

IMPACT OF PROVISION AND USE OF SCHOOL LIBRARY RESOURCES AND SERVICES ON THE STUDY HABITS OF STUDENTS IN GOVERNMENT COLLEGE, AFIKPO, EBONYI STATE, NIGERIA

Dr. JULIET ONUOHA¹, CHUKWUEMEKA CHUKWUEKE² & OGBUJI UCHE DAVID³

¹University Library, Michael Okpara University of Agriculture, Umudike

²Department of Library and Information Science, Michael Okpara University of Agriculture, Umudike

³Akanu-Ibiam Federal Polytechnic, Ebonyi State

ABSTRACT

This paper focuses on the impact of provision and use of school library resources and services on the study habits of students in Government College, Afikpo, Ebonyi State Nigeria. It critically considered opinions of researchers over the time on the roles, influence, and effects of library resources and services provided and utilized in school libraries on the study and reading habits as well as the educational development of students in the secondary school level in Nigeria and beyond. Four (4) research questions were answered. The research design adopted was the descriptive survey design with a sample of fifty (50) respondents drawn from SS2 and SS3 of the institution. The purposive sampling technique was adopted in selecting the respondents. The instrument for data collection was limited to the questionnaire. Copies of the instrument were distributed to the students selected and all were retrieved on-the-spot for data analysis. Data generated were analyzed using frequency counts and mean scores. A criterion mean of 2.50 was adopted to ascertain the acceptance and rejection of item statements. The study found out the provision of different library resources and services in secondary school. These resources were lowly utilized by the students. The findings also revealed the possession of good study habits by the students. The study also found positive impacts of library resources and services on the study habits of the students. This is based on the fact that majority of the respondents believes they are motivated to study in the library and develop their study habits through the availability and their use of different resources and services in the library. The study, therefore, recommends the compulsory consideration and proper equipping of school libraries as a panacea for approval of secondary schools, among other recommendations.

KEYWORDS: Library, Resources-library, Services-Library, Habits & Schools-Secondary-Public

INTRODUCTION

The library, especially the school library of the 21st century is regarded as the hub of academic activities. Libraries, especially, school libraries bring together the teachers and the students/pupils with the teacher librarian or school librarian serving as an anchor. However, the information age has pushed the teacher-librarians on their toes. They are faced with the sole responsibility of coordinating the library users and the proper management of information resources and services for optimum use and benefit (Shabi & Adeagbo, 2015). Consequently, libraries at the secondary school level serve as reading rooms and information centers as well as meeting points for young people where ideas are shared and there are a constant flow and exchange of information. This information is embodied in library resources and services. The ideas

shared and constant flow of information may have a direct or indirect influence on the attitude of the students towards information bearing-materials (such as books, magazines, etc.). Through this, there could be a desire to either read/study more or to abandon the process of reading and studying. However, once the study habit of the student has been developed through the use of resources and services of the library, these students will naturally come to the libraries in search of books and other information resources. By using the libraries, they consolidate their study culture through the understanding of the new world that is found within the library building (Shabi & Adeagbo, 2015).

It has been widely observed that children and young adults are now finding it more natural to turn to a mobile phone/computer screen than a book when in need of information. This is a great challenge to analog libraries, their resources, and services. To this end, these libraries struggle to maintain relevance and to keep up with the digital revolution while fostering the love of literature among the library users at the early stage. It is expedient that as result of trying to meet the requirements of the 21st-century library user, the library is faced with different ways of designing their resources and services. Many have found creative answers, developing spaces that allow children to make discoveries, put electronic media to imaginative use, learn, perform, and relax – as well as read as the solution and what can ensure the satisfaction of this category of users.

Furthermore, within the immediate past decade, researches have shown with clarity the importance of developing library services such as lending services, reprographic services, information search, and retrieval services, photocopying services, reference and referral services, amongst other library services in the high school environment (Makotsi, 2005). Robin (as cited in Todd, 2012) confirms that any high school without an efficient and effective library is comparable to the generator without fuel. In view of the above, issues that have to do with educational standards cannot be properly addressed in isolation of the school library. Based on this assertion among numerous opinions, this research tends to investigate the impact of provision and use of school library resources and services on the study habit of students in Government College, Afikpo, Ebonyi State, Nigeria

RESEARCH OBJECTIVE

The purpose of this paper is to examine the impact of the provision and use of school library resources and services on the study habits of students in Government College, Afikpo, Ebonyi State, Nigeria. Furthermore, the following specific objectives formulated, guided the study. They include to:

- Find out the library resources and services provided in Government College, Afikpo;
- Ascertain the extent of use of the library resources and services by students of Government College, Afikpo;
- Find out the study habits of students in Government College, Afikpo; and
- Discover the impact of library resources and services on the reading habit of students

REVIEW OF LITERATURE

Nwezeh, as cited in Shabi and Adeagbo (2015) states that the library is a repertoire of knowledge acquired and communicated through the varieties of resources and services. Libraries serve as central points where information resources in various formats are brought together. Shabi and Udofia (2009) opine that the essence of establishing libraries at the primary and secondary school levels is to serve as a pivot for reading and the promotion of a viable reading and studying culture. According to Shabi and Adeagbo (2015), if good reading and study culture and library use patterns are

evolved, the young people will attain lifelong learning and maximize their potentials in life.

Oyewusi (2015), making reference to the International Federation of Library Association (IFLA) School Library Guidelines observes that a school library is a physical and digital learning space where reading, thinking, imagination, inquiry, research, and creativity are central to students' information-to-know journey and to their personal, social, and cultural growth. Further amplifying the definition, Nnadozie (2007) sees school libraries as libraries attached to primary and secondary schools. Shabi and Udofia (2009) assert that school libraries play crucial roles in the promotion of a viable study culture among students and pupils in a secondary and primary school in Nigeria. Further supporting this assertion, is the study by Shabi and Adeagbo (2015) which aimed at determining the dynamics of library use and reading habits among students in the senior secondary school in Ile-Ife, Osun State. The study adopted the descriptive survey method. The study surveyed 240 senior secondary school students in Ile-Ife, Osun State and revealed that levels of reading and library use were very low as it greatly affects the students' study habits. Based on the findings, Shabi and Adeagbo (2015) recommend those teacher librarians should be motivated to transform school libraries into alluring centers for exciting literacy activities.

School library resources and services are providers of necessary guides, knowledge, and information to all categories of learners in schools from the leisureliest learner in the nursery to the smartest student in the secondary school (Agbo, 2015). One way the library achieves this stand is through the adequate provision and effective utilization of library resources, both in print and non-print materials to supplements the teaching and learning (Agbo, 2015). Daniel (2004) is the opinion that the school library assumes and remains the powerhouse/engine room of educational/academic institutions and societies. However, the school library, with adequate resources and efficient services is necessary for the success of academic institutions. To Daniel (2004), any educational/academic institution without a functional library is likened to a vehicle without an engine and a body without a soul. Collaborating with the description of Daniel (2004), Smith (2001) opines that the school library remains the backbone for functional education without which, the achievement of academic excellence will not be possible. This saying by Smith (2001) is further revealed in the study conducted by Chukwueke, Onuoha, and Nnadozie (2018) which investigated the effect of library services on the educational development of secondary school students in Abia State. The study was conducted using Igbere Secondary School. It adopted the descriptive survey method with a sample of 99 students drawn from a student population of 248, representing 40% of the entire population. The study found out a low extent of library services provision, the low extent of use of library services and found the school libraries as the propellers of educational development in secondary schools through the numerous services made available for the users. In their recommendation, the researchers saw the need for the compulsory establishment of the school library with up-to-date information resources and relevant services in any secondary school seeking for approval.

Truly speaking, the library and the school are inseparable twins that one ceases to function well without the other. Sad enough, one can still find primary and secondary schools running without libraries in Nigeria and other developing countries. However, in most schools where school libraries exist, Uzuegbu and Ibiyemi (2013); Benson, Okorafor and Anyalebechi (2017) reveal 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), inadequate current and up-to-date information resources, non-proper organization of library resources, lack of ICT facilities, absence of use of library courses in the school curriculum and negative attitude of school principals. All these

may pose as challenges to the function of the school library as an avenue for independent reading, study, teaching, and learning. It is important to understand that the major aim of establishing school libraries is to assist the school in their teaching and learning purposes. According to Smith (2001), the school the library educates the pupils and students by providing tutorials and lecture materials to help verbal classroom teaching which is referred to as the silent function of providing materials for the pleasure of students. Also, the library complements the school by encouraging students/pupils' private reading and study. All these make the school library a pictogram for the truthful expression of man's accumulated knowledge and experiences.

The use of school library resources in the words of Nnadozie (2003), is a great determinant for the educational, emotional, and psychological advancement of young people. These school library resources provide information for the growth and development of the child and adult (Nnadozie, 2003). However, educational advancement cannot be visible without school library resources (Chukwueke, Onouah & Nnadozie, 2018). According to Makotsi (2005), the pupils and students in the primary and secondary schools need develop information needs to which can only be met through the provision and adequate utilization of information resources in the school library. These information needs encompasses the desires to maintain fluent reading skills, pass their test and examinations, take the first position in class, broaden horizons, and think independently and critically. However, creating more access to relevant information outside the ones in the Internet and social media, as well as promoting a study philosophy are requirements for consolidating literacy skills, educational development, widening education and learning opportunities, and helping people to solve the causes of poverty (Chukwueke, Onuoha & Nnadozie, 2018). This then makes school libraries so important as this is one of the avenues of making reading and studying enjoyable and also a lifelong learning process.

Arua and Chinaka (2011), making reference to the Federal Ministry of Education's minimum standard for school libraries observe that school libraries should acquire resources such as reference books, non-fiction including textbooks, supplementary orders (materials easy to read a book) and fiction (storybooks, novels, cartoons). Trying to establish the reality of the recommendation, Arua and Chinaka (2011) in their survey of staff and students' use of school library resources in secondary schools in Umuahia North L.G.A of Abia State, Nigeria found out that none of the seven (7) school libraries was worth being regarded as a school library. Their challenges range from poor accommodation, with the majority of the blocks broken-down, inadequate reading facilities such as carrels to out-dated library information resources. Dike (2004) is of the view that one thing that draws the users to the library is motivation. These users can be motivated by the school library through library exhibition and display, provision of easy guide to access and retrieval of library resources, organization of library seminars and competition, and giving awards to outstanding library users (Dike, 2004). Agbezree (2001) agrees to this by observing that library exhibition and display could be mounted by school libraries outside the library to draw the attention of the students the information resources provided and the services offered by the school library. In doing this, the students become aware and this awareness directly or indirectly motivates studying in the library by the students. Alegbeleye (2010) asserts that students' study habit can develop through increased book awareness and exposure to reading materials. Additionally, there is a need for these school libraries to provide media centers with ICT facilities as this will go a long way in encouraging the students, who are digital natives to visit the library and make use of the resources available in them (Agbezree, 2001). This could be made possible through the application of story hours and introducing the students to joys of pictorial books, the wealth of oral literature and simulation of a variety of information resources in the library (Nnadozie, 2003).

In the survey of Nestle Family Monitor(2003) with nine hundred and fourteen (914) 11-18 year-olds attending state and public schools across England and Wales, it was found four in five (representing 83%) of young people read books in their spare time, with 16% reading books every day. The report also shows that only one in ten (constituting 11%) agreed they never read books outside school hours. 40% agreed that books are important to them, while a third also agreed that they have better things to do than read books, while a quarter agreed that they would be disappointed if somebody gave them a book as a present. In summary, the survey conveyed that girls study more than boys, one in five boys (16%) said that they never read in their spare time compared with 7% of girls who agreed to that also. Two-thirds (65%) of young people reported that they find studying enjoyable, with 21% also claiming that it is very enjoyable.

Be that as it may, literature has shown that school library enriched secondary school teaching and learning processes and by leeway, promotes study and reading habit in children and adolescence. One most outstanding advantage of the school library is the ability to inculcate good study habit in the child at his/her formative age. Joseph (2003) believes that school library resources when adequately utilized can go a long way in building the future generation of intellectuals, which invariably brings about national, educational and sustainable development. However, with all the dwindling state of most school libraries, the issue of enhancement of study habit and culture could be questionable. Nevertheless, Todd (2012) in a study conducted in Ohio found out that a large number of students from the thirty-nine (39) schools that provided library service rated the library as most useful and quite useful in scoring a good grade, and doing well in their projects and assignments. This number represents 52.5% of the students. Earlier in their study, Todd and Kuhlthau (2005) in Ohio reported that students in grades 3 through 12 constituting 99.4% of agreed that school libraries, their resources, and services assist them to become better learners. Using a student and staff population of 13,123 and 879, respectively, Todd and Kuhlthau (2005) reported that an effective and efficient school library, manned by a qualified school librarian plays an important role in facilitating students' 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, their information resources, and services, beyond reasonable, doubt as great agents of improved learning, reading and studying habit of the child in the primary and secondary schools. Though the standard of most school libraries in Nigeria is still a mirage, literature holds that the importance of the school library cannot be undermined. To this end, it becomes important to critically examine the impact of provision and use of school library resources and services on the study habits of students in Government College, Afikpo, Ebonyi State, Nigeria.

METHODOLOGY

The study adopted the descriptive survey method was adopted for the study. A public secondary school with a functional library in Afikpo Local Government Area of Ebonyi State was selected for the study. The study population is four hundred and fifty-three (453) students comprising students from Junior Secondary One (JS 1) to Senior Secondary Three (SS 3). The purposive sampling technique was adopted to select fifty (50) students from SS 2 and SS 3 because of their experiences and ability to understand the questions raised. The instruments used for data collection were an observation checklist and a questionnaire. The observation checklist was used to ascertain the library resources and services provided in the school library being investigated. The questionnaire was titled "Impact of Provision and Use School Library Resources and Services on the Study Habits of Students in Public Secondary Schools Questionnaire (IPUSLRSSHSPSSQ)" and consisted of two (2) sections (Sections 1 and 2). Section 1 elicited responses on socio-demographic characteristics of respondents, Section 2 elicited responses on core variable questions. The instruments were

validated by a school library expert at the Michael Okpara University of Agriculture, Umudike. The researcher personally distributed the instrument with the assistance of two (2) volunteered research assistants drawn from each of the classes. A total of fifty (50) copies of the questionnaire were distributed and all were retrieved and used for data analysis. This gave a response rate of 100%. Data generated were analyzed using frequency counts and mean scores. A criterion mean of 2.50 was chosen to ascertain the level of acceptance and rejection. This implied that items with a mean value of 2.50 and above were interpreted as “accepted” while items with a mean value below 2.50 were interpreted as “rejected. Results were presented in frequency tables.

RESULTS AND DISCUSSION OF FINDINGS

Data generated were analyzed using descriptive statistics of mean scores and frequency counts and further presented in tables.

Table 1: Resources Provided in Government College Afikpo,

S/N	Items	Provided	Not Provided
1	Textbooks	√	-
2	Pictures/Charts	√	-
3	Maps & Atlases	√	-
4.	Graphs	√	-
5.	Transparencies	-	√
6.	Video tape recordings	-	√
7.	Television	-	√
8.	Dictionaries	√	-
9.	Encyclopaedia	√	-
10.	Globes	√	-
11.	Newspapers	-	√
12.	Magazines	-	√
13.	Display white boards	-	√
14.	Computer	√	-
15.	Reading halls	√	-
16	Photocopying services	-	√
17.	Computer practicals	√	-
18	Extra-moral classes	√	-
19	Use of library lessons	-	√

Key: √ = Provided
 - = Not Provided

The table above shows the resources and services provided in Government College, Afikpo. The result indicates that out of nineteen school library resources and services being investigated, eleven (11) resources and services are provided. These resources include textbooks, picture/charts, maps & atlases, graphs, dictionaries, encyclopedia, globes, computer, reading halls, computer practicals, and extra-moral classes. Consequently, eight (8) resources and services are not provided. The resources and services reported not provided in the library include transparencies, videotape recordings, television, newspapers, magazines, display whiteboards, photocopying services, and use of library lessons. These reports as contained in the Table above shows that the school there is a lack of vital and important library resources and services in the school. With this situation, the library could be said to be under-utilized because provision determines utilization. This finding is not far from the recommendation of Federal Ministry of Education (as cited in Arua and Chinaka, 2011) which revealed resources expected to be housed in a school library. This study to a little extent may differ from the report of the survey conducted by Arua and Chinaka (2011) which reported low availability and provision of library resources in

the number of secondary schools investigated. This disagreement in result may be as a result of the study of Arua and Chinaka (2011) focusing in Ohafia, Abia State, while this present study focused on Ebonyi State (difference in geographical scope). To this end, it may be deduced that school libraries in Ebonyi State are of more standard in terms of provision of school library resources and services compared to their counterparts in Abia State.

Table 2: Mean Ratings of Extent of Use of Library Resources and Services in Government College, Afikpo

S/N	Items	VHE	HE	LE	VLE	Mean	Remark
20	Textbooks	20	18	8	4	3.08	Accept
21	Pictures/Charts	6	14	15	15	2.22	Reject
22	Maps & Atlases	9	14	14	13	2.38	Reject
23	Graphs	9	17	13	11	2.48	Reject
24	Transparencies	9	14	10	17	2.30	Reject
25	Video tape recordings	0	4	6	40	1.28	Reject
26	Television	18	18	7	6	2.92	Accept
27	Dictionaries	13	15	10	12	2.58	Accept
28	Encyclopaedia	9	13	22	6	2.50	Accept
29	Globes	5	7	12	26	1.82	Reject
30	Newspapers	5	11	10	24	1.94	Reject
31	Magazines	31	9	5	5	3.32	Accept
32	Display white boards	21	13	10	6	2.98	Accept
33	Computer	28	15	6	0	3.38	Accept
34	Reading halls	21	14	10	5	3.02	Accept
35	Photocopying services	9	10	10	21	2.14	Reject
36	Computer practicals	5	15	15	15	2.20	Reject
37	Extra-moral classes	30	8	5	7	3.22	Accept
38	Use of library lessons	6	14	14	16	2.20	Reject

Key: VHE (Very High Extent), HE (High Extent), LE (Low Extent), VLE (Very Low Extent)

The Table above presents data generated on the extent of provision of resources and services in Government College, Afikpo. Data analyzed presents a high extent of some resources and services and a low extent of some other resources and services. The resources accepted as being provided to a high extent, include textbooks (3.08), television (2.92), dictionaries (2.58), encyclopedia (2.50), magazines (3.32), display white boards (2.98), computer (3.38), reading halls (3.02), and extra-moral classes (3.22). Furthermore, the result shows a low extent provision of pictures/chart (2.22), maps & Atlases (2.38), graphs (2.48), transparencies (2.30), videotape recordings (1.28), newspapers (1.94), photocopying services (2.14), computer practicals (2.20), and use of library lessons (2.20). The overall result presents a low extent of provision of library resources and services in Government College Afikpo. This result supplements the work of Shabi and Adeagbo (2015) which indicated that the level of library use of the secondary school students investigated, were very low. This low use may be as a result of irrelevant resources and services provided by the library or the attitude of the librarians or the people in-charge of the library on the students. This low extent may also be as a result of the absence of adequate knowledge on existing resources and services of the library and its impact on the reading/studying habits of the students.

Table 3: Mean Ratings of Study Habits of Students of Government College, Afikpo

S/N	Items	SA	A	D	SD	Mean	Remark
39	I start studying when the test is around the corner	4	14	8	24	1.56	Reject
40	I only study when the exam is about to start	4	5	9	32	1.62	Reject
41	I only study when we are writing exam	3	1	13	33	1.48	Reject
42	I use my leisure time to study	19	14	8	9	2.86	Accept
43	I only read when I visit the library	4	5	15	26	1.74	Reject
44	I study only at home	3	2	12	33	1.50	Reject

45	I study when I have assignments to do	1	9	16	24	1.74	Reject
46	I study when I'm persuaded to read	2	8	11	29	1.66	Reject
47	I study when with my friends	8	12	9	21	2.14	Reject
48	I study to build my vocabulary	33	12	3	2	3.52	Accept
49	I study constantly on my own	25	15	5	5	3.20	Accept
50	I study only when I buy new books	5	3	13	29	1.68	Reject
51	I study just to please people around me	1	2	5	42	1.24	Reject
52	I do not study for any reason	6	4	3	37	1.58	Reject

Key: SA (Strongly Agreed), A (Agreed), D (Disagreed), SD(Strongly Disagreed)

Table 3 presents data generated on the studying habits of the students of Government College, Afikpo. The result shows that the students exhibit different studying. However, few studying habits out of the numerous studying habits being investigated. The studying habits accepted by the students with their mean scores, include using their leisure time to study (2.86), studying to build their vocabulary (3.52), and constantly studying on their own (3.20). Consequently, the students rejected the exhibition of the following studying habits;studying when test is around the corner (1.56), studying when exam is about to start (1.62), studying when they are writing exam (1.48), study when they visit the library (1.74), studying only at home (1.50), studying when they have assignments to do (1.74), studying when they are persuaded to study (1.66), studying with their friends (2.14), studying when they buy new books (1.68), studying just to please people around them (1.24), and that they do not read for any reason (1.58). The overall result shows that students' studying habits are perfect. This is as a result of the rejection of most bad studying habits as could be seen from the mean scores of each item statement. This result disagrees with the earlier study of Chukwueke, Onuoha, Nnadozie (2018) which revealed poor studying habits of the secondary school students being investigated. From the result of this study, the respondents strongly agree to the fact that they study constantly on their own even using their leisure time to study. Consequently, the majority of the students believes they study to build on their vocabulary. This is to say that the students of Government College, Afikpo unlike other students, do not give themselves to bad studying habits.

Table 4: Mean Ratings of Impacts of Library Resources and Services on the Studying Habit of Student

S/N	Items	SA	A	D	SD	Mean	Remark
53	I find it interesting reading novels in the library	28	10	9	3	3.26	Accept
54	The library's reading room attracts me to study in the library	20	14	8	8	2.92	Accept
55	Library's exhibition and display services improve my studying habit	17	16	13	4	2.92	Accept
56	Current awareness services of the library draw me to study in the library	13	12	16	8	2.56	Accept
57	The library acquires materials that enhance studying	17	21	8	4	3.02	Accept
58	The resources of the library discourage me from studying	3	6	13	28	1.68	Reject
59	Because the library is open to everyone, I always go there to study.	20	15	9	6	2.98	Accept
60	The assistance of the librarian helps me in studying and understanding	16	13	12	9	2.72	Accept
61	Looking at people use the resources of the library, I am motivated to study in the library.	22	12	10	7	3.02	Accept
62	The library week program of the library encourages me to study.	9	7	9	25	2.00	Reject

Key: SA (Strongly Agreed), A (Agreed), D (Disagreed), SD (Strongly Disagreed)

The Table above presents data generated on the impacts of library resources and services on the studying habit of the students in Government College, Afikpo. The result shows that the students accepted that the library resources and services have much influence on their studying habits. This is evident from the item statements accepted which include: finding it interesting reading novels in the library (3.26), library's reading room attracts them to study in the library (2.92), library's exhibition and display services improve their studying habit (2.92), current awareness services of the library

draws them to study in the library (2.56), the library acquires materials that enhance their studying (3.02), the library's openness to everyone, makes them study in the library (2.98), the assistance of the librarian helps them in studying and understanding (2.72), and looking at people use the resources of the library motivates the students to study in the library (3.02). Furthermore, the students rejected that the resources of the library discourage them from studying (1.68), and that the library week program of the library encourages them to read (2.00). These responses prove that the library resources positively influence the studying habit of the students in Government College, Afikpo. This result agrees with the findings of Arua and Chinaka (2011), Todd (2012), Chukwueke, Onuoha and Nnadozie (2018), among other empirical researchers and opinion papers that revealed the positive influences, impact and effects of library resources and services on secondary school students' reading and studying habits as well as educational development.

CONCLUSIONS AND RECOMMENDATIONS

The study has shown the provision of different school library resources and services in Government College, Afikpo. It was also reported that the students make use of the resources and services of the school library to a very low extent. On the study habits of the students, the result shows that the students manifest positive study habits. It was also reported that the library resources and services of the school library positively influences the studying habit of the students. The findings of this study were compared with the findings of other researchers. It agreed with some of the findings and disagreed with some other findings. The reason for the disagreement could be as a result of the time the studies were conducted, the geographical location, and the category of respondents.

In conclusion, this study was conducted to ascertain the impact of school library resources on the study habit of students of Government College, Afikpo. It answered four research questions and concludes through its findings that for improved study habits, school libraries, resources, and services are vital. In recommendation, the study recommends massive restructuring of secondary schools in Nigeria to incorporate the establishment of school libraries as a panacea for approval of secondary schools, both public and private. Also, it should not stop at the establishment of school libraries, efforts should be made to properly equip these libraries with relevant resources and services. The researchers wish to also recommend the inclusion of the use of the library as a lesson in the secondary school curriculum. This would enable the students to uncover, the importance of the library, the resources, and services available in them and how to make judicious use of the library resources and services. Management of school libraries should ensure the recruitment of qualified school librarians and the school librarians should rise up to the challenge facing them in the areas of assisting the pupils and students develop good and positive reading and studying habitat their formation age. This has a great effect on the academic performance and educational development of the students in the future when he/she leaves the primary and secondary schools for institutions of higher learning.

REFERENCES

1. Agbezree, L. (2001). Library facilities and their use in Ghanaian secondary school: Case study of St. Peters. (Unpublished MA dissertation) University of Ghana: Legon, Ghana.
2. Agbo, A.D. (2015). School libraries and development of library skills in Nigerian secondary education system. *Research Journal of Library Science*, 3(2), 1-4
3. Alegbeleye, M.O. (2010). Understanding reading problems in secondary schools: Some observations and research findings. Paper presented at 25th Annual Conference of Nigerian School Library Association, held at Simeon Adebo Library, Ogun State, Nigeria, from 25-28 October.
4. Anyaegbu, M.I., Aghauche, E.E. & Nnamdi, E. (2016). Poor reading habit and the academic performance of junior secondary school students in Enugu. *Education Research Journal*, 6(8), 112-121.
5. Arua, U & Chinaka G, I., (2011). Use of library resources by staff and students of secondary schools in Umuahia North Local Government Area of Abia State. *Library Philosophy and Practice*. Retrieved from <http://digitalcommons.unl.edu/cgi/viewcontent.cgi?article=1821&context=libphilprac>.
6. Benson, V.O., Okrafor, K. & Anyalebechi, L.I. (2017). An assessment of the Nigerian school library in contemporary era. In: N.N. Achebe & A.J.C. Mole (Eds.), *Global best practices in library and information services in contemporary*. Enugu, Praise House Publishers.
7. Chukwueke, C., Onuoha, J. & Nnadozie, C. O. (2018). Effect of library services on educational development of secondary school students in Abia State: A study of Igbere Secondary School, Igbere. *Library Philosophy and Practice (e journal)*. Paper Number 1847. Available at <http://www.digitalcommons.unl.edu/libphilprac/1847>.
8. Daniel, C.I. (2004). Efforts/activities at schools' level by principals, headmasters, PTA to support provision of library services in school: The case of Abuja Federal Capital Territory. *Nigerian School Library Journal*, 5(1), 34-56.
9. Hay, L. (2005). Student learning through Australian School Libraries part 1: A statistical analysis of student perceptions. *Synergy*, 3 (2), 17-30. www.slav.schools.net.au/synergy/vol3num2/hay.pdf
10. Joseph, K. (2003). *What to know about Library*. Ibadan: Kay Jay Publishers.
11. Mokotsi, R. (2005). *Sharing resources- how library networks can help reach education Goals*. East African Book Development Association. A research paper looking at libraries in the developing world. Commission by Book Aid International
12. Nestlé Family Monitor (2003). *Young people's attitudes towards reading*. Croydon: Nestlé.
13. Nnadozie, C.O. (2003). Empowering school libraries for the challenges of the Universal Basic Education (UBE) programme: A treatise. *Journal of Nigerian Languages and Culture*, 5(1), 68-73.
14. Nnadozie, C.O. (2007). *Foundations of library practice*. Owerri: Springfield Publishers.
15. Oyewusi, F. (2015). Changing the school library learning spaces in Nigeria: Myth or reality. *Nigerian School Library Journal*, 14, 1-6.

16. Shabi, I. & Udofia, E. (2009). Roles of the school library in promoting reading culture in Nigeria. *International Journal of Research in Education*, 16(1&2), 259-269.
17. Shabi, I.N. & Adeagbo, O.O. (2015). Dynamics of library use and reading habits among senior secondary school students in Ile-Ife, Osun State, Nigeria, *Nigerian School Library Journal*, 14, 7-14.
18. Smith, D. (2001). Massachusetts reaches out and spreads the word about library media centres. *Book Report*, 19(14), 10-11.
19. Todd, R. J. (2012). School libraries and the development of intellectual agency: Evidence from New Jersey. *American Association of School Librarians*, 15, 1-29. <http://www.ala.org/aasl/slr/volume15/todd>
20. Todd, R. J., & Kuhlthau, C.C. (2005). Student learning through Ohio School Libraries, part 1: How effective school libraries help students. *School Libraries Worldwide* 11 (1), 63–88.
21. Uzuegbu, C. P. & Ibiyemi, O. T. (2013). Item community high school library: a reflection of school libraries in Nigeria. *Library Philosophy and Practice (e-journal)*. Paper 1057. <http://digitalcommons.unl.edu/libphilprac/1057>

