

**ROLE OF SCHOOL LIBRARY IN ENHANCING THE ACADEMIC
ACHIEVEMENT AMONG STUDENTS IN PUBLIC SENIOR SECONDARY
SCHOOLS IN EGOR LOCAL GOVERNMENT AREA OF EDO STATE**

BY

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BENIN CITY, NIGERIA

MAY, 2024

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**A PROJECT SUBMITTED TO THE DEPARTMENT OF EDUCATIONAL
MANAGEMENT, FACULTY OF EDUCATION, UNIVERSITY OF BENIN IN
PARTIAL FULFILMENT OF THE REQUIREMENTS FOR THE AWARD OF
BACHELOR DEGREE IN LIBRARY AND INFORMATION SCIENCE (BLIS)**

MAY, 2024

CERTIFICATION

We, the undersigned, hereby certify that this research work was carried out by SHITTU ALIMAT ADEJOKE with Matriculation Number: EDU1904105 and that the research work is adequate in scope and quality in the Department of Educational Management, Faculty of Education, University Of Benin, Benin City in partial fulfillment of the requirements for the Award of Bachelors Degree in Library and Information Science (BLIS).

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DEDICATION

This work is dedicated to my wonderful parents, Alhaji A.A Shittu and Alhaja B.Y Shittu and my late sister, Shittu Sukurat.

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ABSTRACT

The study investigated the role of school library in enhancing the academic achievement among students in public senior secondary schools in Egor Local Government Area of Edo State. To achieve the purpose of the study, four research questions were raised and examined. The sample size for the study was made up of 100 students which were randomly selected from the 20 schools in the local government. The questionnaire was the instrument for data collection. The descriptive survey research design was adopted for the study. An analysis of data was done using frequency count and percentages. The findings from the study include that there is high level of library patronage among students in public senior secondary schools in Egor Local Government Area of Edo State. It was concluded that school library plays a significant role in enhancing the academic achievement among students in public senior secondary schools in Egor Local Government Area of Edo State. The study recommended among others that the government should ensure adequate funding for school libraries to acquire relevant books, digital resources, and educational materials that align with the curriculum and cater to diverse learning needs among students.

CHAPTER ONE

INTRODUCTION

Background to the Study

The school library is a dynamic and versatile facility that plays a key role in shaping the educational path of students. Basically, the meaning of a school library goes far beyond a repository of books; it involves the nature of knowledge acquisition and intellectual inquiry. The library is a gateway to knowledge and offers students a wide and varied range of resources that go beyond traditional textbooks. With this comprehensive approach, the library becomes a central pillar of the educational landscape, fostering an environment where students can cultivate a deep passion for learning and understanding the world around them (Ajayi, 2020). In essence, the school library becomes a sanctuary for spiritual growth and exploration. It is a space where students can transcend the boundaries of classroom learning and delve into subjects with unbridled curiosity. Protecting students in school libraries often affects their academic success.

Students' academic success is students' ability to research and remember facts and the ability to transfer their knowledge verbally or in writing on paper (Asike, 2022). It can also be defined as the academic performance of the child. It includes knowledge, skills and ideas acquired and acquired through learning in and outside the classroom. Academic achievement refers to how well a student completes their assignments and learns. Academic success for students means excellence in all areas of study, both in class

and in extracurricular activities. Academic success refers to the extent to which students have achieved the goals of the subjects they encounter in school. It represents performance results that show the extent to which a person has achieved certain goals that have been the focus of activity in educational environments, especially schools, colleges and universities.

The role of the school library in improving student performance cannot be overemphasized. Located at the heart of postsecondary institutions, the school library serves as a critical catalyst for student academic success. Its central role goes far beyond a repository of books; rather, it is an indispensable resource center that shapes the intellectual landscape of young minds. A well-curated collection of diverse material makes a library a treasure, offering students ample opportunity for in-depth study of subjects (Ibrahim, 2020). This environment fosters a love of learning and sets the stage for academic excellence. In addition, the school library becomes a connection that connects students to the world of information and thus improves their academic journey.

The school library significantly improves the academic performance of students. The library shelves have a wide selection of books, magazines and reference materials that go beyond the limitations of conventional textbooks. This rich resource allows students to push the boundaries of their curriculum and encourages them to delve into topics in such detail that they enrich their understanding (Adegoke, 2021). In addition to traditional materials, modern libraries combine digital resources and further expand the

horizons of available information. This diverse collection not only aids academic pursuits, but also fosters curiosity, critical thinking and a thirst for knowledge that extends beyond the classroom. In addition to being a repository of information, the school library acts as an incubator for research skills. Students are not just consumers of information; they are skilled at navigating various sources of information, perfecting the ability to critically evaluate materials and synthesize information coherently. The research-oriented atmosphere of the library places students in a field where they can learn not only what to learn, but also how to learn effectively.

The school library plays an important role in promoting the reading culture of students. Offering a wide collection of fiction and non-fiction books, it cultivates diverse literary tastes. Students are encouraged to explore literature beyond the boundaries of their curriculum, which fosters creativity, critical thinking and a lasting love of reading (Adigun, 2022). This reading culture becomes the cornerstone of academic success, improving language skills, broadening perspectives and promoting a holistic approach to education. Therefore, the library appears not only as an academic center but also as a cultural center that enriches the intellectual and imaginative lives of students.

Statement of the Problem

In modern times, previous findings have shown that there seems to be a depressing trend for students that the school library is not suitable, which can affect their academic performance. The library, once a center of knowledge and a haven for

academic pursuits, today often seems neglected. It seems that students prefer the convenience of online resources and search engines, not forgetting the invaluable information on the shelves of the school library. The decline in library patronage appears to be due to a number of factors, including the impact of the digital age where students have easier access to information at their fingertips. In addition, a lack of awareness of the diverse and extensive resources of the library seems to contribute to this problem.

General observation also shows that most secondary school libraries do not seem to be well stocked and up to standard. This probably contributed to the poor academic performance of students. It was also observed that students have no interest in going to the school library. If students miss out on this valuable resource, they miss an opportunity to delve deeper into topics and develop critical research skills. A decline in student library patronage can lead to a superficial understanding of subjects that hinders student academic success. Can a school library really affect students' academic performance? An answer to this question is being sought and the purpose of the study is to find out the role of the school library in improving the academic performance of secondary school students in Egor Local Government Area of Edo State.

Purpose of the Study

The main purpose of the study is to investigate on the role of school library in enhancing the academic achievement among students in public senior secondary schools . The specific objectives of the study are to:

1. Examine the nature of school libraries in public senior secondary schools in e;
2. Ascertain the level of library patronage among students in public senior secondary schools;
3. Find out the impact of school library in students' participation in classroom activities in public senior secondary schools;
4. Investigate on the role of school library in enhancing the academic achievement among students in public senior secondary schools.

Research Questions

The following research questions were raised to guide the study:

1. What is the nature of school libraries in public senior secondary schools?
2. What is the level of library patronage among students in public senior secondary schools?
3. What is the impact of school library on students' participation in classroom activities in public senior secondary schools?
4. What is the role of school library in enhancing the academic achievement among students in public senior secondary schools?

Significance of the Study

The study will benefit students, teachers, policy makers, the Ministry of Education and potential researchers. The study is useful to the students because it helps

them understand the importance of the school library to improve their academic performance. This will help improve student relationships with school libraries.

The study is useful for teachers because it helps them see the crucial role of the school library in improving the academic performance of the students under their care. This way they can encourage their students to visit their school library to improve their academic performance.

The study is useful for decision makers and the Ministry of Education because it helps to understand the role of the school library in improving student learning outcomes. This gives them a better chance to develop the necessary policies that help ensure better funding of school libraries and ensure that libraries are well equipped and of good quality.

The study benefits potential researchers by providing a reference point for them. Future researchers can use the results of this study to add to existing knowledge. The study helps to open new avenues of research, allowing researchers to delve deeper into the topic under discussion.

Scope and Delimitation of the Study

The study focuses on the role of the school library in improving the academic performance of secondary school students in Egor Local Government Area of Edo State

Definition of Terms

The study defined the following terms:

Improvement: Improvement is the process of improving or completing something to achieve better quality and efficiency.

Public High Schools: Public high schools are educational institutions funded and operated by the government at the local, state and national levels.

School Library: A school library is a room within a school that contains a collection of books, magazines and other educational materials for students and teachers.

Student Academic Achievement: Student academic achievement is students' ability to research and remember facts and the ability to communicate their knowledge orally or in writing

CHAPTER TWO

LITERATURE REVIEW

This chapter presents a comprehensive review of related literature. It will be reviewed under the following subheadings:

Theoretical Framework

- Concept of School Library
- Concept of Students' Academic Achievement
- Nature of School Libraries in Senior Secondary Schools
- Level of Library Patronage Among Students
- Impact of School Library on Students' Participation in Classroom Activities
- Role of School Library in Enhancing the Academic Achievement Among Students
- **Summary of Literature Review**

Theoretical Framework

This study adopts the theory of resource-based learning, which was presented by Albert Bandura in 1999 when analyzing the phenomenon under study. Resource-based

learning theory provides a comprehensive framework for understanding the dynamic interaction between resources and learning processes. This theory assumes that resources act as building blocks for knowledge creation and cognitive development. In the context of secondary education, the school library becomes a critical link where students are exposed to a rich selection of materials in both print, digital and multimedia formats. These resources include textbooks, academic journals, reference materials, online databases and interactive learning platforms. Each resource represents a possible path of research, exploration and discovery, allowing students to delve into different topics and adopt multiple perspectives. By providing access to a wide range of resources, the school library becomes a vibrant intellectual center that feeds students' curiosity and stimulates their thirst for knowledge. In addition, access to resources ensures that students have the tools they need to navigate the complex academic landscape, access current knowledge, and deepen their understanding of key concepts and disciplines. Thus, the school library becomes a key catalyst for the academic enrichment and intellectual growth of high school students within the resource-based learning theory.

In the theory of resource-based learning, there is a strong emphasis on promoting student autonomy and self-directed learning strategies. In the context of secondary education, the school library acts as a nurturing ecosystem where students are encouraged to take responsibility for their learning. By giving students the opportunity to explore and select resources that match their interests and learning goals, the school library fosters a culture of intellectual curiosity and inquiry. Students have the opportunity to map out

their research path, set learning goals and look for research areas that match their passions and aspirations. This emphasis on autonomy not only instills a sense of responsibility and initiative, but also develops important skills such as time management, organization and self-regulation. As students navigate the vast landscape of available resources, they develop critical thinking skills, hone their information literacy skills, and learn to distinguish reliable from unreliable sources. Through this self-directed inquiry, students not only acquire domain-specific knowledge, but also develop the metacognitive awareness and reflective practices necessary for lifelong learning and personal growth.

Within the framework of resource-based learning, librarians have a central role as facilitators of learning and promoters of information literacy. In the school library environment, librarians act as guides, mentors and collaborative partners, offering personal support and guidance to students beginning their educational journey. Librarians play a multifaceted role in curating and organizing resources, which ensures that the library meets the diverse needs and interests of the student body. In collaboration with teachers and curriculum developers, librarians align library resources with academic standards and educational goals, promoting curriculum coherence and relevance.

Theory is essential to research because it helps provide a changing perspective on education and positions the school library as a dynamic center of research, inquiry and discovery. By adopting the principles of resource-based learning, secondary schools can use resources to improve academic performance and promote intellectual growth in

students. With diverse and relevant resources, students engage in active learning experiences that stimulate curiosity, promote creativity, and foster deep understanding.

Concept of School Library

The school library is a dynamic and versatile facility that plays a key role in shaping the educational path of students. The importance of a school library goes far beyond a repository of books; it involves the nature of information acquisition and intellectual inquiry (Dada, 2020). The library is a gateway to knowledge and offers students a wide and varied range of resources that go beyond traditional textbooks.

The library's role as a haven for reflection and learning provides students with opportunities to practice self-directed learning, improve critical thinking, and foster an appreciation of lifelong learning. By providing a quiet haven for independent study, the library becomes a space where students can shape their own unique academic trajectories and unleash their full potential as intellectual beings (Adewuyi, 2022). With this comprehensive approach, the library becomes a central pillar of the educational landscape, fostering an environment where students can cultivate a deep passion for learning and understanding the world around them (Ajayi, 2020). In essence, the school library becomes a sanctuary for spiritual growth and exploration. It is a space where students can transcend the boundaries of classroom learning and delve into subjects with unbridled curiosity.

In addition to a specific collection of books and resources, the concept of a school library is compatible with the principles of equality and inclusion in education. It acts as an excellent frequency converter, ensuring that every student, regardless of socio-economic background, has unhindered access to excellent information (Eze, 2019). This democratization of knowledge is a powerful force for leveling the playing field and offers all students the opportunity to expand their understanding and strive for academic excellence. The school library becomes a symbol of educational democracy, which promotes equal opportunities and paves the way for the creation of a more inclusive and easy-to-use learning environment.

In addition to playing an important role in disseminating information, the school library becomes a catalyst for collaborative learning. It becomes a vibrant community space where students gather for group projects, discussions and information exchange (Ochei, 2021). This collaborative dimension enhances the overall educational experience because students learn not only from the resources but also from each other. As a space for collective inquiry, the library instills valuable interpersonal skills necessary to navigate the collaborative dynamics students will encounter in their future academic and professional pursuits.

The concept of a school library is not static; it evolves with the development of technology. Today, libraries combine digital resources, online databases and electronic books to adapt to the changing needs of a technology-savvy generation. This

development ensures that the library remains an important and necessary resource in the educational environment. Using digital innovations, the school library continues to respond to the diverse learning habits of students in the digital age and strengthens its position as a dynamic and evolving entity (Akpaka, 2021).

Nature of School Libraries in Senior Secondary Schools

In Nigeria, the nature of school libraries in public secondary schools is emblematic of the wider challenges facing the education system. Those libraries, meant to be central centers of learning and intellectual inquiry, are often neglected and confused (Nwankwo, 2021). One of the most pressing problems facing these libraries is the lack of resources. Although libraries play a key role in promoting a culture of reading and research, they are often overlooked in budget allocations and educational planning. As a result, many public secondary schools across the country struggle with inadequate funding, limited infrastructure and inadequate staff, all of which contribute to continued resource scarcity (Ojo, 2023).

The lack of resources in public secondary school libraries in Nigeria undermines their ability to effectively carry out their educational mission. Due to limited budgets and competing priorities, schools often struggle to acquire essential materials such as textbooks, reference books, academic journals and digital resources (Olukoya, 2020). As a result, students lack access to a variety of learning materials, which hinders their ability to engage in in-depth research, expand their knowledge base, and develop critical

thinking. In addition, the lack of adequate resources undermines the educational experience of students because they are unable to explore topics beyond the boundaries of the curriculum and pursue their intellectual interests in a supportive environment (Adebisi, 2022).

Furthermore, the lack of current books exacerbates the problems facing school libraries in Nigeria. Many state high school libraries struggle with outdated collections that do not reflect the latest developments in various fields of study. This disparity between available resources and current knowledge not only hinders students' academic progress, but also reduces their ability to keep abreast of current events and emerging trends (Akintunde, 2021). In an era characterized by rapid technological development and an evolving information landscape, access to up-to-date books is essential for students to acquire the skills and knowledge they need to succeed in an increasingly narrow global environment.

Addressing the lack of resources and up-to-date books in school libraries in Nigeria requires a multi-pronged approach that addresses both systemic and institutional barriers. At the system level, governments at the federal and state levels must prioritize education funding and allocate resources primarily for library development (Bello, 2020). This includes investing in infrastructure upgrades, expanding library collections, and providing professional development opportunities for librarians. In addition, policy makers should explore innovative strategies to improve access to educational materials,

such as using digital technologies and building partnerships with publishers and educational organizations (Ekanem, 2023).

Level of Library Patronage among Students

Patronage of public secondary school libraries in Nigeria is diverse, characterized by both high and low usage. Some schools have a high influx of students using library resources, while others have low engagement (Yerima, 2020). A number of factors contribute to these disparities, including infrastructure, funding, education policy, and socioeconomic differences between schools.

In schools with high library patronage, several factors play a key role. With adequate funding and resource allocation, these institutions can maintain well-equipped libraries with up-to-date collections, comfortable reading rooms and modern technology (Sule, 2022). In addition, the proactive promotion and integration of library services into the school curriculum promotes a culture of reading and research among students. Supportive teachers and librarians also encourage students to actively use the library's resources, which reinforces its importance as an academic center.

On the other hand, many secondary schools in Nigeria are struggling with various challenges due to the lack of their libraries. Limited funding often results in poorly equipped libraries with outdated materials and inadequate space, preventing students from using these facilities for academic purposes. In addition, prevailing socioeconomic inequalities increase inequalities in access to educational resources, as schools in rural or

economically disadvantaged areas face greater barriers to maintaining functional libraries (Balogun, 2022). In addition, the low importance of reading culture and research skills in the school community further exacerbates the underutilization of library services.

Addressing the disparity in patronage of public central libraries in Nigeria requires a multifaceted approach. Additional government investment in education, especially in resource-poor areas, is needed to ensure equal access to well-stocked libraries for all students. Additionally, implementing comprehensive library development programs that focus on librarian capacity building, curriculum integration and community engagement can increase the importance and visibility of school libraries across the country (Salako, 2019).

Impact of School Library on Students' Participation in Classroom Activities

School libraries are the information bases of secondary educational institutions that have a significant impact on student participation in the classroom. These libraries are extensive repositories of academic resources carefully maintained to supplement and enhance learning (Nwokah, 2021). With an extensive collection of books, magazines and digital resources, school libraries offer students unhindered access to information on various subjects and subjects. This accessibility allows students to delve into classroom topics, making it easier to understand academic concepts.

When students are equipped with readily available resources, they are more likely to actively participate in classroom discussions, assignments, and projects. For example,

a student who is interested in a historical event mentioned in the lesson can easily browse relevant texts in the library, which enriches his understanding and greatly contributes to the discussion in the lesson (Omokheni, 2021). In addition, the availability of various learning materials in the library encourages students to explore interdisciplinary connections and conduct independent research, which promotes a culture of intellectual curiosity and academic research.

In addition to acting as information repositories, school libraries play a key role in developing students' critical thinking and independent learning. Encouraged to explore topics independently and seek answers to their own questions, students develop the intellectual autonomy necessary to succeed in an academic setting. By engaging in self-directed research and analysis, students hone their ability to critically evaluate information, perceive credible sources, and construct evidence-based arguments—a skill necessary for active participation in classroom activities (Adebayo, 2023). For example, a student tasked with presenting a research project can use library resources to conduct in-depth research, analyze primary sources, and prepare persuasive arguments. In addition, developing independent study skills embedded in the library environment allows students to take responsibility for their own academic journey, which fosters a sense of agency and self-efficacy. When students can navigate complex topics and synthesize diverse sources of information, they are better able to participate meaningfully in classroom discussions and enrich academic discourse with unique insights and perspectives (Kumuyi, 2020).

In addition to information archives, school libraries also serve as centers for lively collaboration and academic discussion, and foster environments that foster collaborative learning. Equipped with flexible seating and affordable study rooms, the libraries offer students the opportunity to participate in group studies, academic workshops and collaborative projects. Through facilitated collaboration in a library environment, students learn to navigate different perspectives, communicate effectively and reach consensus – a skill invaluable for active participation in classroom activities (Adeyemi, 2022). For example, a group of students working on a research project might gather in the library to come up with ideas, conduct experiments, and analyze data together. Additionally, the inclusive nature of collaborative learning environments fostered in the library environment fosters a sense of belonging and collective responsibility among students, which fosters a supportive community where individuals feel empowered to contribute their unique talents and insights to common endeavors (Asukuo, 2021).

Role of School Library in Enhancing the Academic Achievement among Students

The school library acts as an incubator for research skills. Students are not just consumers of information; they know how to navigate different information sources, improve the ability to critically evaluate materials and synthesize information coherently (Okeke, 2021). The research-oriented atmosphere of the library places students in a field where they can learn not only what to learn, but also how to learn effectively. This ability

is not limited to academic pursuits; it is a transferable competence that equips students for the challenges of higher education, working life and lifelong learning.

The physical space of the school library becomes a dynamic arena for collaborative learning. In addition to individual study, the library offers a quiet but conducive environment for group study, discussions and collaborative projects. Such a cooperative atmosphere not only increases academic achievement by facilitating information exchange, but also develops important life skills (Adeolu, 2021). The student learns the power of teamwork, effective communication and collective problem solving. This collaborative learning environment not only prepares students for work in the professional world, but also fosters a sense of community and shared academic goals.

The role of the school library in improving student performance cannot be overemphasized. The school library at the heart of secondary schools acts as a critical catalyst for student academic success (Onyeka, 2022). Its central role goes far beyond a repository of books; rather, it is an indispensable resource center that shapes the intellectual landscape of young minds. A well-curated collection of diverse material makes a library a treasure, offering students ample opportunity for in-depth study of subjects (Ibrahim, 2020). This environment fosters a love of learning and sets the stage for academic excellence. In addition, the school library becomes a connection that connects students to the world of information and thus improves their academic journey.

The school library significantly improves the academic performance of students. The library shelves have a wide selection of books, magazines and reference materials that go beyond the limitations of conventional textbooks. This rich resource allows students to push the boundaries of their curriculum and encourages them to delve into topics in such detail that they enrich their understanding (Adegoke, 2021).

Summary of Literature Review

The literature review critically examined the school library concept and the academic performance of students. As can be seen from the literature review, a school library is a space within a school that has a collection of books, magazines and other educational materials for the use of students and teachers. Student academic achievement, on the other hand, refers to students' ability to research and remember facts, as well as their ability to communicate their knowledge orally or on paper.

The literature review also explored the nature of high school libraries. Examination of empirical studies has shown that most high school libraries have few books and resources. The literature review also reveals that the patronage of high school students to school libraries is high. The literature review further investigated the effect of the school library on student participation in classrooms. The literature review revealed that school libraries are information bases in secondary schools that have a significant impact on student participation in the classroom.

At the end of the literature review, the role of the school library in improving the academic performance of students was examined. The literature review revealed that the school library, which is the core of secondary educational institutions, acts as a critical catalyst for student academic success..

CHAPTER THREE

METHODOLOGY

This chapter described the methods used in this study. This was done under the following subheadings: research design, research population, sample and sampling technique, research instrument, instrument validity, research reliability, data collection method and data analysis method.

Research Design

The research design used in this study is a descriptive survey research design. Descriptive research observes and collects data about a specific topic without manipulating variables. This model is considered suitable for this study as it will help collect data to investigate the role of school library in Egori Local Government Area of Edo State in improving the academic performance of secondary school students.

Study Population

The population of this study consisted of a total of 4022 students in 20 public secondary schools in Egor Local Government Area of Benin City, Edo State. (Source: Ministry of Education, Edo State, 2024).

Sampling and Sampling Technique

The sample size of the study consisted of 100 students randomly selected from each local government school. Using simple random sampling, 5 students were randomly selected from 20 state secondary schools in the local government, so the total sample size was 100 respondents.

Research Instrument

The data collection instrument is a structured questionnaire titled "The Role of the School Library in Improving Student Academic Achievement (RSLEAASQ)". The questionnaire was divided into two parts, A and B. Part A focused on the demographic or personal information of the respondent, while part B was information aimed at obtaining

information from the respondents about the role of the school library in improving academic performance. students The questionnaire consisted of a 4-point Likert scale response: strongly agree (SA), agree (A), disagree (D), disagree (SD).

Instrument Validity

The questionnaire prepared for the study was sent to the project supervisor to confirm content validity. The corrections made by the supervisor were added to the final draft of the work before administration.

Reliability of the study

The test-retest method was used to determine the reliability of the device. The survey was given to a group of 20 people who did not participate in the study. The instruments were given to the students to fill out, and the data obtained were analyzed using the Pearson product correlation coefficient. A reliability coefficient of 0.81 was obtained, indicating that the instrument is reliable for the study.

Data collection method

The researcher distributed copies of the questionnaire to the respondents. All questionnaires were collected on site to ensure a high return rate.

Data analysis method

Analyzing the data, the researcher used frequency counting and percentages to calculate the results of the study. The four research questions of the study were analyzed using frequency counts and percentages.

CHAPTER FOUR

PRESENTATION OF RESULTS AND DISCUSSION OF FINDINGS

This chapter presents the results and discussion of findings in line with the research questions asked. This chapter is discussed under the following sub-headings:

- Questionnaire Response Rate
- Analysis of Respondents Bio-Data
- Answering of the Research Questions
- Discussion of Findings

QUESTIONNAIRE RESPONSE RATE

Table 1: Questionnaire Response Rate

Number of Questionnaire Administered	Number of Questionnaire Returned	Percentage of Questionnaire Returned
100	100	100%

Source: Researcher’s Fieldwork, 2024

A total of 100 copies of the questionnaire were distributed and retrieved from the respondents which indicated a 100% response rate because the researcher waited to collect the filled questionnaire on the spot from the respondents.

Analysis of Respondents Bio-Data

Table 2: Distribution of Respondents by Sex

Sex	Frequency	Percentages
Male	39	39%
Female	61	61%
Total	100	100%

Source: Researcher’s Fieldwork, 2024

Table 2 revealed the distribution of the respondents according to sex. As seen in the table above, male respondents constituted 39% while female respondents represented 61%. This indicates that majority of the respondents were females.

Table 3: Distribution of Respondents by Class

Class	Frequency	Percentages
SS1	41	41%
SS2	33	33%
SS3	26	26%
Total	100	100%

Source: Researcher's Fieldwork, 2024

Table 3 revealed the distribution of the respondents according to class. As seen in the table, respondents who are in SS1 constituted 41%, SS2 are 33% while respondents in SS3 class are 26%. This indicates the majority of the respondents are those in SS1 class.

ANSWERING OF THE RESEARCH QUESTIONS

Research Question 1: What is the nature of school libraries in public senior secondary schools in Egor Local Government Area of Edo State?

Table 4: Distribution of Responses on the Nature of School Libraries in Public Senior Secondary Schools in Egor Local Government Area of Edo State

S/N	Items	Total No of respondents	Agree	%	Disagree	%	Remarks
1.	The school library is adequately equipped with up-to-date books for the learning needs of students	100	29	29%	71	71%	Agreed

2.	There is availability of computers, printers and other technological resources in the school library	100	13	13%	87	87%	Agreed
3.	There is comfortable sitting areas and reading spaces in the school library where students can comfortably engage with books	100	49	49%	51	51%	Agreed
4.	The school library has diverse books to cater to different interest and academic needs of students in the school	100	37	37%	63	63%	Agreed
5.	The school library has neatly organized shelves with clear signage and labels for students to locate books independently	100	41	41%	59	59%	Agreed

Source: Researcher’s Fieldwork, 2024

Table 4 revealed that under item 1, 29% of the sampled respondents agreed that the school library is adequately equipped with up-to-date books for the learning needs of students while 71% of the sampled respondents held the contrary opinion. Under item 2, 13% of the sampled respondents agreed that there is availability of computers, printers and other technological resources in the school library while 87% of the sampled respondents held the contrary view. Under item 3, 49% of the sampled respondents agreed that there is comfortable sitting areas and reading spaces in the school library where students can comfortably engage with books while 51% of the sampled respondents held the contrary opinion. Under item 4, 37% of the sampled respondents agreed that the school library has diverse books to cater to different interest and academic

needs of students in the school while 63% of the sampled respondents held the contrary view. Under item 5, 41% of the sampled respondents agreed that the school library has neatly organized shelves with clear signage and labels for students to locate books independently while 59% of the sampled respondents held the contrary view.

The analysis of data in the above table therefore implies that the school libraries in public senior secondary schools in Egor Local Government Area of Edo State is in poor state of nature.

Research Question 2: What is the level of library patronage among students in public senior secondary schools in Egor Local Government Area of Edo State?

Table 5: Distribution of Responses on level of library patronage among students in public senior secondary schools

S/N	Items	Total No of respondents	Agree	%	Disagree	%	Remarks
1.	Students often spend long hours of the day reading in the school library	100	73	73%	27	27%	Agreed
2.	Students regularly come to the school library to read during break period	100	68	68%	32	32%	Agreed

3.	Students often borrow books from the school library to take home for further reading	100	61	61%	39	39%	Agreed
4.	Students often interact with librarians for assistance in locating books in the school library	100	82	82%	18	18%	Agreed
5.	Students often utilize the available resources in the school library to enhance and complement their learning	100	77	77%	23	23%	Agreed

Source: Researcher’s Fieldwork, 2024

Table 5 shows that under item 1, 73% of the sampled respondents agreed that students often spend long hours of the day reading in the school library while 27% of the sampled respondents disagreed. Under item 2, 68% of the sampled respondents agree that students regularly come to the school library to read during break period while 32% of the sampled respondents held the contrary view. Under item 3, 61% of the sampled respondents agreed that students often borrow books from the school library to take home for further reading while 39% of the sampled respondents held the contrary view. Under item 4, 82% of the sampled respondents agreed that students often interact with librarians for assistance in locating books in the school library while 18% of the sampled respondents held the contrary opinion. Under item 5, 77% of the sampled respondents agreed that students often utilize the available resources in the school library to enhance

and complement their learning while 23% of the sampled respondents held the contrary view.

The analysis of data in the above table therefore implies that there is high level of library patronage among students in public senior secondary schools in Egor Local Government Area of Edo State.

Research Question 3: What is the impact of school library on students’ participation in classroom activities in public senior secondary schools in Egor Local Government Area of Edo State?

Table 6: Distribution of responses on the impact of school library on students’ participation in classroom activities

S/N	Items	Total No of respondents	Agree	%	Disagree	%	Remarks
1.	Regular use of school library can enable students to analyze and contribute meaningfully to classroom discussion and activities	100	97	97%	3	3%	Agreed

2.	Students' usage of school library can help to improve their ability to find relevant information to enhance their participation in classroom activities	100	92	92%	8	8%	Agreed
3.	Access to school library can expand students' knowledge and comprehension thereby enhancing their participation in classroom lessons	100	94	94%	6	6%	Agreed
4.	Regular use of school library can help improve students' confidence thereby enhancing their participation in classroom activities	100	98	98%	2	2%	Agreed
5.	Frequent use of the school library can help boost students' participation in classroom discussion and activities	100	96	96%	4	4%	Agreed

Source: Researcher's Fieldwork, 2024

Table 6 revealed that under item 1, 97% of the sampled respondents agreed that regular use of school library can enable students to analyze and contribute meaningfully to classroom discussion and activities while 3% of the sampled respondents held the contrary view. Under item 2, 92% of the sampled respondents agreed that students' usage of school library can help to improve their ability to find relevant information to enhance their participation in classroom activities while 8% of the sampled respondents held the contrary opinion. Under item 3, 94% of the sampled respondents agreed that access to school library can expand students' knowledge and comprehension thereby enhancing their participation in classroom lessons while 6% of the sampled respondents held the

contrary opinion. Under item 4, 98% of the sampled respondents agreed that regular use of school library can help improve students' confidence thereby enhancing their participation in classroom activities while 2% of the sampled respondents held the contrary view. Under item 5, 96% of the sampled respondents agreed that frequent use of the school library can help boost students' participation in classroom discussion and activities while 4% of the sampled respondents held the contrary view.

The analysis of data in the above table therefore implies that there is a significant impact of school library on students' participation in classroom activities in public senior secondary schools in Egor Local Government Area of Edo State.

Research Question 4: What is the role of school library in enhancing the academic achievement among students in public senior secondary schools in Egor Local Government Area of Edo State?

Table 47: Distribution of responses on the role of school library in enhancing the academic achievement among students

S/N	Items	Total No of respondents	Agree	%	Disagree	%	Remarks
1.	Students use of school library can help improve critical thinking skills among students thereby enhancing their academic performance	100	88	88%	12	12%	Agreed

2.	Frequent use of school library can help expose students to different perspective and ideas on their areas of strength and improvement	100	93	93%	7	7%	Agreed
3.	Regular use of the school library often expose students to research materials needed to improve their academic achievement	100	91	91%	9	9%	Agreed
4.	Access to school library can help students develop better communication skills needed to enhance their academic performance	100	97	97%	3	3%	Agreed
5.	Students' usage of school library can enable to effectively articulate their thoughts and ideas both orally and in written forms	100	89	89%	11	11%	Agreed

Source: Researcher's Fieldwork, 2024

Table 7 revealed that under item 1, 88% of the sampled respondents agreed that students use of school library can help improve critical thinking skills among students thereby enhancing their academic performance while 12% of the sampled respondents held the contrary opinion. Under item 2, 93% of the sampled respondents agreed that frequent use of school library can help expose students to different perspective and ideas on their areas of strength and improvement while 7% of the sampled respondents held the contrary view. Under item 3, 91% of the sampled respondents agreed that regular use of the school library often expose students to research materials needed to improve their academic achievement while 9% of the sampled respondents held the contrary view. Under item 4,

97% of the sampled respondents agreed on the notion that access to school library can help students develop better communication skills needed to enhance their academic performance while 3% of the sampled respondents held the contrary opinion. Under item 5, 89% of the sampled respondents agreed that students' usage of school library can enable to effectively articulate their thoughts and ideas both orally and in written forms while 11% of the sampled respondents held the contrary view.

The analysis of data in the above table therefore implies that school library plays a significant role in enhancing the academic achievement among students in public senior secondary schools in Egor Local Government Area of Edo State.

DISCUSSION OF FINDINGS

In the research question, from the results of one of the studies conducted revealed that the school libraries of public secondary schools in Egori Local Government of Edo State are in a natural state. This observation is consistent with Weyinmi (2020), who found in his study that most secondary school libraries are insufficient. In line with research findings, Olukoya (2020) stated that due to limited budgets and competing priorities, schools often struggle to acquire essential materials such as textbooks, reference books, academic journals and digital resources.

Research findings for the second research question revealed that there is high library patronage among secondary school students in Egori Local Government Area of

Edo State. The findings are consistent with Ogunkade (2018). He learned that in public high schools, school libraries are heavily patronized by students.

The results of the third research question indicate that the school library has a significant impact on the classroom participation of students in public secondary schools in Egor Local Government Area of Edo State. Nwokah (2021) confirmed his findings that school libraries are knowledge bases in secondary schools and have a significant impact on student engagement in classrooms. Similarly, Adeyemi (2022) found that through collaborative efforts in a library setting, students learn to navigate different perspectives, communicate effectively, and reach consensus—an invaluable skill for active participation in classroom activities.

The results of the research question four studies also show that the school library plays an important role in improving the academic performance of public secondary school students in Egor Local Government Area of Edo State. This finding is in line with Ogbomo (2020) who found in his study that there is a significant relationship between school library use and the academic performance of students in secondary school. Similarly, Onyeka (2022) assesses that the school library, which is at the heart of secondary educational institutions, acts as a critical catalyst for the academic success of students.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

This chapter provides the summary of the study and findings, the conclusion, recommendations, limitations of the study and suggestion for further studies.

Summary

The study examined the role of the school library in improving the academic performance of students in public secondary schools in Egori Local Government Area of Edo State. To achieve the objective of the study, four research questions were posed and investigated. The sample size of the study consisted of 100 students randomly selected from 20 schools in the municipality. Using simple random sampling, 5 students were randomly selected from 20 state secondary schools in the local government, so the total sample size was 100 respondents.

The instrument used for data collection is a structured questionnaire entitled "The Role of the School Library in Improving Student Academic Achievement (RSLEAASQ)". The questionnaire consisted of a 4-point Likert scale response: strongly agree (SA), agree (A), disagree (D), disagree (SD). The questionnaire prepared for the research work was sent to the project supervisor to confirm the correctness of the content. Necessary corrections were made and then rewritten before it reached the researcher. A questionnaire was the data collection tool. The study used a descriptive survey design. Frequency count and percentage were used to analyze the data.

Findings of the research

Findings from the study include:

- That the school libraries in public senior secondary schools in Egor Local Government Area of Edo State is in poor state of nature.

- That there is high level of library patronage among students in public senior secondary schools in Egor Local Government Area of Edo State.
- That there is a significant impact of school library on students' participation in classroom activities in public senior secondary schools in Egor Local Government Area of Edo State.
- That school library plays a significant role in enhancing the academic achievement among students in public senior secondary schools in Egor Local Government Area of Edo State.

Conclusion

The study investigated the role of school library in improving the academic performance of secondary school students in Egori Local Government Area of Edo State. Based on the findings of the study, the researcher concluded that the school library plays an important role in improving the academic performance of public secondary school students in Egor Local Government Area of Edo State. A school library was also found to have a significant impact on classroom participation of students in public secondary schools in Egori Local Government Area of Edo State.

Recommendations

Based on the findings and conclusions, the following recommendations were made:

1. The government should provide adequate funding to school libraries to acquire books, digital resources and learning materials compatible with school libraries. curriculum to the various learning needs of students.
2. The Board should provide continuing education and professional development opportunities for school librarians to improve their skills in information literacy, research assistance, and technology integration to better support the academic needs of students.
3. Government and education stakeholders must work together to promote the implementation of innovative programs and activities such as book clubs, research workshops and technology education programs in school libraries to promote critical thinking, creativity and collaboration among students. .
4. School librarians and teachers must work together to effectively integrate library resources and services into classroom instruction. This partnership can lead to the development of interdisciplinary projects and assignments that foster deeper learning.

Suggestions for further study

The researcher focused on the role of school library in improving the academic performance of secondary school students in Egori Local Government Area of Edo

State only. Similar research can be done in other local governments of Edo State to generalize the research.

Limitations of the Study

The following limitations were observed in conducting the study:

1. Time constraints: Limited time affected data collection and depth of analysis, which may lead to incomplete exploration of certain roles. school libraries in improving academic performance. 2. Insufficient funds: Insufficient financial resources limited the ability to undertake large-scale research activities, such as access to larger schools or the purchase of materials for data collection, analysis, and dissemination.

3. Geographic Locations: The study was limited to certain geographic areas due to logistical constraints that may have affected the generalizability of the results to the larger public high school population.

4. Reluctance of respondents: Some respondents are reluctant to provide complete and accurate information, which could affect the reliability and validity of the data collected, which could result in bias or missing key perspectives.

5. Sample size: The size of the total sample was limited, which affected the representativeness of the results and may have limited the generalizability of the results to other state high schools.

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DEPARTMENT OF EDUCATIONAL MANAGEMENT

FACULTY OF EDUCATION

UNIVERSITY OF BENIN

Dear Respondent,

I am a final year student of the above named department and institution. I am carrying out a research project on the **Role of School Library in Enhancing the Academic Achievement among Students in Public Senior Secondary Schools in Egor Local Government Area of Edo State.**

Honestly, the research is purely for academic purposes, any information received from you would be treated with utmost confidentiality. I would appreciate if you can help by filling this questionnaire accurately with sincerity.

Thank you for your cooperation.

Yours faithfully,
Shittu Alimat Adejoke
Researcher

**ROLE OF SCHOOL LIBRARY IN ENHANCING THE ACADEMIC ACHIEVEMENT
AMONG STUDENTS QUESTIONNAIRE (RSLEAASQ)**

Section A: Demographic Data

Sex: Male () Female ()

SECTION B: Data on Questionnaire

Indicate the extent to which you agree or disagree with the following statements.

Key: Strongly Agree (SA), Agree (A), Disagree (D), Strongly Disagree (SD)

S/N	ITEMS	SA	A	D	SD
Nature of School Libraries					
1.	The school library is adequately equipped with up-to-date books for the learning needs of students				
2.	There is availability of computers, printers and other technological resources in the school library				
3.	There is comfortable sitting areas and reading spaces in the school library where students can comfortably engage with books				
4.	The school library has diverse books to cater to different interest and academic needs of students in the school				
5.	The school library has neatly organized shelves with clear signage and labels for students to locate books independently				
Level of Library Patronage Among Students					
6.	Students often spend long hours of the day reading in the school library				
7.	Students regularly come to the school library to read during break period				
8.	Students often borrow books from the school library to take home for further reading				
9.	Students often interact with librarians for assistance in locating books in the school library				
10.	Students often utilize the available resources in the school library to enhance and complement their learning				

Impact of School Library on Students' Participation in Classroom Activities					
11.	Regular use of school library can enable students to analyze and contribute meaningfully to classroom discussion and activities				
12.	Students' usage of school library can help to improve their ability to find relevant information to enhance their participation in classroom activities				
13.	Access to school library can expand students' knowledge and comprehension thereby enhancing their participation in classroom lessons				
14.	Regular use of school library can help improve students' confidence thereby enhancing their participation in classroom activities				
15.	Frequent use of the school library can help boost students' participation in classroom discussion and activities				
Role of School Library in Enhancing the Academic Achievement Among Students					
16.	Students use of school library can help improve critical thinking skills among students thereby enhancing their academic performance				
17.	Frequent use of school library can help expose students to different perspective and ideas on their areas of strength and improvement				
18.	Regular use of the school library often expose students to research materials needed to improve their academic achievement				
19.	Access to school library can help students develop better communication skills needed to enhance their academic performance				
20.	Students' usage of school library can enable to effectively articulate their thoughts and ideas both orally and in written forms				