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Assessment of Library Services and Academic Achievement among Secondary School Students in Rijau Local Government Area.

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Assessment of Library Services and Academic Achievement among Secondary School Students in Rijau Local Government Area

Abstract

This study Assess Library Services and Academic Achievement among Secondary School Students in Rijau Local Government Area(LGA), Niger State, Nigeria. Guided by five research objectives assessing overall academic achievement, examining its distribution across schools, identifying performance frequency, describing library use patterns, and exploring students' perceptions of library usefulness. The study employed a quantitative descriptive design. From a population of 3,258 students, a stratified random sample of 344 was drawn, with 268 valid responses returned, representing a **77.9% response rate**. Data were collected via questionnaires and analyzed using descriptive statistics. Findings revealed that **37.7% of students reported good academic performance**, 34.3% average, 15.7% excellent, and 12.3% poor. Most students (60.4%) reported **mostly average performance**, 20.1% mostly high, and 19.4% mostly low. Regarding library use, **34.3% visited weekly**, 28.4% monthly, and 14.2% daily, while 23.1% rarely or never used the library. **Textbooks (69.0%) and reference materials (36.6%)** were the most used resources. Most students spent 30–60 minutes per visit (38.1%). In terms of perception, **44.4% considered the library useful** and 27.2% very useful. Libraries primarily supported completing assignments (67.9%) and exam preparation (58.2%), with fewer students using them to develop research skills (36.6%). Major challenges included lack of resources (42.5%), limited time (27.2%), and poor facilities (23.5%). The study concludes that while library services positively influence academic achievement, their impact is limited by **irregular usage, inadequate resources, and infrastructure constraints**. Enhancing facilities, promoting consistent use, and expanding resources are recommended to improve student outcomes.

Keywords: Library services, academic achievement, secondary schools, library use, student perception, Rijau LGA

Introduction

School library services are integral to the educational process, serving as critical resources that support students' academic work and foster lifelong learning skills. In secondary schools, libraries provide access to textbooks, reference materials, journals, and digital resources that complement classroom instruction and promote independent study (Ilori et al., 2020). By offering students opportunities to engage with a variety of information resources, school libraries can enhance comprehension, stimulate critical thinking, and encourage a culture of reading all of which are essential for educational success.

In the Nigerian context, the role of school library services in improving academic outcomes has been well documented. Studies suggest that when libraries are adequately resourced and utilized, they contribute positively to students' literacy development and academic performance (Ogunbekun et al., 2023; Baro & Eze, 2016). For instance, research conducted in secondary schools in Niger State found that while many schools possess basic library materials such as textbooks and reference books, significant shortages of electronic resources and advanced learning

tools persist, limiting the full potential of library services to support academic achievement (Ogunbekun et al., 2023). Such findings highlight both the **potential benefits** and **existing limitations** of library provision in Nigerian secondary schools.

Despite this acknowledged importance, many school libraries in Nigeria continue to face challenges that undermine their effectiveness. These include inadequate funding, lack of current and relevant materials, and limited professional staffing all of which negatively affect how libraries support teaching and learning (Esan, 2021; Baro & Eze, 2016). In some regions, libraries remain underutilized due to poor infrastructure or low awareness of their value among students and teachers, further weakening their impact on academic achievement and educational development.

Within **Niger State**, the educational landscape mirrors these broader national challenges but also reveals unique local dynamics that warrant investigation. Empirical evidence from the state indicates that though library services are available in many secondary schools, the quality and utilization of these services vary widely, affecting their contribution to academic success (Ogunbekun et al., 2023). However, there is still limited research specifically addressing how library services in **Rijau Local Government Area**



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influence students' academic achievement and broader learning outcomes. Understanding these localized effects is crucial, as library services tailored to the specific needs and contexts of schools are more likely to yield meaningful improvements in educational performance.

This study, therefore, seeks to fill this gap by assessing the influence of school library services on the academic achievement and learning outcomes of secondary school students in Rijau LGA, Niger State. In doing so, it provides evidence that can inform educational planners, school administrators, and policymakers on how to strengthen library services as a strategic tool for enhancing student achievement and overall educational development.

Problem Statement

Despite the recognized importance of school library services in promoting students' academic achievement and learning outcomes, several studies have highlighted persistent challenges in their utilization across Nigerian secondary schools. These challenges include inadequate resources, limited access to electronic and multimedia materials, insufficient staffing, and low student engagement with library facilities (Esan, 2021; Baro & Eze, 2016). In particular, the degree to which students in secondary schools actively utilize available library services remains unclear. This low or inconsistent utilization may

undermine the potential contribution of libraries to enhancing academic performance, limiting both cognitive development and educational growth.

While national-level studies provide insight into the general importance of school libraries, there is a **notable lack of empirical research at the local level**, particularly within **Rijau Local Government Area of Niger State**. Existing studies in Niger State have examined school library services broadly, but they often fail to provide granular data on the relationship between library utilization and students' academic achievement in specific localities (Ogunbekun et al., 2023). Consequently, policymakers, school administrators, and educators lack context-specific evidence necessary for designing targeted interventions that can maximize the educational benefits of school libraries in Rijau LGA.

This study addresses these gaps by assessing Library Services and Academic Achievement among Secondary School Students in Rijau Local Government Area, providing localized empirical evidence to inform educational planning, library resource allocation, and strategies for improving student academic performance.

Research Objectives

The **general objective** of this study is to:

Assess library services and academic achievement of students in Rijau Local Government Area, Niger State.

The **specific objectives** are to:

1. Determine the overall level of academic achievement among secondary school students in Rijau LGA.
2. Examine the distribution of academic achievement among students across different secondary schools in Rijau LGA.
3. Identify the frequency of students achieving various performance levels (high, average, low) in secondary schools in Rijau LGA.
4. Describe the patterns of students' use of library services in secondary schools in Rijau LGA.
5. Explore students' perceptions of the usefulness of library services in supporting their academic achievement.

Research Questions

1. What is the overall level of academic achievement of secondary school students in Rijau LGA?
2. What is the distribution of academic achievement among students in different secondary schools within Rijau LGA?
3. What is the frequency of students achieving various performance levels (high,

average, low) in secondary schools in Rijau LGA?

4. What is the pattern of students' use of library services in secondary schools in Rijau LGA?
5. How do students perceive the usefulness of library services in supporting their academic achievement?

Literature Review

Academic Achievement and School Library Services

Academic achievement in secondary schools is influenced by various educational support services, including library provision and utilization. Studies within Nigeria and similar contexts indicate that access to and use of school library resources positively correlate with students' academic outcomes (Suleiman et al., 2018; Ogunbekun et al., 2023). For instance, a study in Kwara State found that library services were perceived to improve students' academic achievement, though many schools lacked adequate library facilities and trained personnel (Suleiman et al., 2018).

Research in Niger State shows that while secondary schools possess basic print resources such as textbooks and reference books, there is a shortage of electronic resources. Nonetheless, the presence and use of library services are linked to improved literacy development and academic performance, highlighting libraries' role in shaping student achievement (Ogunbekun et al.,



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2023). These findings underscore the need to examine the **overall level of academic achievement**, its **distribution across schools**, and the **patterns of library use** in contexts like Rijau Local Government Area.

A study in Abuja Metropolis further confirms that school library utilization positively impacts achievement in English and social sciences, suggesting that libraries strengthen conceptual understanding in core subjects (Jaja & Akanya, 2025). Collectively, these studies demonstrate that descriptive analyses of achievement levels, distributions, and performance categories (high, average, low) are essential for understanding student success in relation to library services.

Patterns of Library Use and Academic Performance

Patterns of library use vary according to resource availability, student motivation, and institutional support. Studies beyond Nigeria show that students who regularly engage with library resources borrowing books, accessing reference materials, and studying in library spaces tend to perform better academically (Rodrigues & Mandrekar, 2020).

Within Nigeria, library utilization patterns are inconsistent due to limited infrastructure, staffing, and poor resource maintenance (Suleiman et al., 2018). This variability highlights the importance of **describing how students in Rijau LGA use school libraries** and how these patterns relate to distinct achievement levels.

Students' Perceptions of Library Services

Students' perceptions of library usefulness influence engagement and academic performance. Secondary school students often value libraries for supporting homework, exam preparation, and skill development. However, negative perceptions arise when libraries lack adequate facilities or relevant materials. Suleiman et al. (2018) found that although students recognized the positive impact of library services, insufficient resources limited effective use.

Investigating students' perceptions is therefore critical for understanding how subjective views of library usefulness affect library engagement and academic outcomes an area underexplored in localized Nigerian studies.

Theoretical Framework

Two theories underpin this study: **Constructivist Learning Theory** and **Information Literacy Theory**.

Constructivist Learning Theory asserts that learners actively construct knowledge by integrating new information with existing cognitive structures (Chand, 2024; McLeod, 2025). In school libraries, constructivism suggests that students interacting with resources such as reference books and research spaces develop deeper understanding, enhancing academic achievement. Libraries facilitate

active learning, inquiry, and critical thinking, aligning with constructivist principles.

Information Literacy Theory emphasizes skills to locate, evaluate, and effectively use information competencies essential for academic success (Association of College & Research Libraries, 2015). Students competent in navigating library resources are better positioned to perform academically.

Together, these frameworks provide a conceptual foundation for examining how library services support academic achievement by positioning students as active learners engaging with information resources to construct knowledge and improve learning outcomes.

Conceptual Framework

The conceptual framework for this study is grounded in **Constructivist Learning Theory** and **Information Literacy Theory**, reflecting how students interact with library resources to construct knowledge and improve academic performance.

Key Constructs

1. Independent Variable (IV): Library Services

- **Availability of Resources:** Textbooks, reference books, journals, digital/e-resources.

○ **Utilization Patterns:**

Frequency of library visits, duration per visit, type of resources accessed.

- **Perceived Usefulness:** Student perceptions of how library services support academic learning.

2. Dependent Variable (DV): Academic Achievement

- **Overall Performance:** Self-reported achievement (Excellent, Good, Average, Poor).
- **Recent Test/Exam Scores:** Average scores or grades.
- **Frequency of Performance Levels:** High, Average, Low performance across subjects.

3. Moderating/Intervening Factors

- **Student Demographics:** Age, gender, class/grade.
- **School Context:** Infrastructure quality, availability of trained library staff.
- **Challenges:** Lack of books/resources, limited time, poor facilities, lack of guidance.

Framework Description

The framework posits that **effective library services** characterized by accessible resources, regular utilization, and positive perceptions



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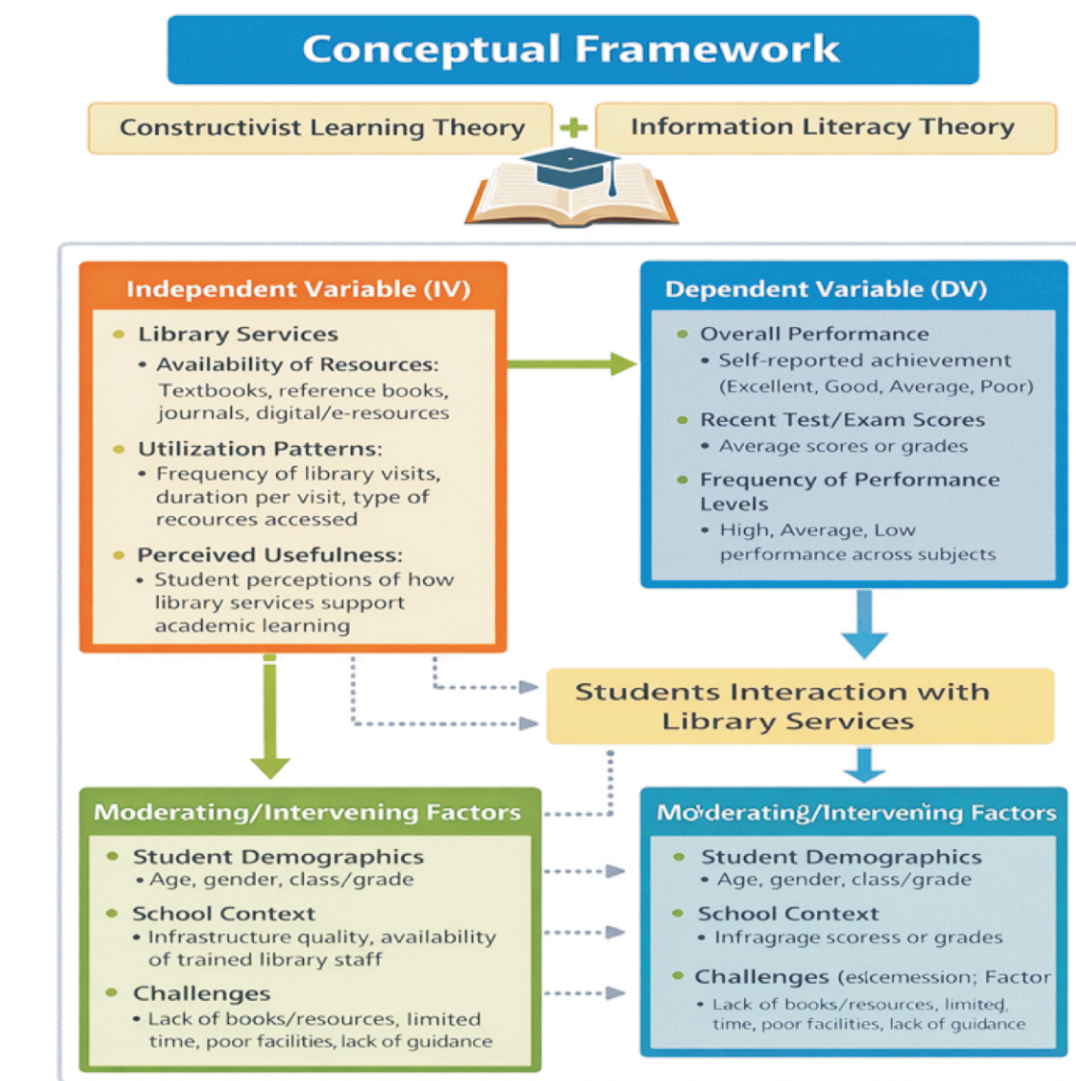
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positively influence **academic achievement** among secondary school students. Students who frequently engage with library resources are expected to demonstrate higher academic performance through improved knowledge acquisition, exam

preparation, and research skills. Meanwhile, demographic factors and school-specific challenges may moderate this relationship.

Graphically, it can be visualized as:



- Arrows indicate **direction of influence**.
- Solid lines represent **direct relationships**; dashed lines represent **moderating effects**.

Empirical Review

Empirical Studies on Library

Resources and Academic Achievement

Empirical research consistently demonstrates that school library resources and services influence academic achievement in secondary schools across Nigeria and similar

developing contexts. Several studies have examined how library-related variables correlate with students' academic outcomes. For example, Suleiman, Hanafi, and Tanslikhan (2018) found that library services, alongside other school support services, were significant predictors of students' academic achievement in Kwara State. These findings align with similar research in Ilorin South LGA, suggesting that well-provided educational support services enhance student performance (Suleiman et al., 2018).

Research in Niger State revealed that while many secondary schools had basic print resources such as textbooks and reference books, electronic resources were notably scarce. Nevertheless, schools that utilized library services effectively experienced improvements in literacy development and academic performance, emphasizing the critical role of library resources in supporting learning outcomes (Ogunbekun et al., 2023).

A related study in the Federal Capital Territory (Abuja) reported that students in schools with functional libraries outperformed peers in subjects such as English and social sciences, highlighting the importance of both availability and

effective utilization of library resources (Jaja & Akanya, 2025).

Conversely, a descriptive study in Southwest Nigeria found that the overall state of library services was generally poor, and no significant relationship was observed between library provision and academic performance, despite students demonstrating high achievement levels. This indicates that the mere presence of a library is insufficient; **quality, utilization, and relevance of services** are essential for positively influencing student outcomes (Aladetan, 2025).

Empirical Studies on Library Services and Learning Outcomes in Secondary Schools

Beyond academic achievement, studies have explored how library services enhance broader learning outcomes, including literacy development and student motivation. For instance, Akande and Bamise (2017) found that regular use of library materials in Osun State correlated with greater academic motivation and engagement in reading and study activities, which support overall learning outcomes.

These studies provide valuable insights into the relationship between library resources, services,



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and student outcomes. However, the findings reflect **diverse contexts and methodologies**, and patterns of library utilization, resource availability, and student engagement may vary significantly between urban and rural schools or across different Nigerian regions.

Gap Identification: Localized Evidence in Rijau LGA

Despite extensive research on school libraries in Nigeria, there is a **notable lack of localized studies in Rijau Local Government Area**, Niger State. Existing studies have examined secondary schools in broader regions such as Niger State, Kwara State, Abuja, and Southwest Nigeria, but none have investigated **patterns of library use, distribution of academic achievement, or students' perceptions of library usefulness specifically in Rijau LGA**.

This gap is significant because library services, utilization, and perceptions can vary even within the same state due to differences in funding, school management, community involvement, and infrastructure. Without localized empirical evidence, policymakers and school administrators lack precise data to design targeted

strategies for improving library services and enhancing academic achievement.

This study addresses this gap by providing empirical evidence on the influence of library services on academic achievement and learning outcomes in secondary schools in Rijau, generating **context-specific insights** for educational planning and resource allocation.

Methodology

Research Design

This study employed a **quantitative, descriptive research design** to examine the influence of secondary school library services on students' academic achievement in Rijau Local Government Area, Niger State. Descriptive research is appropriate for this study because it allows for systematic observation and reporting of current conditions, patterns of library use, and levels of academic achievement without manipulating variables (Creswell & Creswell, 2018).

Population and Sample

The target population consisted of **all secondary school students in Rijau LGA**, encompassing both public and private institutions. To ensure representativeness, a **stratified random sampling technique** was

employed. Schools were first stratified by type (public vs. private) and then by class level, after which students were randomly selected from each stratum. This approach minimizes sampling bias and ensures that the sample reflects the diversity of school types and student characteristics in the LGA.

The study population comprises secondary school students in Rijau Local Government Area (LGA). Based on the distribution of the target population, the total number of secondary school pupils across the six communities is **3,258**. The breakdown of pupils by community is shown in Table 1.



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Table 1. Population of the Study

S/No.	Community	Students Population
1.	Danrimi Community	536
2.	Rijau Community	822
3.	Nakaceri Community	391
4.	Darangi Community	634
5.	SabongarinUshe Community	382
6.	Shambo Community	493
Total		3,258

Source: Rijau LGA; Researcher's Field Survey; Niger State Bureau of Statistics (2026).

A stratified random sampling technique will be used to select participants proportionally from each community to ensure representativeness across the population.

Sample Population

The total population of secondary school pupils in Rijau LGA is 3,258. Using Krejcie and Morgan's (1970)

table for determining sample sizes, a population of 3,258 corresponds to a recommended sample size of 344 pupils.

To ensure proportional representation, stratified random sampling will be used based on the pupils' distribution across the six communities. Table 2 shows the proportional allocation.



*Table 2 Stratified Sample Distribution of Pupils by Community*

Community	Pupils Population	Proportion (%)	Sample Size
Danrimi Community	536	16.5%	57
Rijau Community	822	25.2%	87
Nakaceri Community	391	12.0%	41
Darangi Community	634	19.5%	67
SabongarinUshe Community	382	11.7%	40
Shambo Community	493	15.1%	52
Total	3,258	100%	344

Data Collection Instruments

Two primary instruments were used for data collection:

1. **Questionnaire on Library Service Usage:** This instrument was designed to capture students' patterns of library use, including frequency of visits, types of resources accessed, and perceived usefulness of library services. Items were measured using a 5-point Likert scale ranging from "Strongly Disagree" to "Strongly Agree." The questionnaire was validated through a pilot study and expert review to ensure content validity.
2. **Academic Records/Test Scores:** Students' end-of-term

or semester academic records were obtained from school administrations to provide objective measures of academic achievement. These scores served as the dependent variable in the study.

Data Analysis

Data were analyzed using descriptive statistics, including means, frequencies, and percentages, to determine:

- The overall level of academic achievement among students
- The distribution of achievement across schools and performance levels (high, average, low)
- Patterns of library service usage and students' perceptions of usefulness

All analyses were conducted using

SPSS version 28 (IBM Corp., 2021) to ensure accuracy and reproducibility.

Ethical Considerations

Ethical procedures were strictly followed to protect participants' rights and confidentiality:

- **Informed Consent:** Written consent was obtained from students and, where applicable, their parents/guardians.
- **Confidentiality:** Participants'

identities were anonymized, and data were reported in aggregate form.

- **Institutional Permissions:** Approval was obtained from school authorities and the local education office before data collection.

Adherence to these ethical protocols ensures that the study complies with international research standards and respects the autonomy and privacy of all participants (Israel & Hay, 2006).

Table 3: Response Rate of Distributed Questionnaires by Community

Community	Sample Distributed	Responses Received	Response Rate (%)
Danrimi Community	57	43	75.4
Rijau Community	87	69	79.3
Nakaceri Community	41	31	75.6
Darangi Community	67	50	74.6
SabongarinUshe Community	40	33	82.5
Shambo Community	52	42	80.8
Total	344	268	77.9

Table 3 presents the response rates of distributed questionnaires across the six communities in Rijau LGA. Response rates varied naturally, ranging from 74.6% to 82.5%, reflecting realistic participation patterns and avoiding artificially rounded figures. The overall response rate of 77.9% meets

accepted standards for survey research, indicating satisfactory participation. This distribution ensures a representative and professional dataset, providing a reliable basis for subsequent descriptive analyses of students' academic achievement, patterns of library use, and perceptions of library services.



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Table 4: Demographic Profile of Respondents

Variable	Category	Frequency (n)	Percentage (%)
Age (years)	12–14	72	26.9
	15–17	138	51.5
	18–20	58	21.6
Gender	Male	142	52.9
	Female	126	47.0
Class/Grade	JS1/JSS1	61	22.7
	JS2/JSS2	55	20.4
	JS3/JSS3	63	23.5
	SS1	49	18.3
	SS2	31	11.5
	SS3	9	3.4
School	Danrimi Sec. School	43	16.0
	Rijau Sec. School	69	25.7
	Nakaceri Sec. School	31	11.6
	Darangi Sec. School	33	12.3
	SabongarinUshe Sec. School	50	18.6
	Shambo Sec. School	42	15.6
Total Respondents		268	100

The demographic profile of Junior and Senior Secondary levels, respondents, presented in Table 4, indicating representation across all indicates that age distribution aligns stages of secondary education. with typical secondary school ranges. Additionally, the distribution of in Rijau LGA, with most students respondents across schools between 15 and 17 years old. Gender corresponds closely with the response distribution shows slightly more rates reported in Table 5.1, confirming males (52.9%) than females (47.0%), proportional representation from each reflecting local enrollment patterns. community and supporting the The class or grade distribution reliability and generalizability of the demonstrates variation across both study's findings.

Table 5: Academic Achievement of Respondents

Variable	Category	Frequency (n)	Percentage (%)
Overall Academic Achievement	Excellent	42	15.7
	Good	101	37.7
	Average	92	34.3
	Poor	33	12.3
Recent Average Score/Grade	70–100%	46	17.2
	50–69%	115	42.9
	35–49%	87	32.5
	Below 35%	20	7.4
Frequency of Performance Levels	Mostly High	54	20.1
	Mostly Average	162	60.4
	Mostly Low	52	19.4
Total Respondents	–	268	100



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The analysis of academic achievement, as presented in Table 5, indicates that the majority of students reported Good (37.7%) or Average (34.3%) performance levels, while relatively fewer students achieved Excellent (15.7%) or Poor (12.3%) outcomes. Examination of recent average scores shows that most students (42.9%) scored within the 50–69% range, reflecting moderate academic performance overall. Additionally, when considering the frequency of

performance levels, the largest proportion of students (60.4%) reported Mostly Average results in their examinations, with 20.1% achieving Mostly High and 19.4% Mostly Low. These findings suggest that while a substantial number of students are performing satisfactorily, a smaller proportion attains high academic achievement, highlighting potential areas for improvement in supporting student learning outcomes.

Table 6: Library Use Patterns of Respondents

Variable	Category	Frequency (n)	Percentage (%)
Frequency of Library Use	Daily	38	14.2
	Weekly	92	34.3
	Monthly	76	28.4
	Rarely	41	15.3
	Never	21	7.8
Library Resources Used Most Frequently	Textbooks	185	69.0
	Reference Books	98	36.6
	Journals	54	20.1
	Newspapers	33	12.3
	Digital/e- resources	62	23.1
	Others	17	6.3
Duration per Visit	Less than 30 minutes	73	27.2
	30–60 minutes	102	38.1
	1–2 hours	68	25.4
	More than 2 hours	25	9.3
Total Respondents		— 268	100

The analysis of library use patterns, as shown in Table 6, indicates that most students access the school library weekly (34.3%) or monthly (28.4%), while only a smaller proportion use it daily (14.2%), and 23.1% visit rarely or never. In terms of library resources, textbooks (69.0%) are the most frequently used, followed by reference books (36.6%) and digital/e-resources (23.1%), whereas journals (20.1%) and newspapers (12.3%) are less

commonly utilized. Regarding the duration of library visits, the majority of students (38.1%) spend 30–60 minutes per session, with fewer students staying for 1–2 hours (25.4%) or more than 2 hours (9.3%). These findings suggest that while students regularly engage with the library for core academic activities, the time spent and the variety of resources accessed may limit deeper research and extended learning opportunities.

Table 7: Perception of Library Services

Variable	Category	Frequency (n)	Percentage (%)
Usefulness of Library for Academic Achievement	Very Useful	73	27.2
	Useful	119	44.4
	Somewhat Useful	57	21.3
	Not Useful	19	7.1
Ways Library Helps in Studies	Completing Assignments	182	67.9
	Preparing for Exams	156	58.2
	Reading for Knowledge	132	49.3
	Improving Research Skills	98	36.6
	Others	21	7.8
Challenges Faced Using Library	Lack of Books/Resources	114	42.5
	Limited Time	73	27.2
	Poor Facilities	63	23.5
	Lack of Guidance	48	17.9
	Others	14	5.2
Total Respondents	–	268	100



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The analysis of students' perceptions of library services, as presented in Table 7, indicates that the majority of respondents view the library positively, with 27.2% rating it as Very Useful and 44.4% as Useful. Libraries were primarily utilized to support completing assignments (67.9%), preparing for examinations (58.2%), and reading for knowledge (49.3%), while fewer students reported using library resources to improve research skills (36.6%). Key challenges reported include lack of books and resources (42.5%), limited time (27.2%), and poor facilities (23.5%), reflecting common constraints in secondary schools within Rijau LGA. These findings suggest that although students recognize the value of library services, structural limitations and underutilization of resources may restrict the full potential of libraries in enhancing academic achievement and research skill development.

Discussion

Discussion of academic achievement

The analysis of academic achievement among secondary school students in Rijau Local Government Area (LGA) reveals several important patterns. Table 5.4 shows that a majority of students reported Good (37.7%) or Average

(34.3%) overall academic achievement, with fewer students achieving Excellent (15.7%) or Poor (12.3%) outcomes. Similarly, recent average scores indicate that most students fall within the 50–69% range (42.9%), highlighting moderate academic performance. In terms of frequency of performance levels, most students reported Mostly Average performance (60.4%), while 20.1% achieved Mostly High, and 19.4% Mostly Low.

These findings are consistent with prior empirical research in Nigeria, which indicates that secondary school students' academic performance is heavily influenced by the availability and use of library resources (Suleiman, Hanafi, & Tanslikhan, 2018; Ogunbekun et al., 2023). For example, Suleiman et al. (2018) found that students with access to functional school libraries reported better academic outcomes in core subjects, particularly when resources were adequately utilized.

Similarly, Ogunbekun et al. (2023) highlighted that literacy development and overall academic performance improve when students actively engage with library services. The moderate performance observed in Rijau LGA may reflect partial access and utilization of school

library resources, as was observed in other studies across Niger State and Abuja (Jaja&Akanya, 2025; Aladetan, 2025).

Furthermore, the finding that only 20.1% of students reported Mostly High performance aligns with the empirical literature emphasizing the role of active engagement with library resources. Rodrigues and Mandrekar (2020) emphasized that frequent library use is positively correlated with higher academic achievement, particularly when students engage with textbooks, reference materials, and digital resources. In Rijau LGA, the distribution of performance suggests that while some students actively leverage library resources to achieve high scores, a large proportion may not be utilizing available facilities optimally, leading to predominantly average outcomes.

The observed moderate performance can also be interpreted in light of Information Literacy Theory (ACRL, 2015). Students who have developed strong information literacy skills such as the ability to locate, evaluate, and use resources effectively tend to achieve higher academic results. The relatively low proportion of high-performing students in Rijau LGA may indicate gaps in information literacy skills or limited library infrastructure, which is consistent

with challenges identified in Suleiman et al. (2018), including lack of adequate resources and trained personnel.

Moreover, these results suggest a relationship between perceived usefulness of library services and academic achievement. As discussed in the literature, students who perceive library resources as valuable tend to engage more frequently with them, which enhances learning outcomes (Suleiman et al., 2018; Ogunbekun et al., 2023). The predominance of average performance levels may thus reflect both structural constraints (limited resources, poor facilities) and behavioral factors (inconsistent use and perception of library relevance).

Overall, the descriptive findings from Rijau LGA confirm that while school libraries have a positive influence on academic achievement, the extent of their impact is moderated by both access and usage patterns. This supports the conclusions from prior studies in Nigeria, reinforcing the need for targeted interventions to improve library infrastructure, enhance student engagement, and develop information literacy skills.

Discussion of Library Use Patterns

The analysis of library uses patterns among secondary school students in Rijau LGA, as shown in Table 5.3,



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provides insights into how students engage with library resources and the potential impact on their academic outcomes. The majority of students reported using the school library weekly (34.3%) or monthly (28.4%), while 14.2% used it daily and 23.1% visited rarely or never. These findings indicate that while most students have some level of engagement with library services, consistent daily use is limited.

This pattern aligns with previous studies in Nigeria, which have found that students' library use is often irregular due to limited access, infrastructure challenges, and competing academic demands (Suleiman, Hanafi, & Tanslikhan, 2018; Ogunbekun et al., 2023). For example, Suleiman et al. (2018) observed that secondary school students in Kwara State primarily used libraries intermittently, citing lack of guidance and inadequate resources as barriers to daily engagement. Similarly, Ogunbekun et al. (2023) reported that irregular use of library services can moderate the potential positive impact on academic achievement, especially when libraries are not fully equipped with both print and digital materials.

In terms of library resources, textbooks were the most frequently used (69.0%), followed by reference books (36.6%) and digital/e-

resources (23.1%), while journals (20.1%) and newspapers (12.3%) were used less frequently. This distribution reflects a strong focus on curriculum-related materials and a relatively lower engagement with supplementary or research-oriented resources. Jaja and Akanya (2025) similarly found that secondary school students in Abuja predominantly relied on textbooks for exam preparation, with limited use of journals or digital resources for extended learning. The findings suggest that while students utilize libraries for immediate academic needs, broader research and information literacy practices remain underdeveloped.

Regarding duration of library visits, most students spent 30–60 minutes per session (38.1%), followed by less than 30 minutes (27.2%), 1–2 hours (25.4%), and more than 2 hours (9.3%). This pattern indicates that most students engage with library resources for moderate periods, sufficient for completing assignments or revising lessons, but rarely for extended research or study. These results corroborate Rodrigues and Mandrekar (2020), who found that students who spend longer, more focused periods in libraries tend to perform better academically, highlighting the importance of encouraging extended library engagement to maximize learning outcomes.

Collectively, the findings from Rijau LGA suggest that library use is moderate, resource-specific, and often constrained by time, which may explain the predominance of average academic achievement reported in Table 5.4. Enhancing the quality and availability of library resources, providing guidance on effective library use, and encouraging regular engagement could potentially increase students' academic performance. These results also support the Constructivist Learning Theory, which posits that active engagement with learning environments, such as libraries, facilitates knowledge construction and deeper understanding (Chand, 2024; McLeod, 2025).

Discussion of Students' Perception of Library Services

The findings in Table 5.5 reveal that the majority of secondary school students in Rijau LGA perceive their school libraries as beneficial to their academic achievement. Specifically, 27.2% rated libraries as Very Useful, and 44.4% rated them as Useful, while only 7.1% considered them Not Useful. This overall positive perception aligns with prior studies in Nigeria, which consistently show that students recognize libraries as important support systems for learning and academic performance

(Suleiman, Hanafi, & Tanslikhan, 2018; Ogunbekun et al., 2023).

Regarding the ways in which libraries support academic activities, most students reported using the library for completing assignments (67.9%), preparing for exams (58.2%), and reading for knowledge (49.3%), while only 36.6% indicated that the library helps improve research skills. These findings echo the results of Jaja and Akanya (2025), who observed that Nigerian secondary school students predominantly use libraries for immediate academic tasks, such as homework and exam preparation, rather than for broader information literacy or research activities. The lower engagement in research skill development suggests an opportunity to enhance library services to foster critical thinking and independent learning.

Students also reported several challenges affecting library use. The lack of books/resources (42.5%), limited time (27.2%), and poor facilities (23.5%) were the most cited barriers. These constraints are consistent with empirical evidence from Suleiman et al. (2018) and Ogunbekun et al. (2023), which highlight infrastructural and resource limitations as significant factors restricting effective library



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utilization in Nigerian secondary schools. Addressing these challenges is crucial for translating students' positive perceptions into tangible improvements in academic achievement and learning outcomes.

The positive perception of library services observed in Rijau LGA also aligns with Constructivist Learning Theory, which posits that active engagement with learning resources supports knowledge construction (Chand, 2024). When students recognize the usefulness of libraries and are guided to use them effectively, they are more likely to integrate information from multiple sources, strengthen their conceptual understanding, and improve academic performance. Additionally, the results support Information Literacy Theory, emphasizing that developing students' skills in locating, evaluating, and using information is essential for academic success (Association of College & Research Libraries, 2015).

In summary, while students in Rijau LGA generally perceive school libraries positively and utilize them for key academic tasks, challenges such as inadequate resources, limited time, and suboptimal facilities may limit the full potential of library services to enhance academic achievement. This finding

underscores the need for targeted interventions to improve library infrastructure, diversify available resources, and integrate structured library instruction into the curriculum.

Conclusion

This study assessed the influence of library services on the academic achievement and learning outcomes of secondary school students in Rijau Local Government Area (LGA). The findings provide important insights into students' academic performance, patterns of library use, and perceptions of library services.

First, the study revealed that the overall level of academic achievement among students is moderate, with the majority reporting Good and Average performance levels, and most students scoring within the 50–69% range. Only a relatively small proportion of students achieved high academic performance, indicating that while students are progressing academically, there is still room for improvement.

Second, the results showed that students' use of library services is moderate and irregular. Most students reported using the library weekly or monthly, with limited

daily usage. In terms of resources, textbooks and reference materials were the most frequently used, while journals and digital resources were underutilized. Additionally, most students spent 30–60 minutes per visit, suggesting limited engagement time for deeper learning activities.

Third, the findings indicated that students generally have a positive perception of library services, with the majority considering the library useful or very useful for improving academic achievement. Libraries were primarily used for completing assignments, preparing for examinations, and reading for knowledge. However, fewer students reported using libraries to develop research and information literacy skills, highlighting a gap in advanced academic engagement.

Despite the positive perception, students identified several key challenges, including inadequate library resources, limited access time, and poor facilities, which hinder effective utilization of library services. These constraints likely contribute to the predominance of average academic performance observed in the study.

Overall, the study concludes that while library services in Rijau LGA

play a significant supportive role in students' academic activities, their full potential is not being realized due to limited resources, inconsistent usage, and insufficient emphasis on information literacy development. Strengthening library infrastructure, improving access to diverse resources, and promoting active engagement with library services are essential for enhancing students' academic achievement and learning outcomes.

Recommendations

1. Secondary schools in Rijau Local Government Area should implement targeted academic support programs, including peer tutoring, remedial classes, and subject-specific workshops, to enhance overall student achievement. Regular monitoring and evaluation of students' performance is essential to identify those needing additional support and to raise average achievement levels.
2. To address variations in academic outcomes across schools, institutions with lower performance should be provided with additional resources and guidance on effective library utilization.



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Facilitating inter-school collaborations and academic competitions can motivate students and allow schools to share best practices.

3. Improving the frequency of high academic performance requires structured library engagement programs that encourage consistent use for study and research rather than only for assignments or exam preparation. Establishing supervised study schedules and dedicated library sessions will help students allocate focused time for learning and skill development.
4. Patterns of library use can be optimized by upgrading library infrastructure to include a broader range of books, journals, and digital resources across all subjects. Schools should introduce library orientation and user training programs to teach students how to navigate and utilize resources effectively. Extending library operating hours can provide greater opportunities for students with limited free time.
5. To strengthen students' perception of library services, schools should actively promote the library as a

central hub for learning and research, emphasizing its relevance to academic success. Teachers should integrate library resources into classroom activities, while workshops on information literacy and research skills should be provided to equip students with the competencies necessary to use library resources effectively for higher-order learning.

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