

Availability and Utilization of School Library Facilities as Predictors of Academic Performance among Secondary School Students in Edo North Senatorial District, Nigeria

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Abstract

The study investigated the availability and utilization of school library facilities as predictors of academic performance among secondary school students in Edo North Senatorial District, Nigeria. The study was guided by three research questions and one null hypothesis. The correlational research design was adopted for the study. The population comprised 26,371 students who registered for the 2022/2023 West African Senior School Certificate Examination (WASSCE) in public secondary schools in Edo North Senatorial District. Using the Taro Yamane sample-size determination formula, a sample of 394 students was selected through a multistage sampling procedure involving proportionate and simple random sampling techniques. Data were collected using the Availability and Utilization of Library Facilities Checklist (AUTILFAC) and Students' Academic Performance Inventory (SAPI). Students' academic performance was measured using their verified 2022/2023 WASSCE results in English Language and Mathematics. The data were analysed using percentages and Multiple Linear Regression Analysis (MLRA) at the 0.05 level of significance. The findings showed that the availability of library facilities in English Language and Mathematics was low, while the utilization of the available library facilities was high. The regression analysis further showed that availability and utilization of library facilities made a statistically significant contribution to the prediction of students' academic performance in English Language and Mathematics at the 0.05 level of significance. Based on the findings, it was recommended, among others, that government and relevant education authorities should conduct periodic assessments of library facility needs and prioritize the provision, replacement and upgrading of relevant facilities in public secondary schools, particularly those supporting teaching and learning in English Language and Mathematics.

Keywords: Availability, Utilization, Library Facilities, Students, Academic Performance.

1. Introduction

Secondary education occupies an important position in the educational system because it provides learners with knowledge, skills, attitudes and competencies needed for further education, work and responsible participation in society (Ofeimu and Asemhe, 2022). The Federal Republic of Nigeria (2014) stated that secondary education is designed to

prepare individuals for useful living within the society and for higher education. The achievement of these purposes depends on several factors within the school environment, including the competence of teachers, curriculum implementation, instructional materials and the availability of appropriate educational resources. Among the resources provided to support

teaching and learning is the school library which serves as an important source of information and supplementary learning materials for students.

The school library is an integral part of the educational programme of a school. Agbo (2015) stated that the school library plays an important role in the development of library skills among secondary school students. Oguntimehin and Adeyemi (2004) described the school library as a learning laboratory containing books, magazines, newspapers, filmstrips, tapes, slides, recordings, transparencies, art paintings and other materials that support teaching and learning. Ifidon (1996) is of the view that the school library supports the school programme by providing and preserving instructional and information materials needed by teachers and students. In the same vein, Christopher and Oseghale (2011) affirmed that library facilities are valuable in meeting the academic and research needs of learners. The school library can therefore be regarded as a component of the school environment established to provide organized information resources that complement classroom instruction and facilitate students' academic activities.

Library resources constitute an important aspect of the school library. They include materials that contain information which students and teachers can consult for academic purposes. Such resources may include textbooks, dictionaries, encyclopaedias, newspapers, journals, magazines, reference materials and relevant electronic information resources. Okpa-Iroha (1985) stated that a library consists of a collection of materials systematically organized for the use of individuals who require information. Ifidon (1996) further affirmed that library resources are organized to support the educational activities of the institution in which the library operates. From this perspective, the availability of library

resources involves the presence of relevant and functional information materials that students can access for reading, study, assignments and other academic activities. The concept of library facilities should, however, be distinguished from instructional materials generally used in classroom teaching. Library resources are primarily information materials organized and made accessible through the library, while library facilities and equipment provide the physical and technological conditions required for their effective use. Library facilities may include appropriate reading spaces, shelves, tables, chairs, computers and other equipment that support the organization and use of library resources. Dictionaries, textbooks and newspapers may therefore be classified as library information resources, while computers and internet facilities may be considered ICT facilities supporting access to information. Mathematical sets, cardboard papers and graphs, on the other hand, are more appropriately regarded as instructional materials because they are primarily used to facilitate classroom instruction rather than forming conventional library resources. This distinction is important in examining the availability and utilization of school library facilities in relation to students' academic performance.

Availability of library resources and facilities is concerned with the extent to which the resources and supporting facilities required for students' academic activities are provided in schools. Uzuegbu, Mbadiwe and Anulobi (2013) stated that availability relates to the extent to which facilities are provided and accessible for use. In the school library, availability therefore goes beyond the mere physical presence of materials and facilities to include their accessibility and functional condition. A school may possess library resources, but such resources may not adequately serve students if they are

insufficient, outdated, inaccessible or not maintained in a usable condition. On the other hand, utilization of library resources and facilities refers to the extent to which students make use of the resources and facilities provided in the school library for academic purposes. Asogwa, Onu and Egbo (2013) stated that utilization concerns the use made of available resources in the teaching and learning process. In relation to the school library, utilization involves students' access to and use of available books, reference materials, newspapers, computers, internet facilities, reading spaces and other appropriate resources for reading, assignments, research and independent study. A school library that contains relevant resources requires effective use by students if the resources are to contribute meaningfully to the educational programme. The utilization of library resources is therefore an important consideration in assessing the contribution of the school library to students' learning as well as their academic performance.

Academic performance is another important consideration in secondary education as it refers to the level of achievement demonstrated by students after participating in a learning programme and being assessed through appropriate academic activities or examinations. Babatunde (2015) stated that academic performance represents the demonstration of knowledge acquired by a learner after undergoing an educational programme. Kobal and Musek (2011) noted that academic performance may be represented through objective numerical scores obtained from academic assessments. Students' academic performance in secondary schools is influenced by several factors, including teacher-related, learner-related and school-environment factors. The school library constitutes part of the school environment and provides resources that can complement classroom instruction

and support students in their academic activities.

Flowing from the above, it is believed that the effective provision and use of school library resources is particularly relevant to public secondary schools where a large number of students depend on school-provided educational resources. The availability of relevant textbooks, dictionaries, newspapers, reference materials and appropriate library equipment provides students with opportunities to obtain information beyond the immediate classroom interaction. Adejimoh, Ilo and Okike (2021) affirmed that the provision and use of library facilities and information resources form part of the conditions necessary for supporting the educational activities of secondary school students. Ezeala (2022) stated that the effectiveness of school libraries is associated with the provision of relevant resources, appropriate facilities and conditions that encourage students to use the library. Lawal-Solarin (2016) similarly noted the need for adequate and current library facilities in schools.

The issue of library resources is also relevant to the educational situation in Edo State. Public secondary schools in Edo North Senatorial District serve students who require access to appropriate learning resources for the development of knowledge and skills in different subject areas. English Language and Mathematics occupy important positions in secondary education because of their relevance to students' communication, numeracy and progression to further education. Students require access to appropriate information resources to complement classroom teaching and strengthen their learning activities in these and other subjects. The school library, where adequately provided and effectively utilized, provides an avenue through which such resources can be accessed. However, the concern of the present study therefore centres on the

availability and utilization of school library facilities and their relationship with students' academic performance in public secondary schools in Edo North Senatorial District, Nigeria.

Statement of the Problem

It appears that the availability and utilization of library facilities in secondary schools in Edo North Senatorial District require attention, particularly in the light of concerns about the declining academic performance of students in external examinations such as the West African Senior School Certificate Examination (WASSCE). The persistent concern over students' performance in WASSCE has generated questions about the adequacy of the learning resources available to support effective teaching and learning. Balogun (1982) submitted that no effective education programme can exist without adequate and functional facilities, including library facilities, to support teaching and learning. Similarly, Asemhe (2021) noted concerns about students' academic performance in external examinations such as the National Examination Council (NECO) and WASSCE in relation to the availability of educational resources.

Kurfi (2018) also expressed concern over the recurring poor performance of Nigerian secondary school students in WASSCE, describing the situation as a matter of concern to students and parents. The persistent concern about students' performance may be associated with several factors, including the quality of teaching, availability of instructional resources, learning conditions and access to functional library facilities. In this regard, the availability and utilization of library facilities such as textbooks, reference books, dictionaries, library furniture, computers, newspapers and internet facilities become important issues for examination, particularly where students are expected to develop the

knowledge and skills required for success in English Language and Mathematics. It is against this background, and in view of concerns about students' dwindling performance in WASSCE, that this study investigated the availability and utilization of library facilities as predictors of academic performance among secondary school students in Edo North Senatorial District.

Purpose of the Study

This study investigated the availability and utilization of school library facilities as predictors of academic performance among secondary school students in Edo North Senatorial District, Nigeria. Specifically, the study sought to;

- a. investigate the level of availability of library facilities in English and Mathematics in secondary schools in Edo North Senatorial District, Nigeria;
- b. investigate the level of utilization of library facilities in English and Mathematics in secondary schools in Edo North Senatorial District, Nigeria;
- c. ascertain if availability and utilization of library facilities predict students' academic performance in English and Mathematics in secondary schools in Edo North Senatorial District, Nigeria;

Research Questions

The following research questions guided this study

1. What is the level of availability of library facilities in English and Mathematics in secondary schools in Edo North Senatorial District, Nigeria?
2. What is the level of utilization of library facilities in English and Mathematics in secondary schools in Edo North Senatorial District, Nigeria?
3. Do availability and utilization of library facilities predict students' academic performance in English and Mathematics in secondary

schools in Edo North Senatorial District, Nigeria?

Hypotheses

The following hypotheses were tested in the study at 0.05 level of significance.

- i. Availability and utilization of library facilities do not predict students' academic performance in English and Mathematics in secondary schools in Edo North Senatorial District, Nigeria.

Theoretical Framework

This study was anchored on Jean Piaget (1936) theory of constructivism. The theory focuses on how learners interact with their environment to develop complex reasoning and knowledge. Piaget postulated that as children interact with their environment and new objects, they learn and develop ideas. According to Piaget, knowledge is the interaction between the individual and the environment. He further asserts that experimenting and manipulation of physical objects is the main way by which children learn. To Piaget, children's cognitive behaviour is intrinsically motivated rather than extrinsically motivated. Even if it is a fact that social interactions and other reinforcements influence how a child thinks, Piaget maintains that children learn and think naturally because they are designed and have been evolved to do so. He came up with the Stages of Cognitive Development because he believed that intellectual development is influenced by both maturation and experience. Piaget's theory of constructivism impacts learning curriculum because teachers have to make a curriculum plan which enhances their students' logical and conceptual growth. Piaget's theory of constructivism argues that people produce knowledge and form meaning based upon their experiences. Two of the key components which create the construction of an individual's new knowledge are accommodation and

assimilation. Assimilating causes an individual to incorporate new experiences into the old experiences. This causes the individual to develop new outlooks, rethink what were once misunderstood and evaluate what is important, ultimately altering their perceptions. Accommodation, on the other hand, is reframing the world and new experiences into the mental capacity already present. Piaget's theory of constructivism was adopted in this study because the theory holds that learners interact with their environment to develop complex reasoning and knowledge. And as the learners interact with objects in their learning environment such as library facilities, audiovisuals, writing boards, chairs and desks through experiment and manipulation, the learners become intrinsically motivated which tend to positively influence their learning and the development of new skills. This could also positively results in improved academic performance.

Concept of Library Facilities: Agbo (2015) defined the school library as a library attached to pre-tertiary institutions, including nursery, primary and secondary schools, with the purpose of contributing to pupils' and students' intellectual development. It serves as a learning laboratory containing books, magazines, newspapers, filmstrips, tapes, slides, recordings, transparencies, paintings and other teaching and learning materials (Oguntimehin & Adeyemi, 2004). Library facilities are resources acquired to support effective library services. Okpa-Iroha (1985) described the school library as a collection of diverse materials housed within a school, centrally organized by staff to provide services that support students and teachers, while Ifidon (1996) noted that it supports educational programmes by storing instructional materials for teaching and learning. Waite (1989, cited in Osuji, 2016) described the

school library as a centrally organized collection of books and other teaching and learning resources, including periodicals, films, slides and tapes. These resources may include material resources such as books, journals, CD-ROMs, microfilms, microfiches and dissertation abstracts, as well as human resources such as librarians and supporting staff (Vanguard, 2004; Library Land Index Project, 2006). The school library therefore serves as a resource centre, service point, self-development centre and hub for individual study (Edeghere, 2001). It enables students to move beyond dependence on textbooks by locating and extracting information from primary and secondary sources (Gibbs, 1990, cited in Osuji, 2016).

Concept of Academic Performance:

Academic performance refers to how well students meet the standards established by government, educational institutions, the labour market and the institution itself. It is demonstrated through the knowledge and skills acquired after undergoing an educational programme and may be assessed through teacher-made tests or external examinations, either in written or practical forms. The resulting achievement indicates the extent to which a student has attained the expected learning outcomes, while poor performance may be regarded as academic failure (Babatunde, 2015). Kobal and Musek (2011) conceptualized academic performance from objective and subjective perspectives. Objectively, it refers to students' knowledge and adaptation to academic work as expressed in numerical scores, while subjectively, it encompasses students' attitudes towards their achievement and themselves, as well as the perceptions of parents, teachers and lecturers regarding their academic success. The objective perspective is more measurable because it uses numerical scores to indicate students' adaptation to schoolwork and the educational system (Kobal & Musek, 2011).

Availability and Utilization of Library Facilities and Students Academic Performance

School libraries in the educational institutions such as pre-primary, primary and secondary schools are important to the life-wire and foundational up-bringing of children. This is because they primarily stock materials that are of interest and developmental growth for young, teenagers and youths of the era (Rasaq, 2000; Edeghere, 2001). However such collections of materials, to an extent make provisions for teachers, whereas the services are mainly aimed at students in the schools. School libraries are known as learning laboratory for the school and they provide the total learning package required by the students and their teachers. 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. 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).

Availability of library resources creates an enabling environment for the utilization of library resources. It is assumed that if information is available to the teachers and students in school libraries, it could make education more effective. The main goal of the school library is for users to gain access to its wealth of information resources. Information sources are efficient if they provide relevant, useful and accurate information that can help users solve their problems. As such, availability of library facilities refers to the presence of library facilities which students can lay hands on. This means that its adequacy in quantity

and quality to promotes students learning activities. The availability of library facilities encourages accessibility and use. Inability to access information resources in the library can result in time wasting and frustration. Such time wasting and frustration, have the potential of discouraging, rather than encouraging library use. Library resources are of no much value to the users until they are utilized.

Correlation among the library facilities and knowledge sharing is even more crucial and important for the librarians know the strength and weakness of their resources. In other words, this implies that if facilities such as current printed materials, printers, internet/email, multimedia projectors, CDROMs, air conditioners/fans are adequately available in the library it will eventually create a conducive working environment for the staff and enhance their job performance. Libraries generally capture, preserve and disseminate information resources of scholarly interest. Majority of academic libraries are being empowered and enriched today by these facilities. These resources not only add value to library services, but serve as a motivational instrument to perform their duty effectively.

A library with well-organized facilities encourages the users to locate and borrow physically available resources. This also helps users to browse and search catalogues, access databases, perform real-time interactions in the social space. Therefore, the library facilities are invaluable in meeting the best academic and research needs (Olatunji and Olubukola, 2016). Olatunji and Olubukola (2016) stressed that the availability of library facilities and accessibility of relevant information resources is to encourage users' satisfaction while staff in the library is always aspiring to provide access to high-quality resources that will enrich and empower the users'

academically. Therefore, it is essential for librarians to be motivated in order to inculcate the syndrome of knowledge sharing and joyfully share it with colleagues. According to Osuji (2016), the school library offers learning services, books and resources that enable all members of the school community to become critical thinkers and effective users of information in all formats and media.

Owata and Iroha (2013) carried out a study on the availability and utilization of school library resources in selected secondary schools in Rivers State. The study revealed that school library services were either lacking or not in place in most of the secondary schools studied. None of the schools met the prescribed standard for established school libraries at the secondary school level. The study further revealed that where spaces were provided for libraries, the materials available were scanty and poorly organized for effective library and information service delivery. The study is relevant to the present study because it examined availability and utilization of school library resources at the secondary school level. However, the study was conducted in Rivers State, thereby leaving a geographical gap concerning public secondary schools in Edo North Senatorial District.

Adejimoh, Ilo and Okike (2021) carried out a study on the availability and utilization of library facilities and information resources in University of Agriculture Makurdi Demonstration Secondary School. The study found that the level of availability of library facilities and information resources was high, while the extent of students' utilization of the facilities and resources was very low. The study also identified problems associated with the utilization of library facilities and information resources. The study relates closely to the present study because it examined both availability and utilization among secondary school students.

However, the study was restricted to a demonstration secondary school in Makurdi and did not cover public secondary schools across a senatorial district. Thus, there is a geographical and population gap which the present study seeks to address in Edo North Senatorial District.

Ezeala (2022) investigated the availability and utilization of library resources in selected secondary schools in Jos South Metropolis, Plateau State. The study found that textbooks and a few reference materials were available and utilized mainly by staff and very few students. Modern school library resources such as audio-visual materials and periodicals were not available due to inadequate resources, poor funding and inadequate provision for school library resources. The study is related to the present study because it considered availability and utilization of library resources in secondary schools. However, its focus was on selected schools in Jos South Metropolis, Plateau State and its emphasis was on library resources generally. Limited attention was given to the predictive relationship between availability and utilization of school library facilities and students' academic performance. This creates both a geographical and conceptual gap for the present study.

Lawal-Solarin (2016) examined private school libraries in Ado-Odo Local Government Area of Ogun State, South-West Nigeria. The study found that the libraries lacked up-to-date facilities. Four out of the ten private schools visited had no library, while the six schools with libraries had only one librarian each. The study demonstrates the importance of examining the provision of school library facilities in relation to the conditions under which students access library resources. However, the study focused on private schools and was conducted in Ogun State. The population and educational setting

therefore differ from the public secondary school population in Edo North Senatorial District considered in the present study.

McAlbert, Ugwunna, Ikechukwu Nwaonu and Ogu (2015) investigated the availability of school libraries and their standards in selected secondary schools in Owerri West Local Government Area of Imo State. The study revealed that the schools studied had libraries that were centrally located and that the books and condition of the libraries were good. The study provides evidence on the physical provision and condition of school libraries. However, it was limited to selected secondary schools in Owerri West Local Government Area and focused mainly on the availability and standard of school libraries rather than examining availability and utilization together as predictors of students' academic performance. The present study therefore extends the issue to public secondary schools in Edo North Senatorial District and incorporates students' academic performance.

Oduagwu and Oduagwu (2013) examined the resources and use of the libraries of three selected secondary schools in Owerri Metropolis. The findings revealed ineffective use of the libraries due to gross inadequacy of library resources and other problems that hampered effective use of the libraries and their resources. The study is relevant because it linked the availability of resources with their utilization in secondary schools. However, it was limited to three selected secondary schools in Owerri Metropolis and did not examine whether availability and utilization of the library resources predict students' academic performance. This leaves a methodological and geographical gap which the present study addresses.

Ganiyu, Airen and Oluwafemi (2014) investigated the availability and utilization of library electronic resources by undergraduate students in private universities in Ogun State, Nigeria. The

findings revealed that the Internet was readily available in Babcock University and Redeemer University, while other electronic resources were not readily available. The study further reported that respondents used the electronic resources mainly for assignments, research and projects. Although the study examined availability and utilization of library resources, its population consisted of undergraduate students in private universities rather than secondary school students. The study therefore differs from the present study in terms of population, educational level and setting. The present study focuses on public secondary school students and examines school library facilities in relation to academic performance.

Ishola (2014) investigated the availability, access to and level of use of academic library information resources in selected academic libraries in South-Western Nigeria. The study reported a high level of availability and accessibility of information sources, with the majority of respondents using the information sources daily. It also reported that library services were mainly conventional, reactive and product-oriented. Ishola and Obadare (2014) similarly investigated the availability, access to and level of use of academic library information resources in selected academic libraries in South-Western Nigeria and reported high levels of availability, accessibility and use of information sources. These studies provide useful evidence concerning availability, accessibility and utilization of library information resources. However, both studies were conducted in academic libraries and therefore involved a different educational population from the secondary school students considered in the present study. Their focus on academic libraries also creates a conceptual and population gap that necessitates further investigation at the public secondary school level.

Ajegbomogun and Diyaolu (2018) investigated the availability of library facilities, knowledge sharing and job performance of library staff in South-West Nigeria. The result indicated a high level of availability of library facilities and that the majority of the staff were highly exposed to library facilities that encouraged job performance. The study also found that some staff were not willing to share their knowledge because people did not appreciate it. The study is relevant to the present research because it examined library facilities. However, its population consisted of library staff and its outcome variable was job performance rather than students' academic performance. The study therefore leaves a population and outcome-variable gap which the present study addresses.

Ejikeme, Uche and Eze (2021) investigated the availability and utilization of library portal services for research in university libraries in Nigeria. The findings indicated that portal services available in the libraries were utilized to a low extent. The study contributes to understanding the issue of utilization of library services. However, the study focused on university library portal services and research activities rather than physical and information resources used by secondary school students. The difference in educational level, type of library resource and study population provides a conceptual and population gap for the present study.

Ayaz, Ali, Khan, Ullah and Ullah (2017) investigated the impact of school libraries on students' academic achievement at the secondary school level in the southern districts of Khyber Pakhtunkhwa. The study revealed that the majority of respondents viewed school libraries as having an impact on students' academic achievement and further indicated a positive relationship between school libraries and students' academic achievement. The study is relevant to the

present research because it connects school libraries with students' academic achievement. However, it was conducted outside Nigeria and therefore does not provide evidence concerning the Nigerian secondary school environment or the situation of students in Edo North Senatorial District.

Ossai-Ugbah (2010) investigated the impact of automated library services and usage on students' academic performance in Nigerian universities. The study revealed that students who used automated library services were better exposed to academic materials and performed academically better than those who did not use the services. The majority of the users also agreed that there was a significant relationship between academic exposure and the use of automated library services. The study provides evidence concerning the relevance of library usage to academic performance. However, the study focused on automated library services in Nigerian universities and not school library facilities in public secondary schools. The difference in educational level and type of library service constitutes a population and conceptual gap.

Gbemi-Ogunleye (2016) investigated library use and students' academic achievement and considered its implication for counselling. The findings showed a significant association between library use and students' academic achievement. The study also revealed a significant association between counselling and students' use of the school library. The study is relevant to the present study because it examined library use and academic achievement. However, the study did not specifically examine the availability and utilization of school library facilities as predictors of academic performance in public secondary schools in Edo North Senatorial District.

Mwalupale (2018) investigated the contribution of school libraries to students'

academic performance in Morogoro District, Tanzania. The study found that students were not satisfied with the effectiveness of school library services to a large extent. The study attributed the limited contribution of school libraries to factors including unfriendly staff, lack of internet and ICT services, inadequate tables and chairs, outdated library collections, small sitting spaces, strict book borrowing regulations and excessive heat in the library. The study is relevant because it considered school library services and students' academic performance. However, it was conducted in Tanzania and the contextual conditions differ from those of public secondary schools in Edo North Senatorial District. The present study therefore provides evidence from a Nigerian secondary school setting that is not represented in the study.

Chukwueke, Onuoha and Nnadozie (2018) examined the effect of library services on the educational development of secondary school students in Abia State, using Igbere Secondary School, Igbere, as the study setting. The study revealed positive effects of library services on students' academic performance and educational development. The study relates directly to the present study because it involved secondary school students and considered library services in relation to educational outcomes. However, it was limited to a single secondary school in Abia State and did not examine public secondary schools across a wider geographical area. It also did not specifically examine availability and utilization as separate predictors of academic performance.

Igere and Obaro (2022) investigated the use of library facilities for educational achievements among library clienteles in Delta State University. Questionnaire was used to obtain information from the respondents, while the data were analysed using descriptive and inferential statistics. The study found that the library was

moderately transformed and that library transformation positively influenced educational achievements. Although the study examined library facilities and educational achievement, it was conducted in a university environment and involved library clientele rather than public secondary school students. The difference in population and educational setting leaves a gap that the present study seeks to address.

Bimenyimana (2021) investigated school library facilities and students' academic performance in secondary schools in Nyamasheke District, Rwanda. The study found that the availability of library services and their utilization enhanced the level of academic performance. The study also revealed a lack of reading culture, inadequate motivation for reading and insufficient time for students to enhance their skills and performance. The study is closely related to the present study because it examined availability, utilization and academic performance among secondary school students. However, it was conducted in Rwanda, thereby leaving a geographical and contextual gap regarding public secondary schools in Nigeria, particularly Edo North Senatorial District. Michael and Tom (2024) investigated library facilities and classroom environment as viable tools for instructional efficiency toward better academic performance of primary school pupils in Akamkpa Local Government Area of Cross River State, Nigeria. The major finding was that library facilities and classroom environment significantly influenced instructional efficiency towards better academic performance of primary school pupils. The study is relevant to the present study because it was conducted in Nigeria and examined library facilities in relation to academic performance. However, its population consisted of primary school pupils rather than secondary school students. It also

examined library facilities alongside classroom environment and focused on instructional efficiency, rather than availability and utilization of library facilities as predictors of academic performance.

Mmaduka, Essien and John (2024) investigated motivational teaching strategies and availability of library facilities as determinants of students' academic performance in Biology in Abia State. The study considered the relationship between motivational teaching strategies, library facilities and students' performance in Biology. It reported that the availability of well-equipped library facilities was a crucial determinant of academic success and that schools with comprehensive library resources recorded higher average scores in Biology than schools with limited or outdated resources. The study is related to the present study because it examined library facilities and students' academic performance. However, it focused specifically on Biology and combined library facilities with motivational teaching strategies. The present study considers academic performance in English Language and Mathematics and examines availability and utilization of school library facilities as the major predictors.

Jaja and Udumukwu (2023) investigated the utilization of school libraries and students' academic achievement in Abuja Federal Capital Territory. The findings indicated a significant influence of library utilization on students' academic achievement in Abuja Metropolis. The study has strong relevance to the present research because it considered school library utilization and students' academic achievement. However, the study was conducted in Abuja Metropolis and focused principally on utilization, while the present study examines both availability and utilization of school library facilities and their predictive relationship

with academic performance in public secondary schools in Edo North Senatorial District.

Despite these studies, limited empirical evidence exists on the availability and utilization of school library facilities as predictors of students' academic performance in public secondary schools in Edo North Senatorial District, Edo State. The reviewed studies were conducted mainly in other geographical locations such as Rivers, Benue, Ogun, Plateau, Imo, Abia, Delta, Cross River and Abuja, while some were conducted outside Nigeria, thereby leaving a geographical gap regarding Edo North Senatorial District. There is also a population gap, as some studies focused on university students, library staff, primary school pupils, private schools or individual secondary schools rather than students in public secondary schools across a senatorial district. Conceptually, previous studies examined library services, information resources, accessibility, utilization or general library facilities, with limited attention to the combined influence of availability and utilization on students' academic performance. Methodologically, the reviewed studies employed different designs, populations, instruments and analytical procedures, with limited attention to using a correlational design and multiple linear regression to determine the predictive relationship between availability and utilization of school library facilities and students' academic performance. Furthermore, previous studies assessed academic outcomes using different measures, whereas the present study focuses on students' performance in English Language and Mathematics. These geographical, population, conceptual, methodological and measurement gaps provide justification for the present study in public secondary schools in Edo North Senatorial District.

3. Methodology

The study adopted the correlational research design. The population of this study consisted of all the 26,371 students enrolled for 2022/2023 WAEC examinations in all the public secondary schools in Edo North Senatorial District, Nigeria. A sample size of 394 students was drawn for the study using the Taro Yamane sample size determination formula. A multistage sampling procedure was adopted for the selection of the 394 students. At the first stage, the six Local Government Areas that constitute Edo North Senatorial District, namely Akoko-Edo, Etsako Central, Etsako East, Etsako West, Owan East and Owan West were considered as the geographical sampling units. At the second stage, public secondary schools were selected from the Local Government Areas using a random sampling procedure. At the third stage, students who constituted the 2022/2023 WASSCE cohort were selected from the sampled schools. Proportionate sampling was used to distribute the sample among the selected Local Government Areas and schools based on their respective numbers of students in the identified WASSCE cohort.

In the same vein, simple random sampling was used to select the required number of students from the sampled schools. This multistage procedure ensured that students from the different Local Government Areas and sampled public secondary schools were adequately represented in the study. The data for this study were collected using two instruments, namely: Availability and Utilization of Library Facilities Checklist (AUTILFAC) and Students Academic Performance Inventory (SAPI). The face and content validity of the instruments were ensured by two academic staff in the Department of Educational Foundations and Management, Faculty of Education, Ambrose Alli University, Ekpoma. Drafts

of the instruments were given to the experts to read through and make necessary corrections and suggestions. The corrections and suggestions made by the experts were integrated into the final drafts of the instruments. This was done to ensure that the items contained in the instruments were precise, unambiguous and relevant to the study. The instruments were not subjected to reliability testing because the checklist contained facilities recommended by the Federal Ministry of Education guidelines on minimum school facilities standards, while the SAPI contained secondary data obtained from the WAEC result broadsheet.

This position is in line with Leedy and Omrod (2005) and Sekram (2013), cited in Nwachukwu (2017), that standardized instruments and inventories do not require reliability analysis for internal consistency. The academic performance was based on

WASCE result for 2022/2023 school year in English and Mathematics. Students' academic performance was determined using their verified WAEC/WASSCE scores in English Language and Mathematics. The scores were interpreted using the WAEC grading scale, where A1 represents 75–100, B2 represents 70–74, B3 represents 65–69, C4 represents 60–64, C5 represents 55–59, C6 represents 50–54, D7 represents 45–49, E8 represents 40–44 and F9 represents 0–39. The data obtained were analyzed with Percentages and Multiple Linear Regression Analysis (MLRA).

4. Results and Discussion

Research Question One: What is the level of availability of library facilities in English and Mathematics in secondary schools in Edo North Senatorial District, Nigeria?

Table 1: Summary of result of the level of availability of school facilities

S/N	Facilities	No of Students	No. of Facilities Required	No Available in all Schools	% Availability	Remark
Library Facilities						
1.	Dictionaries	1,320	1,320	201	15.22	Very Low
2.	Library furniture	1,320	2640	349	13.22	Very Low
3.	Computers	1,320	1,320	865	65.53	Moderately Available
4.	Newspaper	1,320	1,320	17	1.29	Very Low
5.	Spreadsheet	1,320	1,320	301	22.80	Very Low
6.	Textbooks	1,320	2640	8675	328.59	Fully Available
7.	Mathematical sets	1,320	1,320	2058	155.90	Fully Available
8.	Cardboard papers	1,320	2640	990	37.5	Low
9.	Graphs	1,320	1,320	1991	150.83	Fully Available
10.	Internet facilities	1,320	107	52	48.59	Low

NOTE: 0%= Not Available, 1-29=Very Low, 30-49 = Low, 50-59 = Moderately Available, 60-79% = Highly Available, 80-89% = Very High and 90-100% = Fully Available.

Table 1 shows the analysis of the level of availability of School Facilities in Secondary Schools in Edo North Senatorial District, Edo State. The results

showed that the level of availability of library facilities such as dictionaries, library furniture, newspapers and spreadsheets was very low, facilities such

as cardboard papers and internet facilities were low at 37.5% and 48.59%; Library facilities such as computers were moderately available at 65.53% while textbooks and graphs were fully available at 150% and 328%. On the whole, six (Dictionaries, Library Furniture, Newspaper, Spreadsheet, Cardboard Papers, Internet Facilities) out of the ten items measured had between very low and low level of availability while four of the items (Computers, Textbooks, Mathematical sets, Graphs) had between moderately available to fully available

level of availability. Therefore, the percentage level of availability of Library facilities in Senior Secondary Schools in Edo North Senatorial District could be said to be low given the fact that 60% of the items measured had between very low and low level of availability while 40% had moderate and full availability levels.

Research Question Two: What is the level of utilization of library facilities in English and Mathematics in secondary schools in Edo North Senatorial District, Nigeria?

Table 2: Summary of result of the level of utilization of school facilities

S/N	Facilities	No of Facilities Available	Total No of Facilities Utilized	% Utilization	Remark
Library Facilities					
1.	Dictionaries	201	69	34.33	Low
2.	Library furniture	349	248	71.06	Highly Utilized
3.	Computers	865	567	65.55	Highly Utilized
4.	Newspaper	17	13	76.47	Highly Utilized
5.	Spreadsheet	301	198	65.78	Highly Utilized
6.	Textbooks	8675	7,430	85.65	Very High
7.	Mathematical sets	2058	1,320	64.14	Highly Utilized
8.	Cardboard papers	990	166	16.77	Very Low
9.	Graphs	1991	1,320	66.30	Highly Utilized
10.	Internet facilities	52	38	34.33	Low
Decision					Highly Utilized

NOTE: 0%= Not Utilized, 1-29=Very Low, 30-49 = Low, 50-59 = Moderately Utilized, 60-79% = Highly Utilized, 80-89% = Very High and 90-100% = Fully Utilized

The results in table 2 showed analysis of the level of School Facilities in Secondary Schools in Edo North Senatorial District, Edo State. The results presented that the utilization of dictionaries and internet facilities was low at 34.33% and 34.33%, library furniture, computers, newspaper, spreadsheet, mathematical sets and graphs were highly available at 71.06, 65.55, 76.47, 65.78, 64.14 and 66.30%, the utilization of textbooks was high at 85.65. The results also showed that the utilization of colour chalks was low at 32.16% while chalkboard, white chalk, dusters, black

board clips, white maker board, board maker, white board pin holders, white board cleaners and erasers and white board magnets were fully utilized at 100%. This implies that there is a high level of utilization of library facilities in English and Mathematics in secondary schools in Edo North Senatorial District, Nigeria

Hypothesis 1: Availability and utilization of library facilities do not significantly predict students' academic performance in English and Mathematics in secondary schools in Edo North Senatorial District, Edo State?

Table 3: Regression analysis on library facilities and students' academic performance

Facilities	Panel A (Availability of facilities)				Panel B (Utilisation of facilities)			
	β	t-value	P-value	Decision	β	t-value	P-value	Decision
Constant	43.250	47.597	.000	S	43.290	47.768	.000	S
Dictionaries	.754*	3.106	.002	S	.892*	3.730	.000	S
Library furniture	.498*	3.017	.003	S	.286*	1.895	.058	S
Computers	.472*	2.256	.024	S	.302	1.361	.174	NS
Newspapers	.069	.283	.777	NS	.111	.452	.651	NS
Spreadsheet	.426*	1.952	.051	S	.424	1.905	.057	NS
Textbooks	.092*	3.736	.000	S	.100*	3.769	.000	S
Mathematical sets	.468*	2.235	.026	S	.323	1.500	.134	NS
Cardboard papers	.192	1.139	.255	NS	.283	1.516	.130	NS
Graphs	.171	.955	.340	NS	.064	.358	.721	NS
Internet facilities	.376	.594	.553	NS	.813	1.407	.160	NS

Note: NS- Not significant

N- Significant

*significant at 0.05 alpha level

Dependent variable = students' academic performance (beta)

β = regression estimate

The result in Panel A of Table 4 shows the regression estimate on availability of library facilities. The result shows that the availability estimate of .754 for dictionaries, .498 for Library furniture, .472 for computers, .426 for spreadsheet, .092 for textbooks, .468 for Mathematical sets were all significant (p-value < 0.05) while that of the other library facilities – Newspapers (β = .069), Cardboard papers (β = .192), Graphs (β = .171) and internet facilities (β = .376) were not significant (p-value > 0.05). On the other hand, panel B of Table 4 shows the regression estimate on utilization of library facilities. The result shows that only the utilization indices of 3.730 for dictionaries, 1.895 for Library furniture and 3.769 for textbooks were all significant (p-value < 0.05) while the coefficient of utilization of computers (β = .302), newspapers (β = .111), spreadsheet (β = .424), mathematical set (β = .323), cardboard papers (β = .283), Graphs (β = .064) and internet facilities (β = .813) were not significant (p-value > 0.05).

The significant value of the constant (β = 43.250, 43.290, $p < 0.05$) showed that there are some extraneous or exogenous variables (variables not captured or included in the regression estimate) which have significant influence on students' academic performance. In addition, the result of the estimate (β) shows the rate of change in the dependent variable (students' academic performance) with respect to one or more independent variables. In this regard, the result on availability and utilization shows that a unit increase in availability and utilization of dictionaries would bring about an increase of .754 and 3.730 in students' academic performance respectively. In the same vein, a unit increase in availability and utilization of library facilities would bring about an increase of .498 and 1.895 in students' academic performance and vice versa. Hence, the null hypothesis is rejected. This implies that availability of dictionaries, library furniture, computers, spreadsheet, textbooks, mathematical sets and the utilization of dictionaries, library furniture

and textbooks among other library facilities; significantly predict students' academic performance in secondary schools in Edo North Senatorial District.

Discussion

The result of the study revealed that the level of availability of library facilities in English and Mathematics in secondary schools in Edo North Senatorial District, Nigeria was low. This finding may be explained by inadequate provision and maintenance of library resources and facilities required to support teaching and learning in the schools. Where schools do not receive adequate provision of current textbooks, reference materials, furniture, computers and other relevant library facilities, the range of resources available to students is likely to remain limited. The finding is consistent with Owata and Iroha (2013), who reported that school libraries in selected secondary schools in Rivers State did not meet the prescribed standards and were characterized by scanty and poorly organized resources. The similarity may be due to the common challenge of inadequate provision and organization of library resources in public secondary schools. Similarly, Ezeala (2022) found that textbooks and few reference materials were available in selected secondary schools in Jos South Metropolis, Plateau State, while modern audio-visual materials and periodicals were largely unavailable. This convergence may be associated with the tendency of schools to provide basic print materials while paying less attention to modern and diversified library resources. Lawal-Solarin (2016) also found that private school libraries in Ado-Odo LGA, Ogun State, lacked up-to-date facilities. The similarity may reflect the difficulty schools face in regularly updating library collections and facilities in response to changing educational needs. However, McAlbert et al. (2015) reported that school libraries in selected secondary schools in Owerri West Local Government

Area of Imo State had books in good condition and were of good standard. The difference may be related to variations in the level of institutional support, funding, maintenance practices and management attention given to school libraries across the different study locations. Adejimoh, Ilo and Okike (2021) and Ajegbomogun and Diyaolu (2018) also reported high availability of library facilities. Their different findings may be explained by differences in the types of schools and populations studied, as well as variations in the resources provided and the institutional environments in which the studies were conducted.

The result of the study also revealed that there was a high level of utilization of library facilities in English and Mathematics in secondary schools in Edo North Senatorial District, Nigeria. The high utilization may be explained by the direct relevance of the available resources to students' academic activities. Students are more likely to use library facilities when such resources provide information needed for classroom assignments, reading, examination preparation and understanding of subjects such as English Language and Mathematics. Thus, even where the quantity of available facilities is limited, students may make frequent use of the resources that are accessible because of their immediate academic value. This provides an explanation for the finding of Ganiyu, Airen and Oluwafemi (2014), who reported high utilization of library resources in selected Nigerian universities. The convergence may be attributed to the academic purposes for which students require library resources, particularly for assignments, research and preparation for academic tasks. Ishola and Obadare (2014) also reported high accessibility of information sources in selected Nigerian universities, which may be connected with the fact that students tend to seek and use information resources that are readily

accessible and relevant to their academic needs. However, Ezeala (2022) reported very low utilization of library facilities in selected secondary schools in Jos South Metropolis. The difference may be related to differences in the availability, condition, variety and accessibility of resources in the schools studied. Where library collections are inadequate or outdated, students may have fewer reasons and opportunities to use the library regularly. Similarly, Ejikeme, Uche and Eze (2021) reported low utilization of library services, while Oduagwu and Oduagwu (2013) found ineffective use of library resources in selected secondary schools in Owerri Metropolis. Adejimoh, Ilo and Okike (2021) also found very low utilization of library facilities and information resources. These differences may be associated with the nature of the resources available, students' awareness and academic demands, accessibility of the library and the extent to which schools encourage students to incorporate library resources into their learning activities.

The result further showed that library facilities significantly predicted students' academic performance in English Language and Mathematics in secondary schools in Edo North Senatorial District, Edo State. This finding can be explained by the educational function of library facilities in providing students with materials that support reading, information acquisition, revision, assignment completion and independent learning. When students have access to relevant library resources and make use of them for academic purposes, such resources can complement classroom instruction and provide additional opportunities for students to clarify concepts and develop their knowledge. The predictive relationship may therefore arise because library facilities provide learning resources that extend students' academic activities beyond the immediate classroom environment. The finding is consistent

with Mfreke (2016), who found a significant positive relationship between teachers' utilization of library facilities and students' academic achievement in Human Biology. The convergence may be explained by the role of library resources in providing supplementary materials that support teaching and learning. Similarly, Igere (2022) reported that library transformation positively influenced educational achievement in Delta State University. This may be because improved library services increase students' access to information and learning opportunities. Bimenyimana (2021) also found that the availability and utilization of school library facilities enhanced students' academic performance in secondary schools in Nyamasheke District, Rwanda. The similarity may be associated with the common educational function of library facilities in supporting students' access to supplementary learning materials.

The finding also agrees with Michael and Tom (2024), who reported a significant influence of library facilities on the academic performance of primary school pupils in Akamkpa Local Government Area of Cross River State. The convergence may be attributed to the fact that the availability of appropriate learning resources can strengthen the instructional process and provide learners with additional materials for academic activities. Mmaduka, Essien and John (2024) similarly found that well-equipped library facilities were a crucial determinant of academic success in Biology in Abia State. This may be because comprehensive library resources provide students with opportunities to obtain additional explanations, examples and information beyond what is provided during classroom instruction. Jaja and Udumukwu (2023) also reported a significant influence of library utilization on students' academic achievement in Abuja Metropolis. The similarity may be explained by the direct

connection between students' use of library resources and their engagement in reading, information seeking, assignment preparation and examination preparation. On the other hand, Mwalupae (2018) reported that school library services contributed little to students' academic performance in public secondary schools. This difference may be explained by the condition and functionality of the libraries examined in that study, particularly where students experienced inadequate furniture, outdated collections, limited ICT facilities, restricted borrowing and unfriendly library services. Thus, the predictive contribution of library facilities to academic performance may depend not only on whether facilities exist, but also on their adequacy, relevance, accessibility, condition and actual use by students.

5. Conclusion

The findings of the study indicate that the major concern regarding school library facilities in public secondary schools in Edo North Senatorial District is not only the extent to which the available facilities are used, but also the limited level of their availability. The high utilization of the available facilities suggests that students depend on existing library resources to support their academic activities despite the limitations in provision. The significant predictive contribution of library facilities to students' academic performance further indicates that school libraries constitute an important component of the learning environment, particularly in supporting students' learning in English Language and Mathematics.

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Recommendations

Based on the findings, the following recommendations were made:

- a. Since the study found that the availability of library facilities in English Language and Mathematics was low, the government and relevant education authorities should conduct periodic needs assessments of public secondary school libraries and use the results to prioritize the provision, replacement and upgrading of essential library resources and facilities required for students' learning in these subjects. This will provide a practical basis for directing available education resources towards identified library needs.
- b. Since the study found that the available library facilities were highly utilized, school principals should strengthen the management and maintenance of existing facilities through regular inspection, proper storage, timely repair and replacement of damaged resources. This will help to sustain the facilities that students already use and prevent deterioration that could limit their continued utilization.
- c. Since the study found that library facilities significantly predicted students' academic performance in English Language and Mathematics, school principals and teachers should deliberately incorporate relevant library resources into classroom activities, assignments, reading exercises and examination preparation. This will strengthen the practical use of the library as a supplementary learning environment and provide students with greater opportunities to engage with academic resources.

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