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By

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Abstract

The focus of this paper is on the effect of library services on the educational development of secondary school students in Abia State, Nigeria. The study investigated the only government-owned secondary school in Igbere Community of Bende Local Government Area of Abia State. The school was chosen on the basis of availability of school library. Students from Senior Secondary 1 to 3 were the respondents of this investigation. However, a sample size of 99 students out of a total population of 248 students representing 40% of the entire population, were randomly selected. A structured questionnaire was used to collect data. The study investigated the library services provided for the students, the extent of the students' use of the library services, the effects of the library service on the educational development of the students, the challenges facing library services as well as strategies to enhance library services to ensure the educational development of secondary school students. The paper through its findings concludes that libraries are the drivers of educational development through its numerous services. It therefore recommends the establishment of school library with up-to-date information resources and relevant services as a criterion for the approval of any secondary school programme in Abia State and Nigeria among other recommendations. With this, the educational sector of Nigeria stands to benefit immensely and not only that, there will be a reduction in emigration of Nigeria students as well as increase in Gross Domestic Product (GDP) of Nigeria.

Keywords: Effect, Libraries-school, Services, Education, Development, Secondary-School-Abia State

Introduction

The past 62 years have seen a dramatic change in the status of the library both at the tertiary and secondary school levels. Since the early1950s, almost 30,000 new secondary school libraries have been established in Africa, and thousands of federally funded development programmes and collection expansion projects have enhanced existing libraries in public

elementary and secondary schools in Nigeria. At the same time, school libraries have evolved from having a primary focus on books, housed in a store-like environment or room to providing the rich array of resources and services with computers as may be found in most academic libraries and information centers of today. These school libraries through the provision of information-rich resources and services have been considered paramount in the development of education and academic performance of its pupils and students who in daily basis, patronizes the services of the library.

Additionally, Ginika (2017) assets that the facilities, materials, equipments and staff of the library are organized in such a way that they support learning within the educational goals of the academic institution. Furthermore, these educational goals are geared towards ensuring that students achieve mastery of educational objectives. Thus, the achievement and mastery of the educational objectives is what leads to educational development and academic enhancement. Nonetheless, 'educational development', for the purpose of this paper can be considered as any innovative action taken with the intention of either enhancing the teaching of a particular subject or enhancing the students' learning of the subject. This is to say that educational development acts on both the teaching and learning processes.

Consequently, preliminary observations and literature have shown that most Nigerian secondary school students cannot secure admission into institutions of higher learning of their choice due to poor academic performance in the placement examination. This poor performance which negatively affects the educational development of the students may be attributed to poor learning environment especially absence or inadequate library services in these secondary schools. Here, academic performance is seen as one of the determinants of educational development. Academic performance translates into the ability of the student to accomplish his or her tasks and studies. However, this accomplishment is measured with grades and is certainly the most well-known indicator of academic performance. Consequently, academic performance is the ability to study and remember facts and being able to communicate one's knowledge verbally or written on paper.

Library services in the words of Nnadozie (2007); Igwe and Onah (2013) may be classified into technical and readers' services. Library services involve the totality of assistance provided by the library for its users. These services, to a large extent determine the well-being of the library user, educationally, emotionally and otherwise. The library service could be direct or indirect as well as personal or group. Consequently, based on the great importance attributed to library services, this paper seeks to uncover the effects of library services on the educational development of secondary school students. The paper will further look into the library services provided, the extent to which the students of the school utilize the services, the effects of the library services on the educational development of the students, the challenges facing school libraries in relation to educational development of students as well as the strategies to enhance positive effects of library services on the educational development of the students in Igbere, Bende L.G.A. of Abia State.

Objectives of the Study

1. To examine the library services provided by the library of Igbere Secondary School, Igbere
2. To determine the extent to which the students make use of the services of the library of the school understudy.
3. To find out the effects of the library services on the educational development of students that uses it in Igbere Secondary School, Igbere.
4. To find out the challenges facing libraries in relation to educational development of secondary school students of Igbere Secondary, School.
5. To identify the strategies to enhance positive effects of library services to the educational development of secondary school students of Igbere Secondary School, Igbere.

Review of Research Literature

Literature have shown that the Nigerian educational sector is underdeveloped and suffering from many setbacks. These setbacks have resulted to ranking the Nigerian educational system far below their counterparts of other countries. However, the setbacks are not only felt at the tertiary level but also in the primary and secondary school levels and both in private and public schools. This problem is not only caused by budget deficit found in the sector but also the negative perception of students and school management towards the establishment and use of school libraries. Furthermore, these problems and backdrop in the educational standard of the Nigerian schools especially in Abia State has resulted to flow of emigrants from Nigeria to study in other countries. Although some of these literature relate the course of this underdevelopment to poor learning environment, it is however important to understand the role of library services in the development of a good learning environment in secondary schools in Nigeria. This is the focus of this review of research literature.

Alabi and Sani (2013) in their definition of a library, assumes it to be an instrument of self-education, a means of knowledge and factual information delivery, a center of intellectual recreations and a beacon of enlightenment that provides accumulated preserved knowledge of civilization which consequently enriches ones mental vision. However, this paper sees a library as learned institution equipped with treasures of knowledge, organized and managed by a trained personnel with the responsibility of educating children, students, men and women and further assisting them to develop the ability of solving their information problems. This is possible through the development of the ability to use information tools to get the right information at the right time from the right source and at the right place.

Furthermore, Agbo (2015) defined the school library as that library attached or found in the pre-tertiary institutions such as nursery, primary and secondary schools with the mission of contributing to the intellectual development of pupils and students. These libraries are seen as learning laboratories whose equipment includes books, magazines, newspapers, filmstrips, tapes,

slides, recordings, transparencies, art painting and other types of teaching and learning materials (Oguntimehin & Adeyemi, 2004). Consequently, these equipments are required for educational purposes and development. Ogbonna and Eze (2015) observed that school libraries serve as a medium of education (teaching and learning), as well as plays a similar role in the curriculum enhancement and development of these schools. These school libraries are also regarded as the science or language laboratories. Also, the establishment of school libraries in the educational institutions such as secondary schools are very important to the life-wire and foundational up-bringing of the children as well as instilling in them lifelong learning (Fabunmi, 2010).

The trend of poor achievement of secondary school students has been confirmed by the West African Examination Council (WAEC) among other internal and external examination bodies. Further supporting this claim, the WAEC result analysis for the years 2007, 2008, 2009, 2010, and 2011 showed the percentages of students who passed the examination to be 22.54, 13.76, 22.54, 24.94, and 25.99 percent, respectively. This analysis is on the average that less than a quarter (21.94 percent) of the students that sat for the May/June West African Senior Secondary School Certificate Examinations of the years under review, obtained credits in five subjects including English and mathematics (WAEC, 2007-2011). With the statistics shown by WAEC being below 50%, the academic performance of Nigerian secondary school students could be said to be very poor. Based on this poor performance, many solutions and strategies have been suggested. Among these solutions is the one by Dike (2004) who opines that library services play significant and indispensable roles in inculcating reading habits in students at the secondary school level of education which invariably promotes their academic performance. Furthermore, studies have tried to establish whether there is or there is no significant relationship between library and students' academic performance. For instance, Keith (2004) in his study found that the size of a library media programme, shown by the size of its staff and collection, is the best school predictor of academic achievement of students. To this end, the study of Keith (2004) showed a significant relationship between library services and academic performance of students. In addition to his findings, Keith (2004) carefully observed that the instructional role of the library media specialist shapes the collection and in turn academic achievement. In a related study, Waldman (2003) discovered that students visit library for different purposes. These purposes therefore, have strong influence on their performance. In one of his research questions that reads 'what did they do at library?' 80% reported studying, 38% to do research, 33% to sleep, 30% to socialize, 24% to use the library's electronic resources, 22% to check the books out and 21% to e-mail or chat. Based on this analysis, Waldman (2003) concludes that majority of the students visit school libraries for purposes related to academic enhancement.

Nonetheless, Benson, Okorafor and Anyalechi's (2017) recommendation for establishment of libraries in primary and secondary schools is based on the importance of these libraries to students and pupils, respectively which brings educational transformation. This educational transformation in the words of Uzuegbu and Uzuegbu (2013) is a fundamental shift in the deep orientation of a person, such that the academic performance is seen in new ways and

further brings about new actions and results becoming possible and achievable. However, Igwe and Onah (2013) opine that the school library serves a unique and strategic sector of the educational institutions, due to numerous services provided by this library to all segments of the institution for the advancement of the students in all ramifications. Additionally, this call for establishment of library services in the secondary schools was linked to the findings of Todd (2012) in a study conducted in Ohio. Todd found out that large number of students from the thirty-nine (39) schools that provided library service rated the library as most useful and quite useful in getting better grades in projects and assignments. This number represents 52.5% of the students. Earlier in their study, Todd and Kuhlthau (2005) in Ohio reported that 99.4 percent of students in grades 3 through 12 believe school libraries and their services help them become better learners. Using 13,123 students and 879 teachers for the study, Todd and Kuhlthau (2005) found that an effective school library, led by a qualified school librarian plays a critical role in facilitating student learning and knowledge building. Furthermore, Hay (2005) using 5,733 students and 408 teachers in Australia conveyed a strong and consistent message. These studies, in summary, proved school libraries beyond reasonable doubt as powerful agents of learning, central to engaging students in information processes that enable the transformation of information into deep knowledge and understanding, and providing them with life skills to continue living, learning and working in an information and technology-intense world.

As if the reasons were not enough, Arua and Chinaka (2011) in their study using selected secondary schools in Umuahia, Abia State found out that all the 350 respondents used the school library for studying purposes. This is based on the effects of these libraries on the academic development of the students. Furthermore, Fasola (2015) boldly asserts that library services besides aiding the studies of children and assisting the teachers in their teaching and periodical researches, is mainly concerned to procreate an urge for reading amongst the children. Consequently, libraries in the secondary schools act as agents of life-long learning because it primarily stock materials that are of interest and of developmental growth for children, teenagers and youths of this era. Anyaegbu, Aghauche and Nnamdi (2016) in the general role played by the school libraries observed the following. :

- ✓ **Higher test or exam scores equating to academic attainment**: This includes academic attainment in the form of higher standardized test scores in reading, language arts, history and mathematics, and better grades in curriculum assignments or exams;

- ✓ **Successful curriculum or learning outcomes, including information literacy:** this includes higher quality project work, the development and practice of information literacy, increased knowledge and reading development; and

- ✓ **Positive attitudes towards learning**: including increased motivation, improved attitude towards learning tasks, self-esteem, and wider reading for pleasure. (Anyaegbu, Aghauche & Nnamdi, 2016)

Furthermore, Association of College and Research Libraries (ACRL) (2017) holds that library services play the following roles in the development of the secondary students:

➢ Through the library instructions provided to the students, they tend to acquire information literacy instruction during their initial coursework which help them acquire a common set of competencies for their studies. However, the report believes that students receiving this instruction perform better in their courses than students who do not. Furthermore, the project findings demonstrate different ways that information literacy contributes to inquiry-based and problem-solving learning, including effective identification and use of information, critical thinking, ethical reasoning, and civic engagement which leads to educational development.

➢ The use of the library resources and services increases students' success. The report holds that the analysis of multiple data points (e.g., circulation, library instruction session attendance, online database access, study room use, interlibrary loan) shows that students who used the library in some way achieved higher levels of academic success (e.g., GPA, course grades, retention) than students who did not use the library.

➢ Collaborative academic programs and services involving the library enhance student learning. Analysis shows that library partnerships with other units, such as the writing center, academic enrichment, and speech lab, yield positive benefits for students in the areas of higher grades, academic confidence and retention.

➢ One-on-one or small-group reference and research assistance with a librarian enhances academic success, as documented by such factors as student confidence, GPAs, and improved achievement on course assignments.

Consequently, some libraries in the secondary schools are suffering from what Uzuegbu and Ibiyemi (2013); Benson, Okorafor and Anyalebechi (2017) revealed as shortage of resources and facilities, absence of trained personnel, poor orientation about the library, inadequate finance, lack of support from Library Associations such Nigerian Library Association (NLA), lack of current and up-to-date information materials, non-proper organization of library resources, lack of ICT facilities, non-inclusion of use of library in the school curriculum and negative attitude of school principals. However, Lonsdale (2003) reports that a school library with strong library program, adequately staffed, resourced and funded can lead to higher student achievement regardless of the socioeconomic or educational levels of the parents of these students. Also, a strong computer network connecting the library's resources to the classroom and laboratories has an impact on student achievement. It was further reported that the quality of the collection has an impact on student's learning (Lonsdale, 2003).

Methodology

The study was conducted using descriptive survey method. The area of the study Abia State and further narrowed down to Bende Local Government Area, with emphasis on the only government-owned secondary school in Igbere (that is, Igbere Secondary School). The

population of this study is 248 students consisting of students drawn from Senior Secondary (SS) 1 – 3. Furthermore, the sample size of this study is 99 students which represent 40% of the population of the students' population. Stratified random sampling method was used to select 99 respondents from the three (3) classes. Consequently, the research instrument adopted for the study was a Likert four-point scale questionnaire. The instrument was structured to assess the effect of library services on the educational development of secondary school students in Abia State. Furthermore, the instrument was titled 'Questionnaire on the Effect of Library Services on the Educational Development of Secondary School Students (QELSEDSSS)'. The instrument was subjected to face-to-face validation using opinions of experts in the areas of school library services and test and measurement. However, the researcher and three research assistants drawn from each class administered 99 copies of the questionnaire and all the copies were returned and dully filled indicating 100% response rate. Data collected were analysed using frequency counts and mean scores. However, any mean score of 2.5 and above was accepted and mean scores below 2.5 were rejected. The results were presented in tables and chart.

Presentation and Discussion of Findings/Result

Table 1: **Demographic Characteristics of Respondents**

Gender	Frequency	Percentage
Male	55	55.6
Female	44	44.4
Class	**Frequency**	**Percentage**
SSI	43	43.4
SS2	37	37.4
SS3	19	19.2

Source: *Researchers' Field Survey, 2018*

The table shows that out of a total of 99 respondents, 55 respondents representing 55.6% of the respondents were males while 44 representing 44.4% were females. Furthermore, 43(43.4%) are students in Senior Secondary One (SS1), 37(37.4%) are from SS2 while 19(19.2%) are from SS3.

Table 2: **Frequency Count and Mean Scores of Respondents on the Services Provided by their Library**?

S/N	Item Statement	SA	A	D	SD	Mean	Rank	Remark
1	Lending of books	19	23	36	21	2.40	5th	Disagreed
2	Provision of access to Internet	15	25	25	34	2.21	6th	Disagreed
3	Teaching the students how to use the websites for information	32	27	17	13	2.69	2nd	Agreed
4	Teaching the students on how to use the library	8	5	35	51	1.70	9th	Disagreed
5	Helping the students to complete their assignments	60	38	1	0	3.60	1st	Agreed
6	Organizing reading competition	9	15	27	48	1.85	8th	Disagreed
7	Providing a place where the students can read	10	10	39	40	2.51	4th	Agreed
8	Teaching the students on how to improve their reading habits	9	11	21	58	2.52	3rd	Agreed
9	Giving the students the direction of some offices in the school	5	14	20	60	1.64	10th	Disagreed
10	Teaching the students on how to pass their examinations	30	13	2	54	2.19	7th	Disagreed
	Grand Mean					**2.33**		**Disagreed**

Source: *Researchers' Field Survey, 2018*

Table 2 presents data collected on the services provided by the library of Igbere Secondary School, Igbere to their students. The responses gotten show an overall disagreement on the services provided by the library. Specifically, there exists the availability of some library services and the disappearance of some other services. However, the students agreed that the library helps them to complete their assignments (3.60); teaches them how to use the websites for information (2.69); teaches the students on how to improve their reading habits (2.52); and provides a place where the students can read (2.51). This agreement is as a result of the mean scores of the items being above the mean scores of 2.50 set for the study. Further result from the table indicates that the students disagreed the provision of the following services as indicated by the mean scores which is below the criterion mean; Giving the students the direction of some offices in the school (1.64); teaching the students on how to use the library (1.70); organizing reading competitions (1.85); teaching the students on how to pass their examinations (2.19); provision of access to Internet (2.21); and lending of books (2.40). To this end, the finding of the study on the library services provided agrees with the earlier finds of Arua and Chinaka (2011) who found out the absence of some basic library services in the schools under study. The study to some extent disagrees with Todd (2012) who reported the existence of numerous services and library programs in the libraries he studied

Table 3: **Frequency Count and Mean Scores of Respondents on the Extent the Students Use the Services Provided by their Library**?

S/N	Item Statement	VHE	HE	LE	NA	Mean	Rank	Remark
1	Borrowing books from the library	32	9	2	56	2.17	6th	Low Extent
2	Using the library's Internet	26	1	57	15	2.15	7th	Low Extent
3	Learning how to use the websites for information	36	19	6	38	2.60	2nd	High Extent
4	Learning how to use the library	27	1	39	32	2.28	5th	Low Extent
5	Going to the library to do my assignments	53	45	1	0	3.53	1st	High Extent
6	Partaking in reading competitions organized by the library	19	0	43	34	2.13	8th	Low Extent
7	Reading in the library	14	43	26	16	2.61	3rd	High Extent
8	Learning how to improve my reading habits	32	22	8	37	2.53	4th	High Extent
9	Seeking direction of some offices from the library	27	1	29	42	2.08	10th	Low Extent
10	Going to the library to learn how to pass my examinations	29	0	19	51	2.10	9th	Low Extent
	Grand Mean					**2.42**		**Low Extent**

Source: *Researchers' Field Survey, 2018*

The Table above presents data collected on the extent the students use the services provided by their library. The result shows a low extent of use of the library services by the students. This is as a result of the grand mean of 2.42 obtained being below the criterion mean. However, the students utilize some of the provided library services to a high extent. These services with their mean scores include: Going to the library to do their assignments (3.53); learning how to use the websites for information (2.60); reading in the library (2.61); and learning how to improve their reading habits. Furthermore, the respondents indicate the use of some of the library services to a low extent. The low extent is evident upon the mean scores of the items being below the criterion mean of 2.50 marked for the study. These items with their mean scores include: Seeking direction of some from the library (2.08); going to the library to learn how to pass their examinations (2.10); partaking in reading competitions organized by the library (2.13); using the library's Internet (2.15); borrowing books from the library (2.17); and learning how to use the library (2.28). This finding supports and further adds to the works of Arua and Chinaka (2011) whose findings showed that seventy nine (79) of respondents use the library always, two hundred and seventy one (271) representing (77.43%) use the library occasionally.

Table 4: **Frequency Count and Mean Scores of Respondents on the Effects of the Library Services on the Educational Development of the Students.**

S/N	Item Statement	SA	A	D	SD	Mean	Rank	Remark
1	It increases the student's reading habit	22	48	29	0	2.93	5th	Agreed
2	It equips the student with the knowledge of information search	18	57	24	0	2.94	4th	Agreed
3	The student can use the Internet effectively	14	39	46	0	2.68	10th	Agreed
4	The student can use the library without stress	16	47	36	0	2.80	7th	Agreed
5	The student takes good position after examination	18	60	21	0	2.97	3rd	Agreed
6	The student can compete with other students	15	47	37	0	2.78	8th	Agreed
7	It makes the student's assignment easy to be completed	16	44	39	0	2.77	9th	Agreed
8	It gives the student the ability to pass his/her examinations	24	43	32	0	2.92	6th	Agreed
9	Using the library has reduced the time the student spend playing	29	51	19	0	3.10	2nd	Agreed
10	Using the library makes the student more active in class	73	6	14	6	3.47	1st	Agreed
	Grand Mean					**2.94**		**Agreed**

Source: *Researchers' Field Survey, 2018*

Table 4 above shows responses of respondents on the effects of the library services on the educational development of the students. Findings of the study show an agreement of the effects of library services on the educational development of the students. This agreement is as a result of the grand mean of 2.94 as obtained being above the criterion mean. Furthermore, the result shows an agreement of all the ten (10) items in the table. These effects according to their rank with their mean scores include: Using the library makes the students more active in class (3.47); using the library has reduced the time the student spend playing (3.10); the student takes good position after examination (2.97); it equips the student with the knowledge of information search (2.94); it increases the student's reading habit (2.93); it gives the student the ability to pass his/her examination (2.92); the student can use the library without stress (2.80); the student can compete with other students (2.78); It makes the student's assignment easy to be completed (2.77); and the student can use the Internet effectively (2.68). This finding adds to the earlier finding of Todd (2012) that provided numerous benefits of the school libraries to the students of selected secondary schools in Ohio which motivates them to use the library. The findings of the study also support the assertion of Dike (2004) who suggested the school library as a strategy to enhancing academic performance. This finding also improves on the findings of Anyaegbu,

Aghauche and Nnamdi (2016); ARCL (2017) who found out the numerous benefits and impacts of the school library services and programmes on the students.

Table 5: **Frequency Count and Mean Scores of Respondents on the Challenges Facing Libraries in Relation to the Educational Development of Secondary School Students.**

S/N	Item Statement	SA	A	D	SD	Mean	Rank	Remark
1	Inadequate fund to finance most of the library's programmes	69	4	18	8	3.35	5th	Agreed
2	Inadequate library books and other reading materials	56	29	6	8	3.34	7th	Agreed
3	Inadequate space in the library to accommodate students	73	3	7	16	3.34	7th	Agreed
4	Inadequate library staff	61	14	22	2	3.35	5th	Agreed
5	Wrong attitudes of the librarians	65	26	5	3	3.55	2nd	Agreed
6	Strict library policies	24	74	1	0	3.23	9th	Agreed
7	Absence of guide on how to use the library	53	34	12	0	3.41	4th	Agreed
8	Negative attitude of the students to use the library	54	39	6	0	3.48	3rd	Agreed
9	Inadequate knowledge of the importance of using the library	64	29	6	0	3.59	1st	Agreed
10	Absence of management/ teachers' support for the students to use the library	22	51	26	0	2.96	10th	Agreed
	Grand Mean					**3.36**		**Agreed**

Source: *Researchers' Field Survey, 2018*

The Table above presents data gotten on the challenges facing libraries in relation to the educational development of secondary school students. The data as presented in the table indicate the agreement of all the items as the challenges facing libraries in their bid through their services to improve the educational development of secondary school students in Abia State. This is so, due to the fact that the item statements scored mean above the criterion mean of 2.50 chosen for the study. The challenges with their mean scores and ranking are thus presented as: Inadequate knowledge of the importance of using the library (3.59); wrong attitudes of the librarians (3.55);negative attitude of the students to use the library (3.48); absence of guide on how to use the library (3.41); inadequate fund to finance most of the library's programmes (3.35); inadequate library staff (3.35); inadequate library books and other reading materials (3.34); inadequate space in the library to accommodate students (3.34); strict library policies (3.23); and absence of management/ teachers' support for the students to use the library (2.96).

Through these findings, the study supplements the work of Arua and Chinaka (2011) and Uzuegbu and Ibiyemi (2013) which found poor orientation about the library, absence of adequate

and relevant materials, shortage of staff, inadequate facility, finance and lack of support from Library Associations as among the challenges facing school libraries, their services and their programmes.

Table 6: **Frequency Count and Mean Scores of Respondents on the Strategies to Enhance Positive Effect of Library Services on the Educational Development of Secondary School Students.**

S/N	Item Statement	SA	A	D	SD	Mean	Rank	Remark
1	Frequent organization of library orientation in secondary schools	62	20	10	7	3.38	9th	Agreed
2	Building 'Use of Library' subject in the curriculum of the school	29	62	3	5	3.16	10th	Agreed
3	Provision of adequate library resources and services	78	15	6	0	3.73	3rd	Agreed
4	Providing adequate space for the library	77	7	15	0	3.63	4th	Agreed
5	Making the establishment of a library a compulsory thing for approving any secondary school program	68	17	14	0	3.55	8th	Agreed
6	Providing soft library policies that students can apply	64	31	4	0	3.61	5th	Agreed
7	Providing adequate guide on how to access the library	78	18	3	0	3.76	2nd	Agreed
8	Recruitment of qualified librarian to the school library	59	37	3	0	3.57	7th	Agreed
9	Teachers giving assignment to visit the library	97	1	1	0	3.97	1st	Agreed
10	Organization of reading competitions and seminars in the library	59	39	1	0	3.59	6th	Agreed
	Grand Mean					**3.40**		**Agreed**

Source: *Researchers' Field Survey, 2018*

Table 6 above presents data gathered on the strategies to enhance positive effect of library services on the educational development of secondary school students. The result obtained indicate a strong agreement that the ten (10) strategies as captured in the table can enhance positive effect of library services on the educational development of secondary school students. Specifically, each item scored a mean score above the criterion mean which shows their agreement. The items according to their ranking with mean scores include: Teachers giving assignment to visit the library (3.97); providing adequate guide on how to access the library (3.76); Provision of adequate library resources and services (3.73); providing adequate space for the library (3.63); providing soft library policies that students can apply (3.61); organization of reading competitions and seminars in the library (3.59); recruitment of qualified librarian to the school library (3.57); making the establishment of a library a compulsory thing for approving

any secondary school programme (3.55); frequent organization of library orientation in secondary schools (3.38); and building 'Use of Library' subject in the curriculum of the school (3.16). This finding agrees with the study of Uzuegbu and Ibiyemi (2013) and the words of Anyaegbu, Aghauche and Nnamdi (2016), ARCL (2017) who found the importance of equipping the school library and further enhancing their services to its users.

Summary & Conclusion

This study is on the effect of library services on the educational development of secondary school students in Abia State. It was revealed from the study that though the library of the school understudy assumes the provision of about ten library services which enhances educational development, the students only are aware or have utilized only four (4) of the library services. This disconnect may be attributed to lack of awareness of the existence of many services or restricted access to these services. Furthermore, the students' low level of awareness could be linked to their rare visit of the library. Be it as it may, it is gainsaying efforts needs to be made in order to create adequate on the existence of library services in the school libraries.

It was also shown that the library services provided to the students are not adequately utilized. This underutilization may have a negative effect both on the library and the students. This is so because libraries are for use. Consequently, the low utilization of library services may be as a result of the provision of irrelevant library services or users' unawareness of the existence of these services. However, there is need to avert damages that may be caused by this low extent of use of library services to the students in secondary schools as well as the school libraries.

The study further reveals positive effects of library services on the well-being of the students' academic performance and educational development. Consequently, if these services are adequately provided and utilized, it will go a long way in making the students more active in class, reducing the time the student spend playing and engaging in social vices, taking good position after examination , equipping the student with the knowledge of information search, increasing the student's reading habit, giving the student the ability to pass his/her examination, equipping the student with the ability to use the library without stress, giving the student the ability to compete with other students, making the student's assignment easy to be completed and equipping the student the knowledge of using the Internet effectively.

Consequently, there are numerous challenges facing school library services which stand to hinder its positive effects on the educational development of these students. Among the challenges found by the study include inadequate provision and low extent of use of the library services which is caused by inadequate knowledge of the importance of using the library, wrong attitudes of the librarians, negative attitude of the students to use the library, absence of guide on how to use the library, inadequate fund to finance most of the library's programmes, inadequate library staff, inadequate library books and other reading materials, inadequate space in the library

to accommodate students, strict library policies, and absence of management/ teachers' support for the students to use the library.

In conclusion, it can be deduced that schools and nations where library resources and services are fully applied and utilized by the students, the state of education in the school and nation is at its peak. Further elaboration on the result shown by WAEC proves that about 91% of the school affected by poor result lacks basic library facilities and services to provide the students with quality education. Over 64% of secondary schools in Abia State are yet to be taught the importance of using the library. The remaining 36% where the knowledge is slightly provided, there is no time devoted for them to use the library. It could also be seen from the observation that over 89% of fresh students in the universities cannot be marched with their mates outside in the issue of information search and use of library. Therefore, for Nigeria to correct the issue of large number of emigration for studying purposes, the library policies in Nigerian schools, educational sector should be revisited.

Recommendations

From the findings of the study, the following recommendations are made

- Introduction library tours and orientation in Nigerian secondary schools to acquaint them with most of the library's services and resources which they are not aware of their existence.
- Library services should be made open to students without segregation. With this, all the students will see the library as an equal avenue where they can be attended to without sentiments. This will help in shaping their negative perception about the library.
- Apart from providing catalogue cards, the librarian should be friendly enough to step down from his/her seat to assist the students in need of some library services
- Over 88% of school libraries in Nigeria lack basic library resources and services. Unlike their academic counterpart that receives book vote. It is important to provide allocation for school library services in the budget. Furthermore, Educational Trust Fund (ETF) grants and assistance should be extended to school libraries.
- Not only found in tertiary institutions, the issue of space has hindered the effectiveness of library services. This space issue limits the resources and services provided by the library. Therefore, for effectiveness of the school library and its numerous services, they should be provided with adequate room and not a store in the school.
- Different teacher librarian and library prefects who are not qualified librarian are employed to man these school libraries. This group of people develops policies outside the library to drive their own motives. These motives end up driving the users away. Therefore, at any level, the policies guiding the use of the library should be made in such a way that the students will understand the need and further observe them as library policies are not meant to drag away the users but to keep the library and users in order.

- Library association and management of school libraries should periodically organize reading completions and seminars on the use of library for the students. Also, prizes should be given to the best reader, the highest library user, the highest library visitor, the highest library enquirer and others. This award will motivate the students to be hardworking and continue using the library.
- Management of school libraries should ensure the recruitment of qualified and experienced librarian in the library. This recruitment will ensure the delivery of professional services to the students. School libraries should however not be left in the hands of library prefects which sometimes turn to be brutal thereby scaring the students.
- Just like in the tertiary institution, Secondary Education Management Board (SEMB) should make the establishment of a standard and well-equipped library a compulsory thing for approving any secondary school programme in the country. This should be applied both in private and public schools. This strategy will bring about rapid academic development of the students.
- Library associations such Nigerian library Association (NLA) and management of secondary schools should regularly organize library orientation for the students. This orientation can also involve the visit of other libraries to acquaint the students with the rudiments of libraries which will attract them to invest more of their time in harnessing the stock of the library.
- 'Use of Library' should be made one of the subjects to be taught in the secondary school. The teaching of this course will expose the students to the importance of the library resources and services to their educational growth and academic achievement in their present school and beyond their current level.

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