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Abstract

It is often said that students' effective learning cannot be acquired through classrooms activities alone, they refer to school library information resources to complement what they have been taught. In view of the foregoing, this study examines students' perceived influence of library services in secondary schools in Kwara State, Nigeria. The study population consists of 27,883 students in secondary schools (public and private). Multistage and systematic random sampling techniques were used to select 378 students across the 16 local governments drawn from the three senatorial districts that formed the state. An instrument titled "School Library Questionnaire (SLQ)" was used to collect relevant information from the respondents. Data collected were analysed using Statistical Package for Social Sciences (SPSS) and Partial Least Square (PLS) softwares. Findings of the study revealed that availability of library services positively influenced students' academic success. Findings established factors that hamper provision of library services, which include shortage of relevant materials, lack of facilities (such as internet, desktop computer and printer), lack of chairs and sitting facilities, and inadequate library personnel. The study concludes that library services remain an indispensable services that are needed to improve students' academic ability and that adequate library facilities, such as procurement of current library materials, availability of chairs and tables, desktop computers and internet, should be provided to ensure a comprehensive provision of library services to students and other library users.

Keywords: Library Services, Students' Academic Success, Secondary Schools, Kwara State, Nigeria

INTRODUCTION

Education is the process of cultural transmission and renewal. It can also be viewed as a sacrosanct concept that is needed to make an individual to be developed socially, morally, culturally, technologically, politically and religiously. The acquisition of sound education helps one to contribute greatly to the development of the society of where he or she belongs. School is regarded as a place for receiving quality education. The aims and objectives of secondary education cannot be achieved without availability of physical facilities, which include provision of library and other essential services that are needed to implement the contents of school curriculum. Library is provided in school to safeguard knowledge, preserve the cultural heritage and provide adequate information for education and research purposes to students and other users (Abdullahi, 1998; Ayaz, Ali, Khan, Ullah & Ullah, 2017; Batool & Webber, 2017; Godfrey, Rutledge, Mowdood, Reed, Bigler & Soehner, 2017; Kleijnen, Huysmans, Ligtvoet, & Elbers, 2017).

According to Arinde (2010), school library is designed mainly for provision of all kinds of teaching and learning resources. Benard and Dulle (2014) notes that, in an assessment around the globe on the reading ability of the students that, one of the factors that positively influence students' reading fulfilment is the accessibility and availability of textbooks books and other resources in the library. Utilization of library information resources are vital factors in the delivery of quality services in different types to students. Abdullahi (1998) adds that usefulness of a library depends upon its proper organization which includes the availability and accessibility of relevant information resources, their arrangement, and the general interior decoration of the library. This diversity of library information resources is essential to facilitate the school library to fulfil its functions among which are to comprehensively provide information resources that are needed for the school's educational programmes and to aid in improving and increasing the understanding skills and learning behaviours of students. Bhatt (2013) stated that effective library services depend mainly on satisfaction level of its users with the relevant library resources as well as library personnel supportive attitude.

In South African schools, research revealed that problems hampering effective teaching and learning consist of lack of school library information resources, national policy, theft of library computers, as well as lack of library personnel (Patron-Ash, 2012). Similarly, World Bank (2018) report observed that several factors responsible for schooling without learning in primary and secondary schools in Sub- Saharan African countries, which include lack of adequate provision of classrooms, lack of library, and inadequate availability of teachers to teach students.

In Nigerian education system, studies suggest several factors affecting library services in the school system. Ajegbomogun and Salaam (2011) and Ogbonna (2015) observed that some libraries are stocked with literatures that are not only out of date, but also unrelated to the information needs and interests of the students. Thus, a collection development has become more difficult with escalating book and publishing cost. As a result of under-funding by the Nigerian government, current periodicals, books, magazines, non-fictions and fictions that can support teaching and learning were not there. The school libraries, these days, are seen as warehouses for old books and magazines, some of which are covered with mosquitoes and dust that had gathered over time, with mismatched tables and chairs which are mixed well with the ageing shelves.

Also, development of school libraries in Nigeria has been described as "accidental", even though almost all the secondary schools had libraries but books were not there (Adeyemi, 2009; Anyawu, Obichere and Ossai-Onah, 2013).

In view of the above, this study intends to investigate the students' perceived influence of library services in Nigeria, with particular focus in secondary schools in Kwara State.

LITERATURE REVIEW

Studies have established that library is an important input in school system. According to the study conducted by Lance and Hofschire (2012), which examined the impact of library services students' reading habits, they found that in some schools, where they had library services, it increased the reading habits of the students, thus making a positive impact on students' academic achievement. Stone and Ramsden (2013) found that students who have access to library materials for their academic activities often perform brilliantly academically. Strong (2013) investigated the impact of school library on students' academic success in the United States of America and found that schools with functional school library improved the academic performance of their students. In the same vein, Stone, Ramsden and Pattern (2011) studied the connection between library usage and academic success. Their study found a positive relationship between library usage and students' academic success in schools. This was achieved because of the students' frequent access to library materials, which supported their learning. A study conducted by Agyekum and Filson (2012) on the use of library by students in Ghanaian schools found that students use library resources to supplement their class notes and assignments, which helped them in preparing for examination. Similarly, studies conducted by Benard and Dulle (2014) and Clabo (2002) pointed out that students use school library for reference purposes, which includes doing their school assignment and other research from time to time and it has positive effect on their academic performance. Iwhiwhu and Okorodudu (2012) confirmed that availability of library influenced students' academic success and that library is regarded as a centre of resources that makes all kinds of knowledge and information readily available to students and other users. Spreadbury and Spiller (1999) asserted that students who have access to library resources, such as textbooks, internet and desktop computer often perform well in their examinations. Scott and Plourde (2007) and Smalley (2004) concluded that school library influenced students' academic performance.

Also, research revealed that several factors are militating against effective provision of library services in secondary schools (Adeyemi, 2009; Ajegbomogun & Salaam, 2011; Arua, 2011; Benard & Dulle, 2014; Ogbonna, 2015; Salman, Mostert & Mugwisi, 2014). For instance, Benard and Dulle (2014) confirmed that secondary school students faced various challenges in using school library. The challenges include scarcity of up to date reading materials, restricted reading hours, dearth of sitting facilities, absence of informational professional librarian for handling materials, as well as nonexistence of internet facilities. Adeyemi (2009) reported that student's inability to have access to library materials in the school libraries is a common trend in majority of secondary schools in Nigeria. Arua's (2011) found that students were unhappy with the lack of school library information resources and that most of the library resources available in school do not please student needs. This is due to unavailability of up to date library materials. Ajegbomogun & Salaam (2011) observed that library had been neglected in secondary schools,

most especially in public schools. They claimed that about 90 per cent of secondary schools in Nigeria were largely government funded. In recent times, the government had not released due grants to the schools. This lack of funding is antithetical and retarded positive change in the school system. Therefore, the inadequate or lack of funding for the provision of library services in school slowed down effective teaching and learning process in school.

Salman, Mostert and Mugwisi (2014) found that unavailability of qualified library personnel to run the affairs of the library is another factor affecting effective provision of library services in secondary schools. They observed that there were very few or no staff to manage some libraries in Nigerian schools. Also, Ogbonna (2015) observed that some libraries are stocked with books that are not only out of date, but also unrelated to the information needs and interests of the students. Thus, a collection development has become more difficult with escalating books and publishing cost. As a result of under-funding, current periodicals, books, magazines, non-fictions and fictions that can support teaching and learning were not there. The school libraries, these days, are seen as a warehouse for old books and magazines, some of which are covered with mosquitoes and dust that had gathered over time, with mismatched tables and chairs which are mixed well with the ageing shelves. Fakomogbon, Bada and Omiola (2012) observed that lack of standard school library is one of the major reasons of mass failure in secondary school.

In addition, studies have identified the need to improve library services for effective library service delivery in secondary schools. According to Iwhiwhu and Okorodudu (2012), they opined that library satisfaction is a function of three main sources; which include quality of the information resources, the information system and the services that make the information product available. Hence, to ensure effective and comprehensive library services to students in secondary schools, provision of quality library materials must be adequately provided by the school so as to meet the information need of the students and the entire school staff as well. In support, Agyekum and Filson (2012) noted that availability of library information materials help students to complement their assignments and class notes. It assists them absolutely in preparing them for test and examination. Zabel, Wolfe, Naylor and Drueke (2010) concluded that library materials are meant for three reasons, they are: to research purpose, for leisure, and some use them for to prepare for examination.

In view of the above studies on library services, the focus of the present study is to investigate the students' perceived influence of library services in secondary schools in Kwara State, Nigeria. The following research questions and objectives were developed to guide the study. They are stated as follows.

Research Questions
1. Does library services have impact on students' academic success in secondary schools?
2. What are the factors affecting library services in secondary schools?
3. What are the measures that can be used to improve library services in secondary schools?

Research Objectives

1. To investigate the impact of library services on students' academic success in secondary schools
2. To know the factors affecting library services in secondary schools
3. To suggest measures that can be used to improve library services in secondary schools

METHODOLGY

Population/Sampling Techniques

Quantitative research design was adopted for the study. The population for the study consists of consists of 27,883 students in secondary schools (public and private) in Kwara State, Nigeria. Thus, the minimum sample size for this study by following the rule of thumb by Hair, Hult, Ringle and Sarstedt, (2014) is 110. However, following Krejcie and Morgan (1970) sample table (population of 27,883=378 sample), this study used 378 students as required sample size for this study. Subsequently, we used multistage and systematic random sampling technique to select 378 secondary schools students which were drawn from the three senatorial districts (Kwara South, Kwara Central and Kwara North) based on 16 local governments that formed state. Table 1 below shows the 16 local governments (Creswell, 2007). Also, figure one depicts the map of Kwara State.

Table: 1 Three Senatorial Districts and Its 16 Local Government in Kwara State

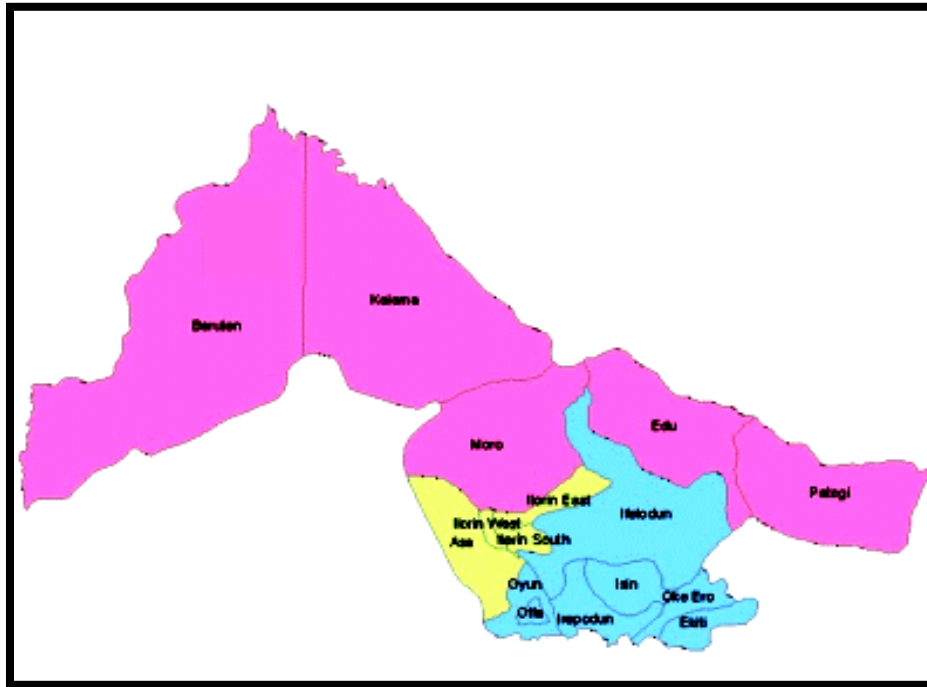|	
Kwara South Senatorial District	
1	Ifelodun
2	Irepodun
3	Ekiti
4	Offa
5	Oyun
6	Isin
7	Oke-Ero
Kwara Central Senatorial District	
8	Asa
9	Ilorin South
10	Ilorin West
11	Ilorin East
Kwara North Senatorial District	
12	Baruteen
13	Kaima
14	Patigi
15	Edu
16	Moro

Figure 1 Map of Kwara State showing where 16 local governments are located

Study Instrument

An instrument titled "School Library Questionnaire (SLQ)" was used to collect relevant data from the respondents. The instrument was adapted from the work of Arinde (2010). In order to ensure purification of the original items, some irrelevant items that are not fit into the study were removed and relevant items were added to suit the present study's context. Section A contained the demographic information of the participants which includes gender, age and religion while section B was designed to elicit information library services in secondary schools. The instrument has response option on a 4-point Likert-type summated rating scale of agreement with assigned values of Strongly Disagree (SD) -1,Disagree (D) -2,Agree (A) -3,and Strongly Agree (SA) - 4 in order of agreement (Creswell, 2009).

Validity and Reliability of the Instrument

According to Hair, Black, Babin, Anderson and Tatham (2008), validity refers to degree or extent to which an instrument measures what is supposed to measure. Thus, the content validity of the instrument was performed by giving the questionnaire to supervisors and selected experts in the area of the study in School of Education and Modern Languages, Universiti Utara Malaysia, Malaysia. Useful suggestions were given to improve the items embedded in the questionnaire. Thereafter, the suggested inputs from the supervisors and other experts were incorporated in the final draft of the questionnaire. In the same vein, reliability of the instrument encompasses the extent to which a test, experiment, or any procedure measure adopted yields

similar results repeatedly. The propensity towards consistency when repeated is called reliability (Hair et al., 2014). Hair et al., (2009) and Sekaran and Bougie's (2009) asserted that the reliability of the instrument is very essential in research, most especially in measuring the study constructs. Creswell (2009) is of the view that the essence of reliability is to ensure that the constructs are errors free and has the capability to produce inconsistent-free results. It is also an indication that consistency and stability with which the instrument measures the constructs ensure the goodness of measures. In order to ensure reliability of the instrument, a pilot test was conducted in one secondary school outside the schools selected for the main study. It is important to note that in pilot testing, a small number of respondents are recommended to test-run the instrument adopted for the study. Specifically, the recommended sample size for conducting a pilot study ranges from 30-100 as recommended by (Sekaran & Bougie, 2013). Primarily, the importance of conducting a pilot study is to ensure good reliability of the items with a view to know whether it would be useful for the main study or not. It makes the researcher to foresee the likelihood of inconsistencies in the research design adopted for the study, which enable the researcher to make amendments where necessary before conducting the main study. In view of the foregoing, therefore, 50 students were used to for the pilot study (Gay, 2004).

Data Collection and Analysis Procedure

All the questionnaires were administered to the respondents with the help of two research assistants (Creswell, 2007). Partial Least Square (PLS) and Statistical Package for Social Sciences (SPSS) were employed for the analysis of the data collected. Firstly, the PLS software was used to measure the psychometric properties of the instrument while SPSS was used for the descriptive analysis, which was used to answer the research questions of the study (Creswell, 2007; Pallant, 2010; Sekaran and Bougie, 2003; Sekaran & Bougie, 2009).

ANALYSIS

Response Rate of the Questionnaire

A total of 450 questionnaires were administered to students in selected secondary schools in Kwara State, Nigeria. In other to ensure high response rate, several visits were made to schools with a view to ensuring high return questionnaires as suggested by Creswell (2007). Meanwhile, out of 450 questionnaires circulated, 411 questionnaires were returned, while 39 questionnaires were not returned. In the returned questionnaires, we found that a considerable part of the questionnaires were not appropriately filled by the students, thus leading to a total number of 51 invalid questionnaires and the remaining 360 valid questionnaires were used for the analysis . For that reason, 91% response rate is considered suitable for this study which is in consonance with Sekaran and Bougie's (2003) recommendation that a response rate of 30% and above is appropriate for survey research. The Table below indicates the response rate of the study.

Table 2: Analysis of response rate

Questionnaires distributed	450
Questionnaires Returned	411
Questionnaires not returned	39
Invalid questionnaires	51
Usable questionnaires	360
Response rate	91%

Assessing the psychometric properties of the items

Assessment of the psychometric properties of the items is considered necessary for this study so as to know whether the items adapted meaure what it supose to measure as suggested by Duarte and Raposo (2010). Hair, Marko, Christian and Jeannette (2012) opined that individual reliability of the items can be assesed by inspecting the outer loadings of each construct measure. In order to properly assess the reliability of the items, we examined the outer loadings of the three constructs of the study (impact of library, factors affecting library and measures to improve library) measure with the use of Partial Least Square (PLS) software. Following the rule of thumb for retaining items with loadings between .40 and above as suggested by Hair et al., (2012), thus the items in the current study had loadings between .703 and .969. Item loadings of the three socnstructs is displayed below.

Table 3: Item loadings of the study constructs

Variable	Code	Loadings
Impact of Library (IL)	IL1	.703
	IL2	.726
	IL3	.848
	IL4	.821
	IL5	.840
	IL6	.876
	IL7	.850
	IL8	.816
	IL9	.875
	IL10	.866
	IL11	.883
	IL12	.827
	IL13	.831
	IL14	.822
	IL15	.834
	IL16	.751
Factors Affecting Library (FL)	FL1	.886

	FL2	.843
	FL3	.931
	FL4	.826
Measures to Improve Library (ML)	ML1	.891
	ML2	.969
	ML3	.951
	ML4	.882

Response to Research Questions

Research Question 1: Does library services have impact on students' academic success in secondary schools?

Table 4: Mean and standard deviation on impact of library services

S/N	Item	Mean	Standard Deviation	Remark
IL1	School has library period for all classes	3.55	.684	Agreed
IL2	Time allocated for library period is enough	2.99	.754	Agreed
IL3	Availability of books and other educational materials for reference	3.33	,846	Agreed
IL4	Books and educational materials cover all the subjects.	3.62	.674	Agreed
IL5	School library is conducive for reading.	3.27	.892	Agreed
IL6	Library staff attend to students when they need assistance	3.58	.714	Agreed
IL7	Materials in library are properly organized on the shelves.	3.34	.796	Agreed
IL8	Students are always encouraged to use library	3.61	.679	Agreed
IL9	Students are taught on how to use the library	3.36	.806	Agreed
IL10	I go to the library to read more on the subjects taught in class.	3.22	.862	Agreed

IL11	I use the school library regularly.	3.45	.794	Agreed
IL12	Library helps to acquire knowledge about authors and books.	2.57	.709	Agreed
IL13	Library helps to develop good reading skills.	3.51	.761	Agreed
IL14	School library helps to develop good learning skills.	3.47	.757	Agreed
IL15	School library helps to develop information skills.	3.42	.705	Agreed
IL16	Library helps to do well in my study.	3.35	.784	Agreed

Table 4 revealed responses on the impact of library services as expressed by students. Item IL1 had mean of 3.55 and standard deviation of .684, meaning that school has library period for all classes, while item IL2 had mean of 2.99 and standard deviation of .754, indicating enough time is allocated for library period in school, and item IL3 with mean of 3.33 and standard deviation of .846, meaning availability of books and other educational materials are available in library for students to use. Similarly, the above table shows that item IL4 had mean of .362 and standard deviation of .674, indicating that textbooks and other educational materials in the library cover all the subjects in arts, commercial and science while item IL5 with mean score of 3.27 and standard deviation of .892, meaning conduciveness of the school library as agreed by the students. Item IL6 had mean score of 3.58 and standard deviation of .714 which means that library personnel do attend to students when they need assistance on how to use the library while item IL7 with mean score of 3.34 and standard deviation of .796 shows that materials in the school library are properly organised on shelves. Furthermore, item IL8 with mean score of 3.61 and standard deviation of .679 indicates that students are always encouraged by the school management to make use of library while item IL9 with mean score of 3.36 and .806 indicates students' frequent visit to library. The mean score of 3.22 with standard deviation of .862 for item IL10 shows that student go to the library to read more on the subjects taught in classroom, while item IL11 (mean score of 3.45 and standard deviation of .794) confirmed that students use library regularly. Additionally, item IL12 further revealed that the use of library help students to acquire knowledge about authors and books with mean score of 2.87 and standard deviation of .709 while item IL13 with mean of 3.51 and standard deviation of .761 established that library helps students to develop good reading skills. In the same vein, item IL14 with mean score of 3.47 and standard deviation of .757 concur that school library helps to develop good learning skills while item IL15 with mean score of 3.42 and standard deviation of .705 implies that school library helps students to develop information skills. Item IL16 shows that library helps students to do well in their studies.

Taken together, it can be said that all the 16 items in the table recorded the mean score ranging from 2.99 to 3.62 and all the items were found to be exceeding the cut-off point of 2.50 on Four

Point Likert Type scale. This shows that students agreed that library services have impact on their academic success.

Research Question 2: What are the factors affecting library services in secondary schools?

Table 5: Mean and standard deviation of factors affecting library services

S/N	Item	Mean	Standard Deviation	Remark
FL1	Inadequate relevant materials	2.60	.862	Agreed
FL2	Lack of facilities such as internet, desktop computer, printer etc.	3.48	.721	Agreed
FL3	Lack of chairs and sitting facilities	3.23	.836	Agreed
FL4	Inadequate library personnel	2.98	.759	Agreed

Table 5 indicates the mean score and standard deviation of students' expression on the factors affecting library services in secondary schools in Kwara State. The mean scores ranges from 2.60 to 3.4 while standard deviation ranges from .721 and .862. Precisely, item FL2 had the highest mean score of 3.48 with standard deviation of .721, indicating inadequate relevant materials in library while item FL1 had mean of 2.60 and standard deviation of .826, meaning that lack of facilities such as internet, desktop computer, printer and other gadget contribute to the factors affecting effective provision of library services in secondary schools. Furthermore, item FL3 had mean of 3.23 with standard deviation of .836, which implies that lack of chairs and sitting facilities is another factor affecting library services, while item FL4 had mean of 2.98 with standard deviation of .759, which shows that inadequate library personnel is another factor that hinder library services in secondary schools. In view of the foregoing, the mean scores of all the items were above the criterion or benchmark of 2.50 and for that reason, all the items were accepted as factors affecting library services in secondary schools in Kwara state.

Research Question 3: What are the measures that can be used to improve library services in secondary schools?

Table 6: Measures that can be used to improve library services

S/N	Item	Mean	Standard Deviation	Remark
ML1	Adequate availability of up-to-date books and other materials.	2.91	.739	Agreed
ML2	Adequate availability	3.10	.811	Agreed

	of tables and chairs.			
ML3	Adequate facilities such as internet, desktop computers, printer etc.	3.24	.821	Agreed
ML4	Adequate library personnel.	3.26	.784	Agreed

Table 6 above indicates measures that can be used to improve library services in secondary schools. Specifically, item ML1 had mean of 2.91 and standard deviation of .739, meaning that adequate availability of up-to-date books and other materials will improve library services in secondary schools. Similarly, item ML2 had mean of 3.10 and standard deviation of .811, indicating that adequate availability of tables and chairs is another measure that can improve library services while item ML3 with mean score of 3.24 and standard deviation of .821, implies that adequate facilities such as internet, desktop computers and printer in the library will improve library services in secondary schools. Also, ML4 had mean score of 3.26 and standard deviation of .784, showing that adequate library personnel is a measure that can be used to improve library services in secondary schools. Taken together, the foregoing mean scores of all the items exceeded the criterion benchmark mean of 2.50, therefore, the items were accepted as the measures that can be used to improve library services in secondary schools as expressed by students.

DISCUSSION OF FINDINGS

The discussion of findings in this section is based on research questions and objectives of the study.

The first research question was whether library services have impact on students' academic success in secondary schools? In line with the first research question, the first objective of the study was to investigate the impact of library services on students' academic success in secondary schools. Our findings revealed that availability of library services positively influenced students' academic success as expressed by the students. Specifically, availability of numerous library services provided by schools, which include allocation of library period for students, constant use of the library, availability of books and other educational materials for reference, and frequent library staff's response to students when they need assistance. The finding is in consonance with the study conducted by Agyekum and Filson (2012) and Benard and Dulle (2014) who found that frequent visit to school library enhanced students' reading skills, thereby contribute to their academic progress. This suggests that students' use of library serve as alternative information resources. This is probably because school library encompasses various information resources that meet their information needs. The work of Iwhiwhu and Okorodudu (2012) is in tandem with the current findings on impact of library services in secondary schools. Their study confirmed that school library is a centre of information resources that makes all kinds of knowledge and information readily available to its users. Our finding is also synonymous with the work of Spreadbury and Spiller (199) who concluded that constant use of library materials such as textbooks in various subjects as well as access to other materials like internet and computer positively contribute to students' academic performance. In the same vein, Scott and Plourde (2007) found that library services, when provided for students, tend to improve

their academic performance. Particularly, the assistance provided by library personnel had a strong with students' academic outcome. The finding is in line with the outcome of the findings of Smalley (2004) who concluded that school library is positively related with students' academic achievement in secondary schools.

The second research question of the study was what are the factors affecting library services in secondary schools? Also, the second research objective of the study was to know the factors affecting library services in secondary schools. Our findings show that inadequate relevant materials, lack of facilities such as internet, desktop computer and printer, lack of chairs and sitting facilities, and inadequate library personnel are factors affecting library services in secondary schools. The foregoing factors hampered effective provision of library services, which students need from time to time. This findings is similar to the earlier study conducted by Benard and Dulle (2014) who found that that secondary school students faced many challenges in using school library including shortage of current and up to date reading materials, limited reading hours, lack of sitting facilities, lack of informational professional/ librarian for processing materials and lack of internet facilities. They discovered that other library information resources, such as visuals and poetry, dictionaries, novels, maps and atlas, and audio were not accessible by students therefore those resources were not adequate to meet students information needs. The findings of the present study also coincide with the work of Adeyemi (2009) who reported that students were found not to have access to the use of various resources in the school libraries. Aruas's (2011) findings found that students were dissatisfied with the school library information resources and that most of the information resources provided in school do not satisfy student needs. This is due to unavailability of current reading materials. Salman, Mostert and Mugwisi (2014) found that lack of qualified library staff to run the library is another factor affecting effective library services in secondary schools. They concluded that there were very few or no staff to manage majority of libraries in Nigerian secondary schools. The findings is also consistent with the study of Ogbonna (2015) who found that some libraries were stocked with books that are not only out of date, but also unrelated to the information needs and interests of the students. Thus, a collection development has become more difficult with escalating books and publishing cost. As a result of under-funding, current journals, books, magazines, non-fictions and fictions that can support teaching and learning, were not there. The school libraries, these days, are seen as a store for old books and magazines, some of which are concealed with mosquitoes and dust that had met over time, with incompatible tables and chairs which are mixed well with the old shelve

The third research question of the study was what are the measures that can be used to improve library services in secondary schools? In line with the third research question, the third research objective was to suggest measures that can be used to improve library services in secondary schools. Findings revealed that measures that can be used to improve library services in secondary schools include provision of adequate availability of up-to-date books and other materials and adequate availability of tables and chairs. Furthermore, our findings suggest adequate facilities such as internet, desktop computers, printer etc. as well as adequate library personnel such as librarian and other library staff should be available in school library to provide comprehensive library services to students so as to stimulate them to make use of the library. The foregoing is in congruent with the study of Iwhiwhu and Okorodudu (2012) who found that

satisfaction is a function of three main sources; which include quality of the information resources, the information system and the services that make the information product available. Therefore, to ensure effective and comprehensive library services to students in secondary schools, provision of quality library materials must be adequately provided by the school so as to meet the information need of the students and the entire school staff as well. Agyekum and Filson (2012) noted that the availability of library materials help students to complement their assignments and class notes. It also assists them absolutely in preparing them for examination. Likewise, Zabel, Wolfe, Naylor and Drueke (2010) concluded that availability of library materials is meant for three reasons, they are: to research purpose, for leisure, and some use them for to prepare for examination.

In view of the above findings, this study has successfully provided answer to the three research questions as well achieve the three research objectives formulated for the study.

CONCLUSION AND RECOMMENDATIONS

Based on the findings of the study, it can be said that library services remains an important input in school setting, because the availability of the services is sacrosanct and vital for the implementation of school curriculum so that aims and objectives of secondary education can be achieved. Firstly, since findings revealed inadequate library materials and facilities in secondary schools as expressed by students, it behoves on government to put more priority on adequate availability of fund necessary for the procurement of up to date library materials (such as textbooks, newspapers, magazines, novels, etc) and facilities (such as tables, chairs, desktop computer, internet, printer, etc.). Secondly, study established that inadequate library personnel hampers effective library services in secondary schools, thus employment of adequate, qualified and trained library personnel such as librarian, secretary and other library staffs should be available for comprehensive dispensation of services to students from time to time. Thirdly, adequate period should be allocated for library so that students can have enough to make use of the library. Fourthly, the state Ministry of Education should provide strategies to regulate the modes of operation, procedures and principles of administrative and management practices in all secondary school libraries in Kwara State. Lastly, there is need for shared efforts to be made by individuals, Non-Governmental Organizations (NGOs) and other stakeholders in education to contribute to the development of libraries in secondary schools.

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