions of the library are discussed as follows:

To start with, Adewusi (2013) defined library as the place which is purposely located within the school premises, whose function is to collect, organize, store, retrieve, preserve and disseminate various information to both teachers and students. The library is one of the inputs into the education system. It can also be described as a place where books and other educational materials are domicile so that students, teachers and other library users can make use of it. It is a systematically arranged place where materials in any kinds discipline can be found (Zabel, Wolfe, Naylor & Drueke, 2010). Uzuegbu and Ibiyemi (2013) described the school library as the collection of relevant materials that are put in place in print and other forms which is organized and made available for the users to have access to it. The library can be likened to a system that is designed for graphic records and also meant to facilitate reading habits of students. Adetoro (2006) asserts that library is globally seen as one of the

inputs in the school system. It contains graphic materials and audio-visual such as pictures, diagrams and photographs. It also contains books, newspapers, magazines and periodicals. To Lance and Hofschire (2012), the library is seen as an important input that contributes to the development of education. The school library is essential in primary, secondary and tertiary education. It is also an extension study place for teachers and students. Library service provides a wide range of opportunities for other library users who intend to conduct research for their studies.

Harris (2008) is of the view that the presence of library in school stimulates students to cultivate the good habit of reading; it provides information and exposed them to series of learning experiences that were related to classroom activities. He, however, said that all students need is to explore the materials by assessing them manually and electronically. In support of this, similarly, Heath (2011) concurred that the library is designed to help students in their learning activities.

The library service can be said to be the cornerstone of a good and functional school system. For school to function and recognized as a place for teaching and learning, such school must ensure the provision of library so as to allow students to have access to books and other materials in order to enhance their learning (Ajegbomogun & Salaam, 2011). In addition, school library is established to serve certain purposes and its establishment is to serve as a stimulating place to improve the reading culture of both the teachers and students (Uzuegbu & Ibiyemi, 2013). In theory and practice, the purposes of library services are: to stimulate the students to access relevant materials for the teaching and learning process, serve as one of the inputs in the school system, to enhance the academic performance of the students, to serve as a reference point for other users of library information and to offer wider opportunities for teachers to explore the library resources (Harris, 2008; Lance & Hofschire, 2012; Matthew, 2011).

Nevertheless, Salman, Mostert and Mugwisi (2014) are of the view that no matter how big the school library is, it needs to be staffed with qualified library personnel to manage the library for effectiveness. To achieve this, therefore, professional staff should be recruited to the library, which should be headed by school librarian to run the day-today activities of the library. Concerning the adequacy of facility in the library, Adetoro (2006) observes that adequate library facilities help in delivering library services, thus school library should be well built, furnished with the up-to-date and relevant materials as well as interior decoration and conducive environment. Buttressing the foregoing point, Arua and Chinaka (2011) noted that a standard school library should have plethora of materials such as journals, newspapers, magazines, textbooks, diagrams, maps and pictures (visual), while television set, radio, toys and multimedia materials (Non print). The school librarian has to work with the school in providing these educational materials.

Nature of Library Services in School
Having explained the meaning of the library services, then it is pertinent to look at the nature of library service because this study had maintained that it was important to the success of the education system. This section examines the nature of library services in school as found in studies. To start with, the function of library services is meant to provide assistance to students and other users of the library on how to retrieve the information they are looking for

(Idris, Oji & Abana, 2012). The operation of the library, by the nature, is enormous and service oriented (Arua & Chinaka, 2011). The library service in school is an essential service which enables the users to have constant access to the relevant materials; hence, there is a need for library personnel to rise up to the occasion in providing the service to students with a view to boost their learning in school (Gama, 2008).

Meanwhile, Heath (2011) and Salman, Mostert and Mugwisi (2014) had discussed the need for the school librarian to play an active role in efficiency in the use of library materials. They opined that the role of the school librarian is very important in this aspect, he/she is the head of the library personnel services and must coordinate the activity of the library properly. In order to do this, then the school librarian has a crucial role to play in ensuring timely delivery of services to students and the entire staff in the school (Mathew, 2011). Equally important, the school librarian must be well versed, competent, intelligent, qualified and have dexterities to run the library. Since the librarian is the head of the library personnel in schools, he / she superintend the affairs of the library and report the activities of the library to the principal of the school (Harris, 2008).

Furthermore, the work of the school librarian is not limited to provide the materials for students only as noted by scholars (Idris, Orji & Abana, 2012), but they should endeavor to guide them and other users on how to access the books and other materials (Lance, 2012). It also includes maintenance and keeping of reference sources (Lance, 2002). In addition, Ajegbomogun and Salaam (2011) highlights the duties of school librarian as follows:

- The collection as well as the acquisition of relevant materials in journals, newspapers, books, charts, records, pictures, microphone, illustrations, maps, periodicals, atlases, pamphlets, etc. Those materials must be provided in consonance with the needs and aspirations of the students.
- The organization of the materials, arrangement and maintenance for easy identification.
- Assembling of all lists of indexes that are related to the materials in the library for record purposes.
- Providing files for likely complaints to be received from students, teachers and other library users.
- Ensures the updating of its personnel to expose them to the modern way of library services.
- Ensures provision of manual guide for library users, which contain the various ways of using the library.
- Provision of guidance and signposting to show the direction of the library
- Sensitization of the students on how make use of the library

  Moreover, the duty of the library personnel has to do with skills and techniques in assisting the students to search for information in the library. In searching for materials, the students must adhere strictly to the rules and regulations guiding the library activities (Zabel et al., 2010). Stone and Ramsden (2013) report that the library is seen as a resource place. It is meant for finding information; it is also a convergent place for students to discuss educative issues among themselves.

  Still, International Federation of Library Association (IFLA) (2009) asserts that the followings are the prerequisites to the learning and culture, since the development of literacy is fundamental to school library services:

1. Enhancing and supporting school goals as defined in the school mission and curriculum.
2. Sustaining and developing in children the enjoyment and habit of learning and reading, and the use of libraries through their lives.
3. Offering a chance for experiences in building and using information for understanding, knowledge, enjoyment and imagination.
4. Supporting all students in practicing and learning skills for appraising and using information, regardless of, format or medium, form, with sensitivity to the mode of communication within the community.
5. Providing access to regional, national, local, and global resource opportunities that expose students to experiences, diverse ideas, and opinions.
6. Organizing activities that encourage social awareness, cultural and sensitivity.
7. Working with teachers, administration, students and parents to realize the mission of the school.
8. Proclaiming the concept that logical freedom and access to information are vital to effective participation and responsible citizenship in a democracy
9. Promoting resources and reading services of the school library to the entire school community and beyond.

Importance of Library Services in School
Libraries are seen as social institutions that are created to increase knowledge, preserve the cultural heritage and provide information to different users (Benard, Ronald, Dulle & Frankwell, 2014). Onisoye (2004) and Salman, Mostert and Mugwisi (2014) note that availability of books and other non-books help to improve students' academic success in schools. The utilization of school library information resources is key determinant in the provision of effective library services in schools. In support of the foregoing, Bhatt (2003) found that the provision of successful library services is based on satisfaction level of its users with relevant library information resources, library staff and user-centric library services. Agyekum and Filson (2012) noted that the students use of library help them to supplement their assignments and class notes and assist them positively in preparing them for examination. In the same vein, Adewusi (2013) and Zabel, Wolfe, Naylor and Drueke (2010) concluded that library service, Orji (1996) found that library users use school library for many reasons, they are: to research purpose, for leisure, and some use them for to prepare for examination.

MATERIALS AND METHODS

Research Design/Sampling Techniques
In this study, qualitative method was adopted. The method is chosen so as to get the richness of the study context. In the same vein, another reason for selecting qualitative approach is to know the variety because sampling approach does not play a large role when selecting sample (Creswell, 2009). The study population consists of all secondary schools' (public and private) principals in Kwara State, Nigeria. The reason for using principals for the study is that they have broad knowledge of day to day activities of their schools. They are also the alphas and

omegas saddled with the responsibilities of implementing the content of school curriculum with a view to achieving the goals of secondary education as enshrined in national policy on education. In order to select the actual participants for the study, three sampling techniques were used. They include stratified, purposive and convenience techniques (Ary, Jacobs & Razavier, 1997; Creswell, 2009). Firstly, stratified sampling technique was used to classify to group all schools according to districts and its 16 local governments (i.e. kwara central, kwara south and kwara north). Secondly, purposive and convenience techniques were used to select 20 principals from 20 secondary schools. Table below shows the classification of the three senatorial districts and its local governments.

Table 1 Three Senatorial district and its local governments in Kwara State, Nigeria

	Kwara South Senatorial District	
1	Ifelodun	
2	Irepodun	
3	Ekiti	
4	Offa	
5	Oyun	
6	Isin	
7	Oke-Ero	
	Kwara Central Senatorial District	
8	Asa	
9	Ilorin South	
10	Ilorin West	
11	Ilorin East	
	Kwara North Senatorial District	
12	Baruteen	
13	Kaima	
14	Patigi	
15	Edu	
16	Moro	

Figure 1 Map of Kwara State showing where the three senatorial districts and its local governments are located

Note:

| Kwara North | Kwara Central | Kwara South |

Study Instruments

An interview guide titled "Interview Guide on Library Services (IGLS) was developed and used to elicit and collect relevant data from the participants. The interview guide encompasses questions to be asked based on study's research questions. The interview guide covers essential information in which we used to elicit from the interviewees. Specifically, questions contained in the interview guide were adapted from the studies of Arinde (2010) and Owate and Iroha (2013). The purpose of using interview is that it helps to collect in-depth views from the participants about their experiences and feelings (Creswell, 2009; Gay & Aisaran, 2000). In addition, observational checklist, a standard checklist adapted from literature, was used to assess the nature and challenges of library services in the 20 schools visited.

Trustworthiness/Ethical Consideration

In order to ensure the trustworthiness of the data, the interview guide on library services was given to experts in the field of the study so as to check the quality of the questions and their relevance. After experts' checking of the interview guide, their corrections and observations were effected as suggested by Creswell (2009). More so, in order to ensure ethical consideration, ethical approval to conduct study on perceived influence of library services on students' academic achievement in secondary schools in Kwara State, Nigeria was obtained. Firstl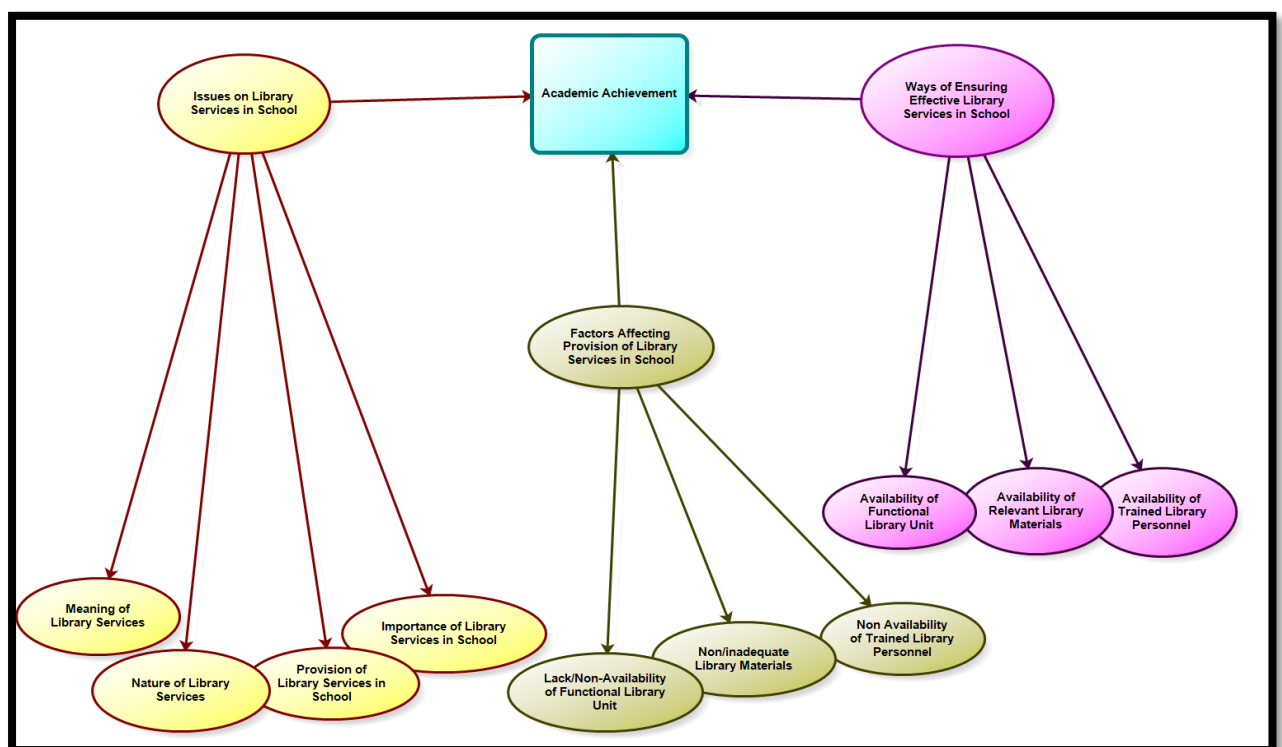y, an introductory letter was obtained at Ahwang Had Salleh Graduate School of Arts and Social Sciences, Universiti Utara Malaysia and taken to selected schools. Also, a written

informed consent was obtained from the participating schools' principals and participation was voluntary. In order to ensure successful conduct of the interview session, the participants were thoroughly explained to the whole research process. The interview was conducted in a setting that ensured confidentiality and privacy. Participants were in no way coerced to participate but absolute honesty in answering questions was solicited. Materials used to conduct the interview include digital audio tape, iPad phone, camera, laptop, biro, pencil, exercise book and jotter.

ANALYSIS

Data Transcription

After the successful conduct of interviews, data transcription was done with the use of laptop, audio tape, head-phone, biro, pencil, coding book and jotter. The transcribed interviews produced 30 pages. The printed transcription was manually coded so as to identify the emerging main themes and sub-themes. The data coding was done in line with study research questions as suggested by Creswell (2009).

The Use Nvivo Software

After the coding of the data manually, then we import the softcopy of transcribed data to Nvivo software so as ensure the creation of nodes and models. According to Buchannan and Jones (2010), the purpose of using Nvivo is that it makes research seamless and also helps in data management. Blismas and Dainty (2003) opined that Nvivo allows hyperlinking of the data so as to create nodes and models, which researcher can use to draw conclusion.

Stage One: creation of nodes

We used the code icon in Nvivo to code data. Basically, the node was used to create main and sub-themes as identified in coding book in line with study research questions. After that, the informants' views were entered into nodes so that their views themes can be understood. Thus, the nodes produced three main themes and 10 sub-themes. The table below shows

Table 1 Detailed Nodes Creation

Main Theme	
Number of theme	3
Number of sub-theme	10
Theme One (Issues on library services)	
Number of sub-theme	4
Theme Two (Factors affecting provision of library services)	
Number of sub-theme	3
Theme Three (ways of ensuring effective library services)	

Number of sub-themes	3
Total	23

Stage 2: Creation of models

After nodes creation, the next thing to do is to create models. The creation of modes is in two categories: general model and specific model. The general model depicts the pictorial figure of relationship between the three main themes and its ten sub themes. In order to create the general model in this study, we plotted the three main themes and its subthemes. The figure below shows the general model on perceived influence of library services on students' academic achievement in secondary schools in Kwara State, Nigeria.

Figure 2 General model on the perceived influence of library services and students' academic achievement in secondary schools in Kwara State, Nigeria.

Furthermore, the creation of specific models encompasses the plotting of relationship between theme one and its sub-themes, relationship between theme two and its sub-themes and relationship between theme three and its sub-themes based on research questions of the study. The specific models are explained below based on themes.

Research Question One: What are the contemporary issues on library services in secondary schools?

Theme One: Issues on Library Services

Studies have indicated that library services primarily deal with those provisions of the library

which keeps stock of a variety of books and other instructional materials which students and staff of the school can access from time to time. Library service is seen as an integral part of the school system, and its importance cannot be underestimated (Jato, Ogunniyi & Olubiyo, 2014). According to National Policy on Education (Federal Republic of Nigeria, 2004), library services are a necessity that must be included in the school system and should cut across all tiers of education (primary, secondary, and tertiary) in Nigeria. Owoeye and Yara (2011) observed that teaching and learning process in the school resides in the library because the content is going to be discussed in the classroom comes from the books which will be found in the library. A well-furnished school library accelerates the learning process in the classroom, thereby, having a positive impact on the academic performance of the students in their examinations. A school without a library is incomplete just like a car without an engine that is the analogy.

Four fundamental questions were thrown to the informants. The questions were related to meaning of library service; nature of library service; provision of library service; and the importance of library service. The four questions are the sub-sub themes under the library service which is itself a sub - theme. Meanwhile, the informants in this study are principals. Nvivo 10 output below shows contemporary issues on library services.

Figure 3 Thematic mapping of how library services influence academic achievement.

Sub-theme one: perceived meaning of library services

The intention of the researcher is to see the views of the principals on what library services mean. Their opinions are given below.

Firstly, informant 8 submitted that "… library service is one of the supported services that is expected in school… It is a place which students make use to further their research". Informant 20 says that "… library services are the services that are primarily meant for the development of students in school". Informant 2 specifically sees as:

> *A place for students to acquire more knowledge or to further their research with a view to making them do well in their academic activities. It is equally a place for students to learn more about what they might have learnt in the classroom.*

Informant 18 and 16 opined that "… A library is a place where children can borrow books and other reference materials for their research. A library is a place for a student to develop

them academically. It is an important aspect of school services. Its importance cannot be over-emphasized". Stressing more on the meaning of library services, informants 6, and 12 opined that "…. a library is a place for students to carry out research regarding their academic activities… It is also a place which students use to update their knowledge for their academic development". In the same vein, informants 7 and 17 say that "… library service is very vital in the school system… it is an appendage of the school system… it is a place designed to update the knowledge of the students". Informants 13 and 9 expressed that "… A library is a place where students can update their knowledge. It is an important service that hastens the academic achievement or performance of students… the library is also a place for teachers' use". Informant 5 says that"… library service is all about assisting students in doing research for their academic progress… it is a valuable service in the school system".

The submissions of the above informants indicate that library is not only meant for students, it is also meant for teachers' use since teachers need to update their knowledge. According to Owoeye and Yara (2011), the presence of a library in the school is meant for the entire students and staff of the school, since knowledge is not static, it is necessary for teachers to make use of the library so that they can function well in the classroom. In relating this postulation, some informants also bare their minds concerning the meaning of library services, their views are:

> *A library is a place where we keep reference materials, especially books and any other documents which are meant for students and staff use in the school. A library is a place where students and staff get information to enhance their knowledge. The library is an essential component of the school. The importance of the library* in education cannot be overemphasized (Informants 1 and 10).

Likewise, informants 14 and 19 say that:

> *The library is meant to assist students and teachers regarding brightening their knowledge. The library is one of the units in the school where students go to source for information regarding their academic activities. It is an important unit in the school system.*

Interestingly, informants 15 and 11 assert that" ... Library is a compulsory unit in the school system. It is an integral part of the school system… library services are crucial in the school system. It is a place to update students and staff's knowledge. It is a place for self-development".

In the light of the above responses, it can be said that while library service is a valuable service in the school, the use is meant for all and sundry. The analysis of the Nvivo 10 output displayed below showing the informants that responded to the meaning of library services in the education system.
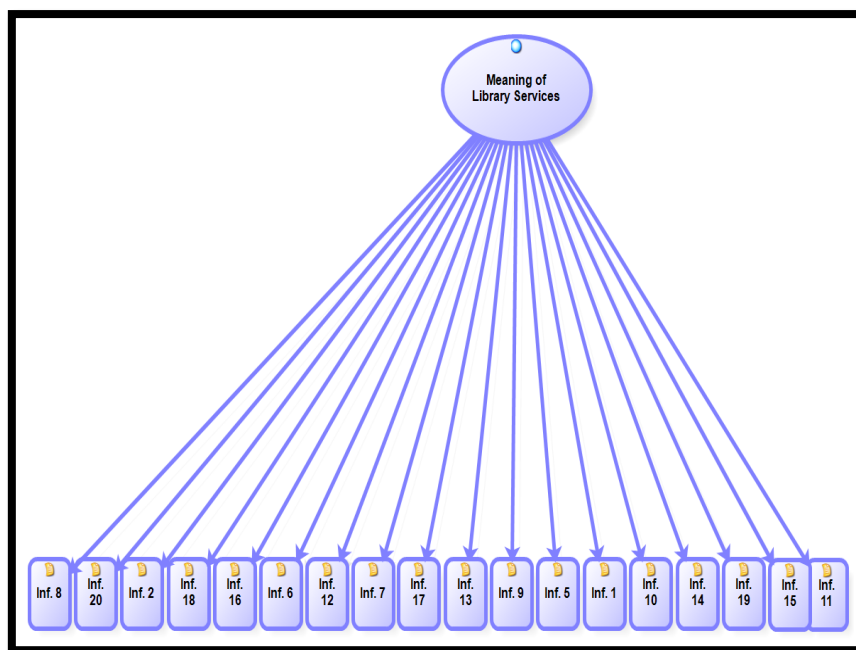
Figure 4 Informants on perceived meaning of library services

Sub-theme two: perceived nature of library services

Arua and Chinaka (2011) are of the view that school library is one that should be established in schools (primary, secondary and tertiary). The library is part of the school in which a collection of periodicals, books, magazines, newspapers, videotapes, computers, slides, recording of all types, firms and filmstrips and other relevant materials are kept for use by the students and teachers for recreational, learning, interpersonal and personal relationships of students in school. The resources in the school library are necessary for the school management to fulfil its required tasks among which are: to help in increasing and improving the learning habits and reading skills of students and to systematically give information resources that are needed for the school programs (Arua & Chinaka, 2011). In this study, the researcher seeks to know the nature of library services in secondary schools in Kwara State by interviewing the school principals on what is inherent in their domains by asking them their views on nature of library services. The views of the principals indicate that the nature of library services in secondary schools is the same.

For instance, an informant submitted that:

We have a functional library and it is well stocked with books and other materials which are necessary for the development of students in school. Also, we have school librarian and other staff who assist students in using the library properly. We orientate our students on how to use the library. Students and staff have the right to borrow books in the library (Informant 8).

Another informant also expressed his views on the nature of library services that are inherent in his school; he said that:

We have a library here in our school. We are still trying to build a standard library where necessary materials for students use can be found there. The library attendant

attends to students in the library and he guides them on any anything they need in the library (Informant 11).

Interestingly, Informant 15 was more than happy to tell the researcher to what is obtainable in his school; he said firmly that:

> *We have a good library with two library attendants. Those attendants attend to students in making use of the library. Our school library is stocked with books and other materials for use. We sensitize students on how to use the library.*

Informant 18 explained that: "… the reading culture is fading nowadays… library is supposed to be a place for self-development of school students. In our school, we have a functional library with library personnel who are there to assist students in using the materials in the library". Likewise, informant 6 admitted that "… we have a library in our school with a qualified librarian who is in-charge of the library… Our library is stocked with relevant materials for students use. The school librarian explains to students on how to make use of the library". Further, explaining more about the nature of library services in the school system, Adeyemi (2010) specifically pointed out that the nature of library in a typical school should be the same because that is what is obtainable in developed countries which other developing or underdeveloped must emulate. In making allusion to this, another informant expressed himself on the nature of library services in his school, he said:

> *We have a library in our school, the library has qualified librarian who is in charge of guiding the students on how to make use of the library. The library is stocked with books and other materials needed for students to do research concerning their academic activities (Informant 17).*

Similarly, informant 13 says that "… we have a functional library in this school... we have school librarian who is in charge of the library. He guides students on how to make use of the library and he does things for the benefit of the students". Informants 9 and 3 also supported other informants by saying:

> *One of the aims of the library service is to inculcate reading culture in students. Some of the students come from a poor background so they refer to the school library to look for materials for their academic activities. Though our reading room has books and other materials needed for students, the person in charge of the room shows students on how to make use of these books and other materials that are provided.*

In support of the above point on the nature of library services, informant 16 opined that"…

> *We have a standard library in our school. We'll soon complete our e-library for students use. The library would help students to make use of the online information for their benefit. We have a librarian and other library personnel who are responsible for the management of the library. It promotes the image of the school.*

In the same vein, informant 10 also confirmed that "We have a functional library with the librarian that is in charge of the library. The school librarian guides students on how to use the library for their development. Informant 1 follows by saying that "We orientate them on the need to make use of the library, we assist them in getting books that they want. The statement above is carried out by the library personnel.

Additionally, other informants also expressed their views on what is obtainable in their schools, they said: "… We have a functional library with a librarian who is in charge of the library. He attends to students from time to time when they get to the school library"

(Informant 14). Informant 4 says "… we have what we call the mini library; we also have a librarian who guides students on what they are supposed to do when they come to the school library. The school librarian ensures that students make use of the library". Informant 4 bares his mind that "… we have a school library and the library is managed by the school librarian who ensures that the students will use materials in the library. He guides students on how to make use of the library. Informant 12 opined that "…we have a school library and the library is managed by the school librarian who ensures that the students will use materials in the library. He guides students on how to make use of the library".

Specifically, other informants expressed that:

> *We have a functional library in our school. The library is furnished with books and other materials for students use. The library is headed by a qualified librarian who is saddled with the task of guiding the students on how to make use of the library (Informant 19).*

> *Our school has a library as well as the school librarian. School librarian shows the students the appropriate place to go to the library. Books and other materials are stocked in the school library (Informant 7).*

> *The library services provided in our school have to do with assisting students to search materials needed for them. We ensure that students make proper use of the library provided for the advancement of their knowledge (Informant 2).*

> *We have a functional library with a librarian who is responsible for the day-to-day activities of the library. He guides students for efficient use of the library. Our school is stocked with materials (Informant 20).*

In summary, it was noted the nature of library services in the selected secondary schools is the same based on the interviews granted by the schools' principals. It was also observed that some schools have librarians who are in charge of their school libraries while some schools improvised by using non-teaching staff as the school librarian. Nevertheless, the interesting thing about it is that all the schools had libraries, which are suitable for the development of secondary education in the state. Nvivo 10 analysis output shows the number of the informant that responded to the nature of library services.
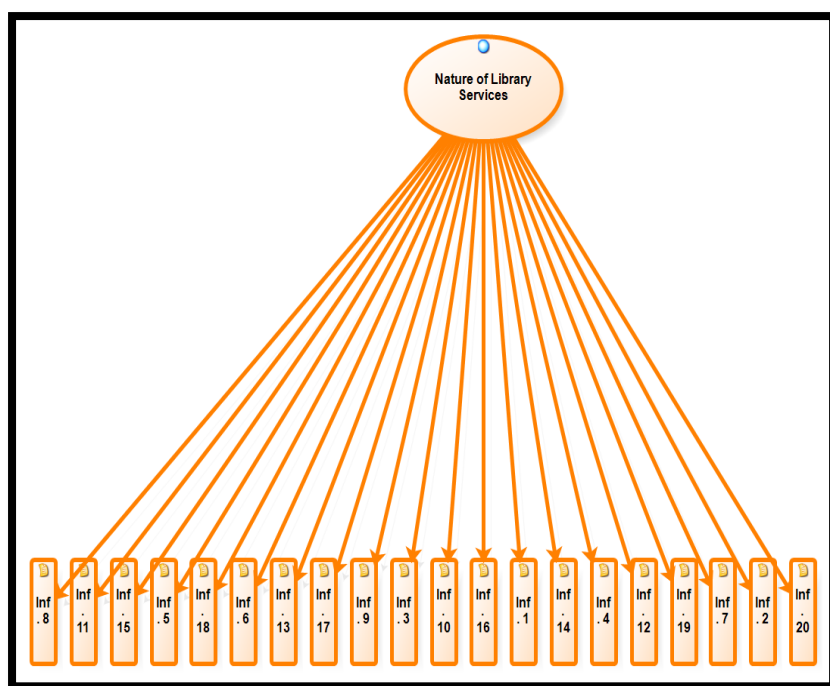
Figure 5 Informants on perceived nature of library services

Sub-theme three: perceived provision of library services

The country's dream to be among the first twenty economies until 2020 cannot be realized educationally without the promotion of library (Adeyemi, 2010; Gwang, 2011). For Nigerian education to be relevant, Gwang (2011) opined that library services provided in the school must be based on the identification of the needs of the students. Adeyemi (2010) suggested that evaluation of the existing library resources must be done with a view to identifying 'what and when' to be provided.

However, to know whether the library is provided in secondary schools in Kwara State, principals of the schools were asked whether library services were truly provided for students or not. According to informants 20, 17 and 13 explained that "… Library services are well provided for students in our schools; it should be provided in schools because of its importance". In slightly different to other informants, Informant 3 confessed that "… library services are well provided for students in this school, even though some of the books there are absolute and some of the books are current as well but they are still good for students to use". Notwithstanding, informants 19, 16 and 4 said that"… library services are well provided in their schools given their explanations given before". Specifically, informant 1 bared her mind on whether the services are provided; she said"… the library services are well provided for students in this school. Students do go to the library from time to source for materials that relate to their disciplines. They tap information there which assists them in their learning". Likewise, informants 12, 11, 9 and 18 explained that "… the library is a necessity in school and it is well provided for students in this school. All schools should provide library services". In the same vein, informants 7, 14, 5 and 6 said that "… library services are well provided for students to some extent. It is crucial in the school system". Similarly, informants 10, 8, 16 and 2 bared their minds by saying that "… library services

should be provided for all schools because library presence makes school a better one. Library services are well provided for students in school".

The above responses from the principals indicate that the provision of library services to students is quite visible in their schools. Even though the provision of library services is quite different, this is because some schools are richer than other schools regarding the financial aspect and other things. Nvivo 10 analysis output shows the responses of the informants that granted the interviews.

Figure 6 informants on perceived provision of library services

Sub-theme four: perceived influence of library services on students' academic achievement

Furthermore, the International Library Association (ILA) noted that educational research has been on the need to ensure that the library is given significant consideration in the school programs. The library should be pleasant, comfortable and has psychological uplifting. It should depict quiet setting that will stimulate education, has a feeling of well-being of the users and should strongly support the process of education (Gwang, 2011). Other researchers (Manabete & Duwa, 2015; Jato & Olubiyo, 2014) have at various times identified the importance of library service in teaching and learning process. They noted that deteriorating or poor library can affect the student academic achievement. Holding the same view, Arua and Chinaka (2011) and Gwang (2011) agreed that the library plays an unquantifiable role in achieving school success, the success of the school majorly on a well-established library in the school premises. However, in the present research, the interviews conducted in secondary schools made allusion to the importance of library services as embedded in the literature. The researcher seeks the opinions of the school principals on the importance. Expectedly, virtually all the school principals affirmed that library remains an indisputable service in the school. They went further that library service is unique in nature and should not be under-provided.

To start with, as opined in the literature that the school library is important, informant 11 says that "… The importance of school library cannot be quantified. Library services help to develop students academically… It helps them to source for materials. It is an essential service in the school system". Informant 9 also support that "… it is a place to do further research… It helps students to perform better in their examinations. It promotes reading culture in the school". Another informant (Informant 14) who strongly supported the preceding statement is of the view that "… the library enables students to search for information. It also enables students to read for their academic development. According to informant 15 who corroborates the foregoing, states that"… library enhances academic excellence in school. A school without a library is not a school. The library provides books for students to read. It serves as a place to update learners' knowledge. It helps to update teachers' knowledge as well".

Furtherance, more informants, also made their views known about the importance of library services in the school system. On the importance of library in enriching students' knowledge, Informant 1 says that:

> *The library serves as a place to enrich their knowledge to make them excel in their academic endeavors. The essence of the library is to assist the students in cultivating good reading habits. It is a place meant to widen the horizon of not only the students in the school, but also to enrich the knowledge of the entire staff. We have library periods for students (Informant 1).*

Informant 10 noted that "… it helps students to achieve their academic goals. It is a place for self-development. It changes the tone of the school". Similarly, informant 17 admits that "… it helps students to do research. It enhances the performance of students. It is a place for self-development. It promotes academic excellence".

On the notion that the library is a place to source for materials, informant 12 clearly expressed that "… It helps to keep the students busy instead of roaming around. It is a place to source for materials. It is a place for self-development". The same view, informant 20 bared her mind that "…majorly, the importance of the library is to develop students academically. It is also a source of reference. It is a place for self-development. Likewise, Informant 19 was of the opinion that "… it is a place to consult necessary materials for research. It enhances the performance of the students. It promotes academic excellence". Still, some of the informants who gave their perceptions of the significance of the school library, expressed thus:

> *The library is a school within the school. It is a place to explore to explore more findings of their research for their benefit. It is a place to refresh the brain because the place is not noisy. It is an essential service for the development of the school (Informants 6 and 2).*
>
> *It is an essential service which is necessary for the development of the school. It helps students to make more findings regarding their academic work. It develops students academically (Informant 7).*
>
> *Library assists students for self-development. It is a place for borrowing books for use. It enhances the academic performance of the student (Informant 18).*

The library makes students learn more. It improves the performance of students. It stimulates the students to do research. It is an essential service in school (Informant 8).

Also, it is also a place to which enhances the performance of students in school. It helps students to consult more books for their academic development. It is a place for self-development. It is essential services in school (Informant 16).

The library use broadens the knowledge of students and teachers; this will enable them to perform well in their examinations. It is a necessity that must be provided in school. It helps to update the knowledge of the students and teachers in school. It is an essential service in a school setting. It helps students to perform better in their examinations (Informant 13)

It inculcates the reading culture in students. It assists students in expanding their horizon. Library compliments classroom activities (Informant 3).

With the presence of the library, it stimulates students to read more about what they have been taught in the classroom. The library helps students in sourcing for reference materials. Given this, the library is vital to the school. It serves as a place for reference materials for students. It helps students to read more about what they have been taught in the classroom. It compliments classroom learning activities (Informant 4).

In the light of the above, it can be noticed that the majority of the informants highlights four areas in which library is important in the school. The areas are academic enhancement, self-development, research, and updated knowledge. It is safe to say that library is one of the most popular school services. The Nvivo software, which was used to analyse data, shows the output of how principals responded to the importance of library services below in figure 7
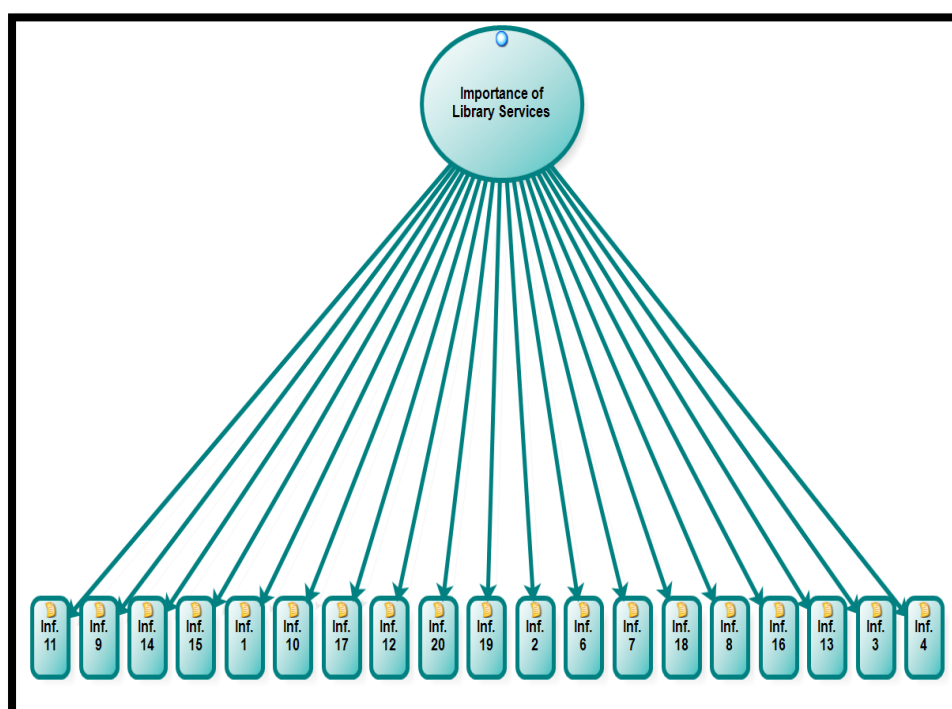

Figure 7 Informants on perceived importance of library services

Theme Two: Factors Affecting Provision of Library Services in School

Interviews conducted in this study shows that majority of the informants pointed out three factors that affect provision of library services in the school system they are lack/non availability of functional library, non/inadequate library materials and non-availability of trained library personnel.

Sub-theme one: lack/non availability of functional library

According to informants 1, 2, 3, 6, 7 and 8, they expressed thus:

"Without mincing words, majority of secondary schools (public and private) in this state and do not have modern library for students use. Those that claim to have converted some of their classes to library which does not befit a standard and conducive library. Some of the libraries fall short of good structure. The sorry state of library is also applicable to schools in order to states in Nigeria. Lack or non-availability of library is affecting both primary and secondary schools".

In support of the above point, informants 5, 9, 10 and 11 say:

"Honestly, what we have here cannot be called library because it lacks some facilities that can be used to qualify it as good library. We converted some of our classrooms to library so that our students can make use of it. In this state, just few public and private schools have functional library".

In summary, it can be deduced that availability of modern library is a huge challenge for secondary schools. The figure below shows the informants who gave their views on lack/non-availability of functional library in this study.
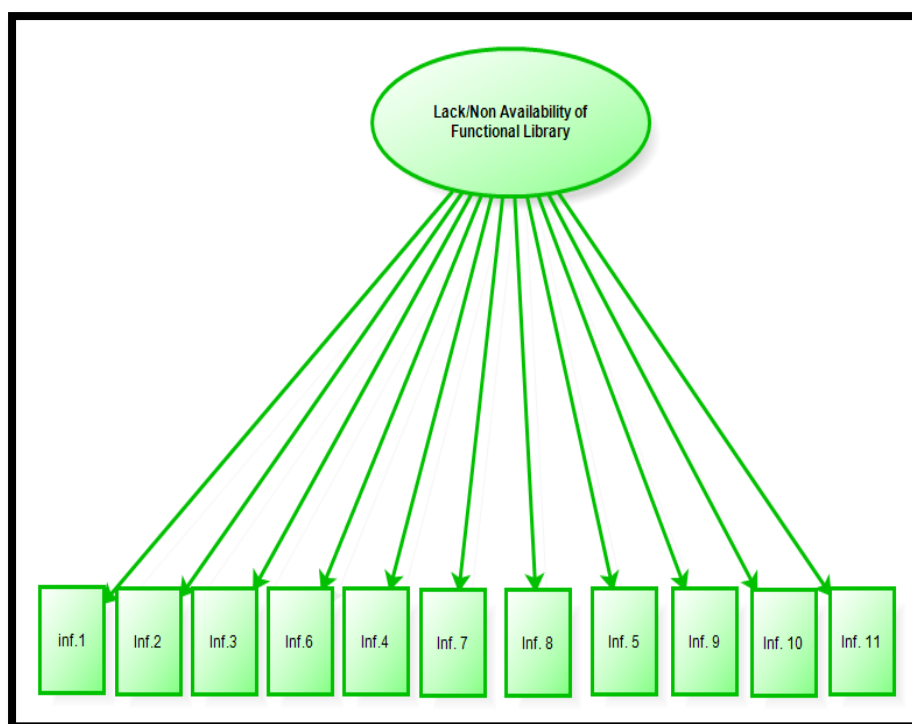
Figure 8 Informants on perceived lack/non availability of functional library

Table 2 observation on availability of functional library in selected schools

Available	Not available
Available in16 schools	Not available in 4

Sub-theme two: Non/inadequate library materials

Views of the informants in this study show that inadequate library materials inhibit effective provision of library services in the school system. According to informants 1, 2, 3 and 6, they say:

> "*Sincerely, we do not have adequate library materials such as computer desktops, printer, projector, newspapers, magazines and journals. The books we have are out-dated. As you can see, basic furniture equipment in library is also a serious issue in secondary schools. The mentioned materials are needed urgently to ensure constant provision of library services to students".*

The thought of informants 4, 7, 5 and 8 is similar to the point made earlier on lack/inadequate library materials in secondary schools, they are of the view that:

> "*The issue of library is an issue that needs to be addressed by stakeholders in education. Most secondary schools' libraries in this state are not equipped with relevant library materials such as books and journals that students can lay their hands on. Also, they lack good facilities that can assist students' reading habit".*

In the same vein, informants 9, 10 and 11 say:

> "*We don't need to deceive you on the state of library in both primary and secondary schools in Kwara State. Well, we have textbooks in our library but some of the books are not up-to-date, which affect provision of library services. We do advice our*

students to make use of internet service outside the school or through their phones to browse relevant materials that are related to their discipline. This will help them to get more materials than the ones we have here in our library".

Below is the Nvivo output on informants that bared their minds on lack/inadequate library materials in secondary schools.
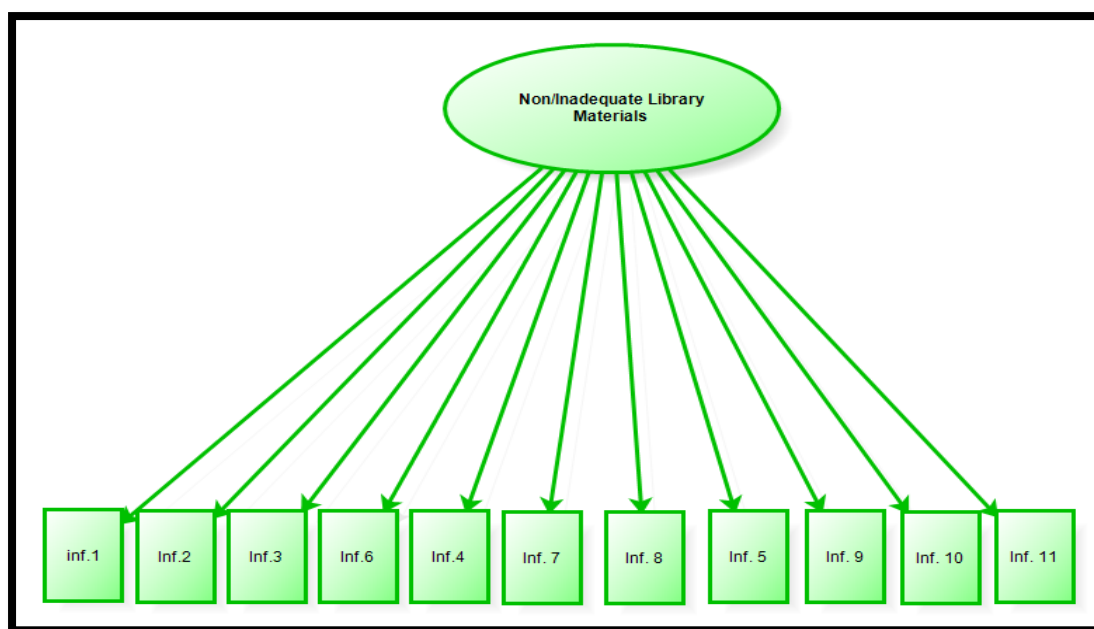

Figure 9 Informants on perceived non/inadequate library materials

Table 3 observation of library facilities in 20 selected secondary schools in Kwara State

S/N	Item	Available
1	Textbooks	Available in 17 schools (most of them are out-dated)
2	Journals	Available in 6 schools
3	Newspapers and Magazines	Available in 5 schools
4	Atlases and Map	Available in 20 schools
5	Computer Desktops	Available in 2 schools
6	Printer	Available in 2 schools
7	Projector	Not available
8	Photocopy Machine	Available in 2 schools
9	Internet	Available 2 schools
10	Shelves	Available in 17 schools
11	Chairs and Tables	Available in 20 schools
12	Television	Available in 2 schools
13	Satellite	Not available

Sub-theme three: non-availability of trained library personnel

Non availability of trained library personnel is the third factor that inhibits effective provision of library services in secondary schools as enunciated by majority of the informants used for the study. For instance, informants 1, 2, 3 and 6 opine that…."We have school library

personnel like librarian, clerk and others but they are not trained personnel. What we do mostly is that we normally move our non-teaching staff to library unit to perform the function of librarian. Similarly, informants 4, 7 and 8 concur...."We lack trained librarian in our school. Most of the people here in library unit were moved from staff room to guide students on how to access books we have on the shelves.

The view of informants 9, 10 and 11 is summarised below:

> *Non-availability of qualified and competent library personnel in secondary schools make it impossible for us to provide comprehensive library services not only to students, but to the entire teaching. What we currently have here in our libraries are untrained librarians.*

The figure below depicts informants that gave their views on non-availability of trained library personnel in secondary schools in Kwara State, Nigeria.
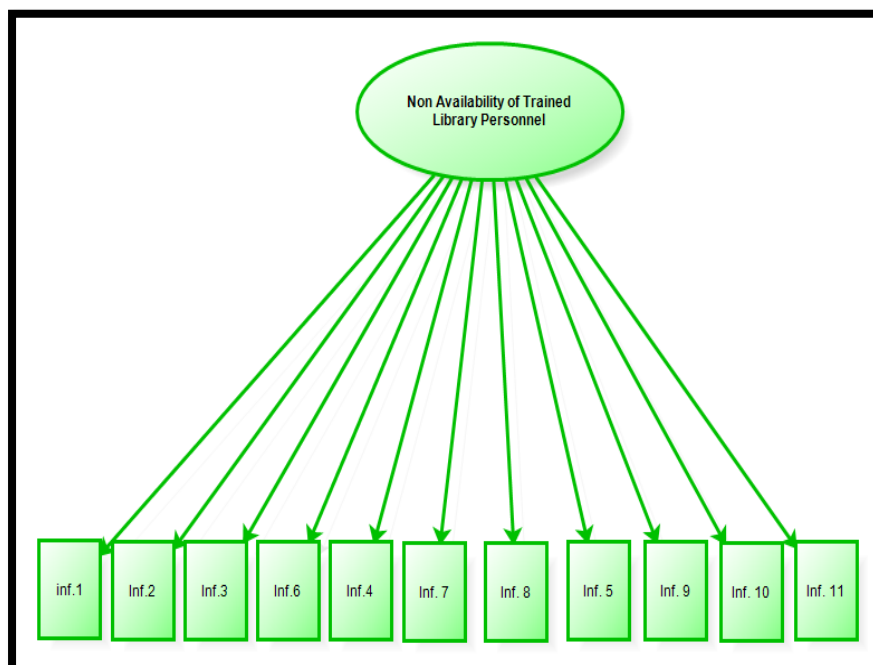

Figure 10 Informants on perceived non availability of trained library personnel

Table 4 observation on availability of library personnel in 20 selected secondary schools

S/N	Availability of Library Personnel	
1	Trained Personnel	Available in 6 schools
2	Untrained Personnel	Available in 14 schools

Theme Three: Ways of Ensuring Effective Library Services in School

Availability of functional library unit, availability of relevant library materials and availability of trained library personnel were suggested by the school principals as ways of ensuring effective library services in secondary schools. The three ways form sub-theme one,

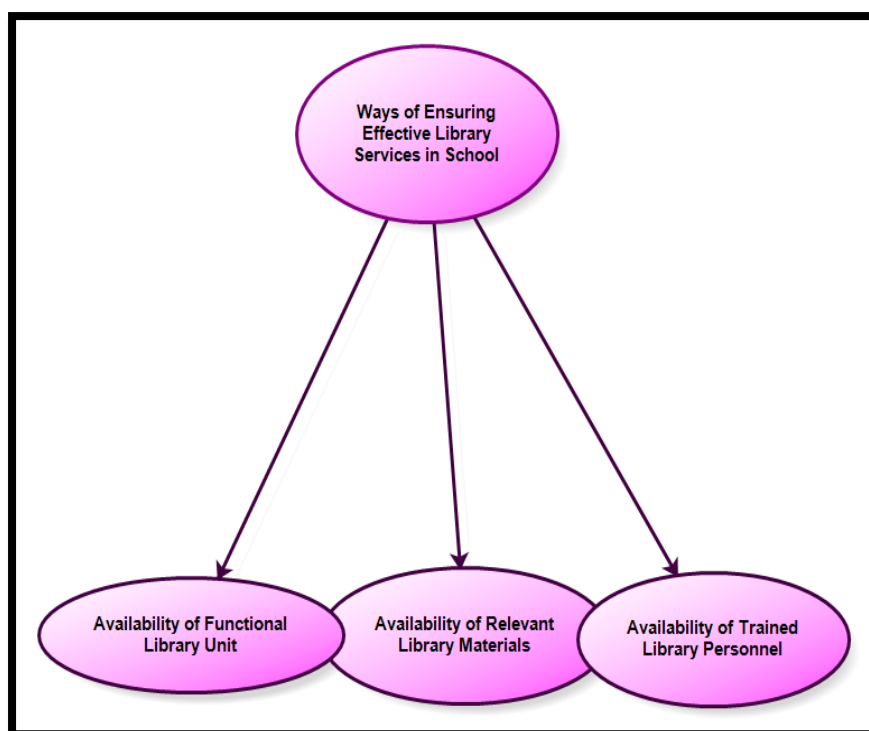sub-theme two and sub-theme three under theme three. The figure below shows theme three and its sub-themes.

Figure 10 thematic mapping on how to ensure effective library services

Sub-theme one: availability of functional library
Interviews conducted in this study indicate that most of the informants agreed schools must have functional libraries that students can make use of assist them in their studies. Informants 1, 2 and 3 say"…Schools should have a well-equipped library so that students can be able to search for materials that are useful to their disciplines. Similarly, informants 6, 4, 7 and 8 concur that"… our school needs a good library so that both students and teachers can use it to get educative information". Furthermore, informants 5, 9, 10 and 11 say"…The only way to increase students' reading habit is to erect a modern library so that students will be encouraged to make use of it frequently. The importance of modern library cannot be understated. Availability of modern library attracts students, teachers' interested". The figure below shows the informants that gave their opinions on availability of functional library in secondary schools.
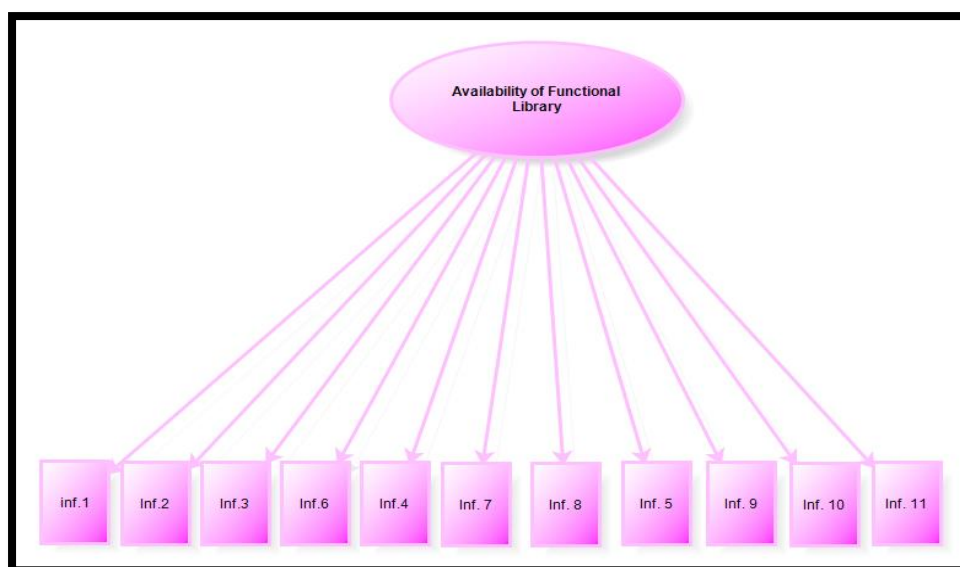
Figure 11 Informants on availability of functional library

Sub-theme two: availability of relevant library materials

This study confirmed from the informants on availability of relevant materials as another way of improving the provision of library services in secondary schools. According to informants 1 and 2, they explain thus:

"School library should have materials like journals, textbooks, magazines and newspapers. Also, to make library a good place to study, it must have good chairs and tables, book shelves, restroom, internet facilities, good number of hours for students to use, computer desktops and printers, projector, television, satellite etc. The foregoing materials will greatly improve students' reading skills".

In the same vein, the view of informants 3, 6 and 4 is stated thus"…library materials such as text books, newspapers, magazines and journals should be available for students' use at all times. Computer desktops, internet facility, tables and chairs as well as other relevant materials are needed to make students comfortable in the library. Informants 7, 8, 5, 9, 10 and 11 say:

> "Availability of library facilities such as air condition, internet wifi, computer, printer and projector are needed in the school library. Also, up-to-date textbooks, magazines, journals and newspapers are equally needed in the library. If the mentioned things are available, a comprehensive library services will be available for students' use".

The figure below shows the informants who opined that availability of relevant library materials will surely help to solve the problems facing library services in schools.
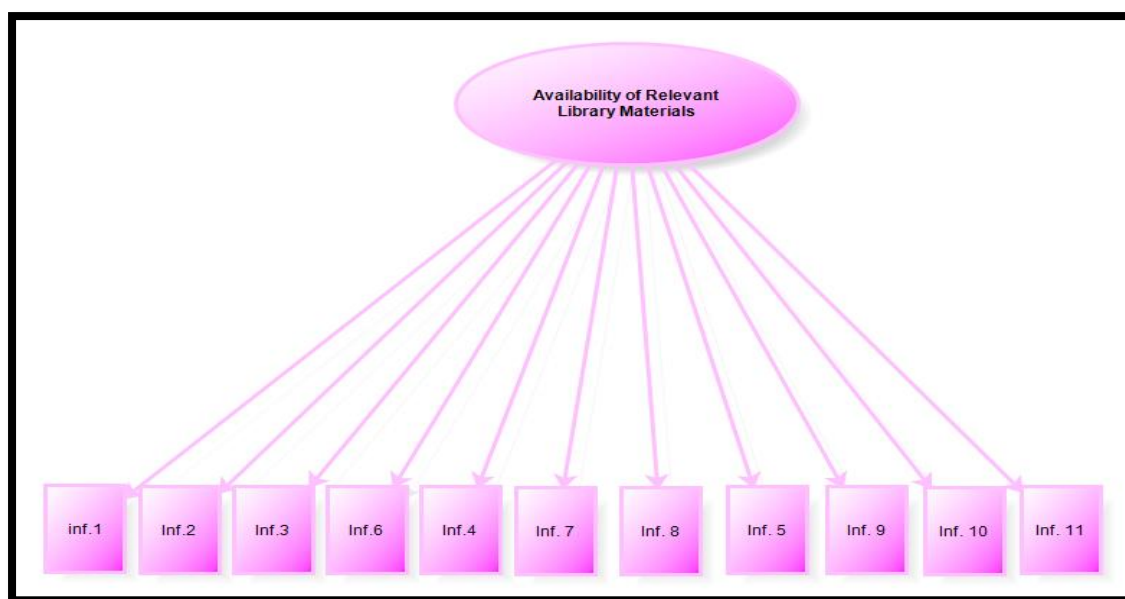
 Figure 12 Informants on availability of relevant library materials

Sub-theme three: availability of trained library personnel

Majority of the informants concurred that availability of trained library personnel is needed to promote library services in secondary schools. The views of informants 1, 2, 3, 6, 4 and 7 is summarised below:

> *"Schools need trained library personnel, who are highly qualified and competent to manage the school library. The presence of library personnel will increase provision of library services to students. Since library is meant to increase students' knowledge, availability of trained library personnel is essential for the development of library in secondary schools".*

Informants 8, 5, 9 and 10 opined that"…availability of qualified and competent librarian is needed in secondary schools so as to fast track library development in education system. View of informant 11 is that"…both public and private secondary schools in this state need to have qualified librarian and other library personnel, who are specialist in area of library science. Their experience in the field of library will be key and it also will have a significant impact on students who make use of the school library. The figure below shows the informants who gave their views on availability of trained library personnel in secondary schools.
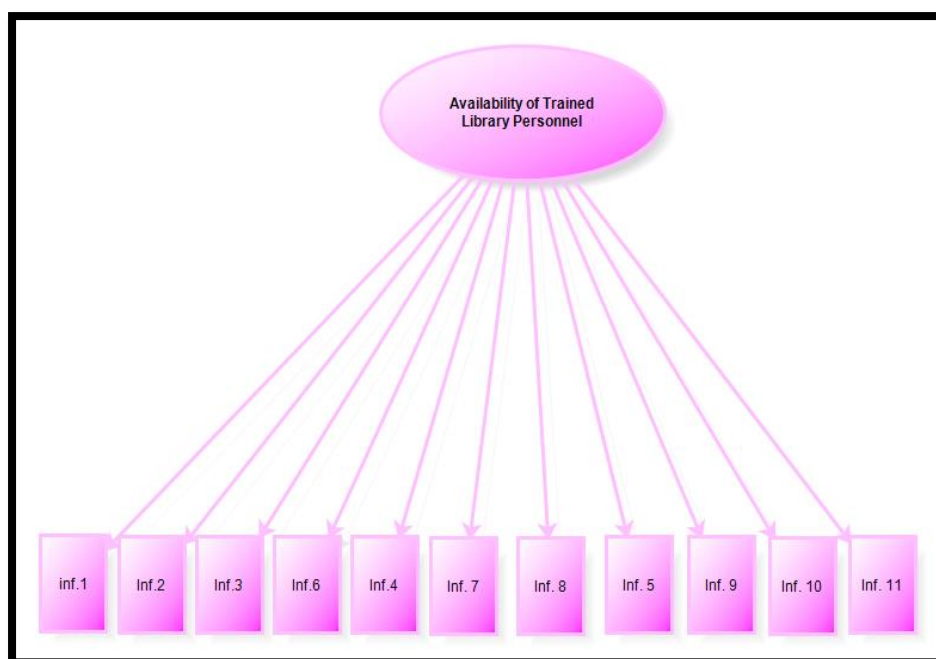
Figure 13 Informants on availability of trained library personnel

DISCUSSION

In this study, the discussion of findings is presented according to three research questions and objectives. The discussion combines both interview findings and personal observation for complementarities.

The first research question was based on contemporary issues on library services in secondary schools? Thus, the first research objective was to know the contemporary issues on library services in school system. Firstly, concerning the meaning of library services, our finding indicates that most of the informants see library services one of the services needed to upgrade the knowledge of students. It is a place for self-development. The finding is similar to studies that have been done in the past to understand the concept of library services in the school setting. Most of the studies described library services in different versions. According to Adeyemi (2010), a library is a place where necessary materials (print and non-print materials) are put in place for self-development. Jato, Ogunniyi and Olubiyo (2014) sees library as the collection of newspapers, books, tapes, television, etc. which are kept for students and staff to use during and after the school hours. Further, Owoeye and Yara (2011) found that library is an important factor in the learning process. It is one of the sacrosanct parts of the school services. The learning process is controlled by the books. The aim of the academic library is to enhance the knowledge of the users for their betterment. Secondly, concerning the nature of library services in school system, most of the informants claimed that the nature of library services in their schools were similar. It includes sensitization of new students on how to use library, guide returning students on how to locate text books, novels and other relevant materials, and attend to students' requests concerning the use of library. The finding is consistent with the study of Manabete and Duwa (2015) who conclude

that a good school should have all the materials above for the benefit of the students. Library in such school must be a functional one and must meet the requirements as recommended by the National Policy on Education (NPE, 2004) and the International Federation of Library Associations. Also, it should be library attendants who are in-charge of assisting the users to make judicious use of the materials therein. In the same vein, Arua and Chinaka (2011) observed that a school that operates conventionally should endeavour to offer first class library services to their students, even though the type of library services in the school depends mainly on the financial capability of the school. Thirdly, on provision of library services in schools, informants confirmed that they provided library services for their students so that their reading skills can be improved. The finding is in congruent with the past study conducted by Gwang (2011) who found that provision of the library in the school system adds to the success of school students, therefore, it is a sine qua non. Ability to use and access to the library is the most important factor by which Nigerian educational system can develop. Fourthly, concerning whether library services influence students' academic achievement in secondary schools, majority of the informants concurred that library has greatly contributed to the academic success of students in school. Most of their students who consult books in the library performed better in examinations. They said that students' academic achievement is mainly dependent on the use of library. The foregoing finding is consistent with the findings of several studies conducted on the importance of library services in the school system (Adeyemi, 2010; Goodall and Pattern. 2011; Gwang, 2011). Adeyemi (2010) found that the success of students largely rest on the availability of school services, most especially library services. Gwang (2011) who found that the presence of the school library contributes positively to the academic achievement, as it enhances learning in the school. He continued that a library in good condition usually contributes to the attainment of higher educational students. De Jager (1997), Farmer (2006), Scott and Plourde (2007), Stone, Ramsden and Pattern (2011) and Vent (2006) found that school library services influenced students' academic achievement in school.

The second research question of the study was based on factors affecting the provision of library services in school? Thus, the aim of the second research objective was to identify factors affecting the provision of library services in Kwara State secondary schools. Our findings confirmed that three factors affect the provision of effective library services in secondary schools. They are lack/non availability of functional library, non/inadequate library materials and non-availability of trained library personnel. Aside the interviews conducted, personal observation of the 20 visited schools' libraries showed that 16 schools had functional libraries while 4 schools had no functional library (see Table 2). Observation of the libraries (see Table 3) indicate that 17 out of 20 schools had textbooks (most of them are out-dated), while only 6 schools had journals. Only 5 schools had magazines and newspapers. Interestingly, all the schools had chairs, tables, map and atlases. Sadly, only 2 schools had computer desktops, printer, internet facility and television, while no school had projector and satellite. Furthermore, observation revealed that trained library personnel (certified librarian) were available in 6 schools while 14 schools had untrained personnel (see Table 4). Concerning lack/non availability of functional library in secondary schools, the finding of the study is consistent with the finding of World Bank (2008) who found that lack of library

premises is one of the factors affecting provision of library services in school. The finding is also in congruent with the study of Arua and Chinaka (2011) who found that poor library accommodation inhibits library services in secondary schools. On non/inadequate library materials in secondary schools, the finding is in line with the studies of Adeyemi (2009) and World Bank (2008) who found that scarcity of current reading and research materials and poor quality of school library resources, were the challenges facing students in using school libraries. The finding is also synonymous with the study conducted by Benard, Ronald, Dulle and Frankwell (2014) who concluded that secondary school students faced many constraints in using school library including lack of current and up to date reading materials, restricted reading hours, and lack of sitting facilities. On non-availability of trained personnel in secondary schools, the finding is similar with the study conducted by World Bank (2008) that untrained school librarians and poor training and overloading of teacher librarians were common in secondary schools. Benard, Ronald, Dulle and Frankwell (2014) confirmed that lack of professional librarian for processing library materials affected secondary schools.

The third research question was based on what measures can be used to ensure effective library services in school? Thus, the third research objective was to suggest possible measures that can be used to ensure effective library services in school. Our findings revealed three possible ways of ensuring effective library services in secondary schools. They are availability of functional library unit, availability of relevant library materials and availability of trained library personnel. Firstly, on availability of functional library unit, majority of the informants agreed that schools should have a functional library unit so that both students and staff can make use of the library to widen their horizon. They said that such library must be furnished with modern facilities so that students can enjoy qualitative library services. The finding is in line with World Bank (2008) who asserts that functional school libraries provide further reading opportunities for learners, which in turn, develop reading skills, knowledge, and writing and clarity of expression. In the same vein, the finding is also in consonance with perquisite of International Federation of Library Association (IFLA) (2009) who opined that development of literacy is connected to school library services. And such, library provides access to regional, national, local, and global resource opportunities that expose learners to diverse ideas, experiences and opinions. Secondly, on availability of relevant library materials, most of the informants are of the view that aside having furnished library, relevant materials such as textbooks, journals, magazines and other relevant library facilities should be available in the library so that students can be assured of effective library services in their school. The foregoing is similar to the study of Benard, Ronald, Dulle and Frankwell (2014) who conclude that for effective use of Schools Libraries, there is need for current and adequate school library information resources and provision of other library facilities. Thirdly, on the need for schools to have trained library personnel, informants are of the view that secondary schools should have qualified library personnel to coordinate the library activities. This is synonymous with the studies of Stone and Ramsden (2013) and Zabel et al., (2010) who opined that qualified library personnel must possess skills and techniques in assisting the learners to search for relevant and adequate information needed in the library.

Taken together, our findings has successfully provided answers to all the three research questions formulated for the study while the three research objectives had been achieved. Also, this study has offered several contributions to the body of knowledge methodologically and practically. From methodologically point of view, literature review shows that there was less qualitative research to investigate library services, most especially in Nigerian context. Thus, the use of qualitative approach for the present study helped to gain a better understanding on library services and students' academic achievement. Also, the use of two instruments (interview and observational checklist) to investigate the current study is another methodological contribution because past studies show that only interview is often used to collect data. In addition, according to Buchannan and Jones (2010), the Nvivo software is an analysis product that is uncommonly used in the qualitative research. Thus, our study used Nvivo software to analyse the data collected because it provides more rigorous and thorough coding and interpretation. From practical point of view, based on our findings, our study has provided information to educational administrators and managers, policy makers and all stakeholders on how library services can be provided to improve students' academic achievement in secondary schools.

CONCLUSION AND RECOMMENDATIONS

The main aim of the study was to investigate the perceived influence of library services on students' academic achievement in Kwara State secondary schools, Nigeria. In view of our findings, it can be deduced that even though the informants (schools' principals) interviewed for the study claimed that the use of library positively influenced their students' academic achievement. However, our study was able to confirm some factors affecting effective provision of school libraries in both public and private secondary schools in Kwara State. They include lack of modern school library, inadequate availability of trained library personnel and lack of library facilities (e.g. computer desktops, internet facility, textbooks, magazines, newspapers etc.). In view of the conclusions, the following recommendations are made.

1. In line with International Federation of Library Association (IFLA) on library policy, the State Ministry of Education should provide guidelines and regulate modes of operation, procedures and principles of administration and management practices in all school libraries.
2. The government at all levels (federal, state and local) in collaboration with other stakeholders in education, should build modern libraries in public secondary schools in the state and equip them with all necessary library facilities, while private secondary schools should be mandated to do so.
3. There should be priority on adequate provision of fund necessary for the provision of current and up to date library information resources.
4. Qualified library personnel (school librarian and other library staff) should be available in all school libraries.
5. Generally, there is need for collective action by individuals and Non-Government Organizations (NGO) to contribute to the development of school libraries in the state.

FUTURE RESEARCH DIRECTIONS

Despite that this study achieved its objectives on perceived influence of library services on students' academic achievement in secondary schools in Kwara State, the study findings need to be interpreted with consideration of the study's limitation so as to provide directions for future research. Firstly, we used schools' principals to collect relevant data for the study. We strongly believe that the inclusion of students, who are the direct users of library in secondary schools, could have improved the findings. Therefore, another qualitative study is needed to investigate the library services and student' academic achievement by including both principals and students. Also, mixed methods approach (quantitative and qualitative) could be used to investigate the impact of library services on students' academic achievement so that a comparison can be made. Secondly, our study adopt a non-probability sampling techniques (purposive and convenience) to select participants for the study. The use of non-probability techniques has limited the extent to which study findings can be generalized to the population. Therefore, there is need for future research to go beyond using non-probability sampling techniques if sample frame can be gotten so that probability sampling techniques could be adopted. Hence, once sample frame is gotten, findings of the study can be generalized to the entire secondary schools in Kwara State on perceived influence of library services on students' academic achievement.

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