

**E-LIBRARY AND STUDENT'S ACADEMIC PERFORMANCE IN
PUBLIC SECONDARY SCHOOL IN EGOR LOCAL GOVERNMENT
AREA OF EDO STATE.**

BY

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**DEPARTMENT OF EDUCATIONAL MANAGEMENT
FACULTY OF EDUCATION
UNIVERSITY OF BENIN
BENIN CITY EDO STATE, NIGERIA.**

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CERTIFICATION

We, the undersigned names thereby certify that this research work was carried out by OFURE AKHABUE in the department of Educational Management, Faculty of Education, University of Benin, Benin City.

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Prof. W.A. Iguodala

Date

Head of Department

DEDICATION

In gratitude to God Almighty for the success and completion of my Project. To my mother Hellen Akhabue and to my late Father Mr. Lawrence Akhabue and my friends in school that made learning easy for me.

ACKNOWLEDGEMENT

I appreciate the Almighty God for His divine assistance to successfully complete this Research Programme. Her profound gratitude also goes to her amiable supervisors, Dr. J.E. Obano for her guidance and unrelenting efforts in the supervision of this research work, who through her busy schedules found out time to spare in looking critically to the work and the corrections she made so far. She appreciates the project coordinator Dr. (Mrs) Nkechi Obiweluzor for her concern during the course of this project. My profound acknowledgment to Dean Faculty of Education in person of Professor O.K Omoroguiwa, and the Head of Department Prof. W.A. Iguodala for his concern to ensure the successful completion of this work. She appreciate all her lecturers for their selflessness and kind gesture in the course of this programme.

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ABSTRACT

This study investigated the impact of e-library and students' academic performance in public senior secondary school in Egor Local Government Area of Edo State. The objectives were to assess the availability of e-library facilities, frequency and types of e-library resources used, challenges encountered by students, and the relationship between e-library usage and academic performance with five research questions.

The study adopted a descriptive survey design. A sample of 200 students was drawn from five randomly selected public senior secondary schools in the area; however, only 100 properly completed questionnaires were retrieved and analysed. Data were analysed using a combination of mean ($\bar{x}$), standard deviation (SD), simple percentage, and Pearson Product Moment Correlation (PPMC).

The findings revealed that the availability of e-library facilities in public schools was generally low, and student usage of existing e-library resources was infrequent. The types of e-library tools accessible were limited, with most students lacking access to academic databases, reference tools, and other digital learning platforms. Major challenges identified included power outages, limited ICT skills, and poor alignment of e-library content with the school curriculum. Despite these constraints, a low but statistically significant positive relationship was found between e-library usage and academic performance. Based on the findings, it was recommended that government and school authorities invest in digital infrastructure, provide relevant training, and integrate e-library usage into the curriculum to enhance educational outcomes.

CHAPTER ONE

INTRODUCTION

Background to the Study

Academic libraries in Nigeria have historically constituted the intellectual backbone for teaching and learning, providing the foundational support necessary for research, teaching, and learning. These libraries function as essential hubs for the collection, organization, preservation, and dissemination of academic information. Traditionally, Nigerian academic libraries have been built on physical collections of books, journals, and periodicals, complemented by limited audio-visual resources. It seems that libraries are now tending towards a modern approach of operation termed e-libraries. E-libraries, or digital libraries, are systematically organized collections of digital content that provide access to electronic books, journals, multimedia materials, and academic databases through internet-enabled platforms. Their defining feature is the capacity to offer round-the-clock, remote access to scholarly materials, thereby overcoming the spatial and temporal limitations of traditional libraries (Vijayalatha, 2023).

The availability of e-library infrastructure in public secondary schools remains a significant determinant of students' access to digital learning resources in Nigeria. Despite global advancements in educational technology, the integration of e-libraries within Nigerian secondary schools, particularly those in public settings, is still limited and unevenly

distributed. According to Okiki and Asiru (2021), many public senior secondary schools in Nigeria lack the basic ICT infrastructure required to support functional e-libraries, such as stable electricity, internet connectivity, and digital content management systems. This inadequacy is more pronounced in rural and underserved areas where infrastructural decay and underfunding hinder educational innovation. Furthermore, a nationwide survey by the Nigerian Educational Research and Development Council (NERDC) (2020) reported that less than 20% of public senior secondary schools have access to any form of digital library services. The limited availability not only restricts students' opportunities for independent learning but also widens the educational gap between urban and rural learners. Hence, the availability of e-library resources is critical in shaping academic outcomes, as it determines the extent to which students can engage with up-to-date academic materials.

While availability forms the foundation, the actual utilisation of e-library resources by students is equally pivotal in influencing academic performance. Utilisation refers to the frequency and quality of engagement with electronic library materials for educational purposes, including accessing e-books, academic journals, past examination questions, and multimedia learning tools. Studies have shown that effective use of e-library resources can lead to improved academic engagement and performance, as students gain access to a broader range of information and learning support (Ojedokun & Owolabi, 2023). However, in the context of Nigerian public senior secondary schools, even where e-library resources are present, utilisation is often limited due to factors such as lack of digital literacy, inadequate

training, and restricted time allocated for such activities in the school timetable. According to a study by Ajegbomogun and Salaam (2021), only few of students in public senior secondary schools with e-library access reported frequent usage, citing poor user orientation and interface challenges as major constraints. Therefore, enhancing students' competence in using e-library platforms and integrating their use into classroom activities is essential for translating digital access into tangible academic gains.

Several e-library tools have been adopted in Nigeria to enhance student learning and academic performance. These include Online Public Access Catalogues (OPACs), subscription-based databases such as ProQuest, HINARI, and LexisNexis, institutional repositories, Learning Management Systems (LMS) like Moodle and Canvas, and citation managers such as Zotero and Mendeley. OPACs provide digital access to library holdings, allowing students to search and retrieve materials efficiently. By reducing time spent locating resources, OPACs enhance students' interaction with academic content and promote independent study (Patrick, 2022).

Subscription-based databases offer access to peer-reviewed journals and scholarly articles across disciplines. Tools like HINARI and LexisNexis expose students to global academic standards and support research-based learning, although access remains limited in many Nigerian schools (Afolabi & Abidoye, 2021).

Institutional repositories store locally produced academic content, such as theses and teaching materials, which reflect the Nigerian educational context. These repositories support curriculum relevance and improve students' exposure to indigenous knowledge (Ezeani & Ezema, 2021).

LMS platforms like Moodle and Canvas integrate e-library functions with teaching tools, enabling students to access readings, submit assignments, and engage in academic discussions. They are particularly valuable in mitigating textbook shortages in public schools (Ogunlade & Adebayo, 2019).

Citation managers help students organize references and ensure proper citation practices. Tools like Zotero and Mendeley foster academic integrity and improve students' research and writing skills from an early stage (Bello & Okiki, 2020).

Despite the several benefits of e-library systems, several challenges persist that hinder their full integration and utilization in Nigeria. Firstly, infrastructural inadequacies such as erratic power supply, poor internet connectivity, and insufficient bandwidth limit access and user experience, particularly in rural or underfunded institutions (Obande & Emmanuel, 2023). Secondly, the high cost of subscriptions to premium databases poses a major barrier for institutions operating on limited budgets, leading to disparities in access to quality academic resources. Thirdly, there is often a lack of trained personnel to manage and maintain e-library systems, coupled with inadequate user training for students and faculty,

resulting in underutilization of available resources (Bassey, Abang, Odey & James, 2025). Additionally, cyber-security risks and intellectual property concerns present legal and ethical challenges that must be navigated. Moreover, the persistent underfunding of Nigerian libraries may stunt their ability to keep up with the rapidly evolving educational demands of the 21st century. Infrastructural deficits, outdated materials, and the absence of dynamic cataloguing systems appears to be common issues in these libraries, which may adversely affected students' academic performance in Nigeria (Yaya & Adeeko, 2024).

Students' academic performance is multifaceted and refers to the measurable outcomes of students' academic efforts within formal educational settings. It encompasses achievements in examinations, coursework, research activities, class participation, and the demonstration of cognitive and analytical skills. Academic performance is influenced by various factors, including individual learning styles, instructional quality, availability of academic resources, and the learning environment (Arumuru & David, 2024). In the context of secondary school education in Nigeria, library resources have traditionally been perceived as pivotal to achieving academic success. Access to scholarly materials enables students to conduct research, understand course content more deeply, and develop critical thinking skills.

Effective academic performance therefore presupposes access to quality information resources, efficient retrieval systems, and supportive study environments all of which libraries are expected to provide (Adenariwo & Sulyman, 2022). Moreover, the development

of information literacy skills, which entails the ability to locate, evaluate, and effectively use information, is closely tied to students' engagement with library resources. Consequently, students who frequently use library facilities tend to exhibit better academic outcomes than their peers who do not (Lotfy, Kamel, Hassan & Ezzeldin, 2022). In Nigeria, however, the inadequacy of traditional library services has raised growing concerns about the capacity of these institutions to continue fulfilling this critical role, leading to the development of e-libraries.

The importance of e-library adoption in enhancing academic performance in Nigeria cannot be overstated. Access to digital library resources promotes academic inclusivity by breaking down barriers associated with time, location, and resource availability (Wang & Si, 2024). E-libraries facilitate timely and convenient access to up-to-date information, enabling students to undertake assignments, conduct research, and prepare for examinations with greater effectiveness. Moreover, e-library platforms often include features such as user analytics, personalized dashboards, and academic resource recommendations, which support tailored learning experiences. By bridging the information gap, e-libraries help reduce academic inequities among students from different socio-economic backgrounds (Ashraf, 2025). Empirical research has shown that students who actively use e-library services demonstrate higher academic achievements, more efficient study habits, and better information literacy skills compared to their peers who do not (Dlamini & Tsabedze, 2025).

In view of the foregoing, it is important to ascertain the state of e-libraries as well as their consequent effect in Nigeria. Thus, the aim of this study is to investigate e-libraries and student academic performance in Egor Local Government Area of Edo State.

Statement of Problem

The persistent decline in students' academic performance in Nigeria has become a major concern for educators, policymakers, and stakeholders in the education sector. The West African Examinations Council (WAEC) reported a 7.69% decrease in performance in the 2024 West African Senior School Certificate Examination (WASSCE), signaling a significant drop in academic achievement at the secondary school level. This alarming trend was further confirmed by the poor performance in the 2025 Unified Tertiary Matriculation Examination (UTME), which was described as the third-worst national performance since 2016. Although the Joint Admissions and Matriculation Board (JAMB) admitted to certain result-related errors, the overall low performance remains a valid indicator of academic challenges.

Some students were alleged to have gravitated toward digital platforms; the question arises: how has the academic system evolved to meet them in this new space? One promising but underexplored solution is the e-library, which appears to provide students with vast, diverse, and up-to-date academic resources beyond the confines of physical libraries. However, despite the potential of e-libraries to mitigate the current academic decline, several issues remain unclear, especially regarding their actual presence, accessibility, and usage

among public senior secondary school students. Against this backdrop, the present study seeks to investigate the availability, accessibility, and usage of e-library resources and how these variables relate to the academic performance of public senior secondary school students in Egor Local Government Area of Edo State.

Research Questions

The following research questions are raised to guide the study

- i. What is the level of availability of e-library facilities for public senior secondary school students in Egor Local Government Area of Edo State?
- ii. How frequently do public senior secondary school students in Egor Local Government Area of Edo State use e-library resources?
- iii. What types of e-library tools are accessible to public senior secondary school students in Egor Local Government Area of Edo State?
- iv. What are the challenges public senior secondary school students in Egor Local Government Area of Edo State face in using e-library services?
- v. How does the use of e-library resources influence students' academic performance in public senior secondary school in Egor Local Government Area of Edo State?

Purpose of the Study

The purpose of the study was to examine e-library and student academic performance in Egor Local Government Area of Edo State. The specific objectives include to:

- i. examine the level of availability of e-library facilities for public senior secondary school students in Egor Local Government Area of Edo State;
- ii. determine how frequently public senior secondary school students in Egor Local Government Area of Edo State use e-library resources;
- iii. identify the types of e-library tools accessible to public senior secondary school students in Egor Local Government Area of Edo State;
- iv. investigate the challenges public senior secondary school students in Egor Local Government Area of Edo State face in using e-library services; and
- v. assess the influence of e-library resource usage on students' academic performance in public senior secondary school in Egor Local Government Area of Edo State.

Significance of the Study

The findings of this study hold substantial relevance for various stakeholders, including policymakers, educators, secondary school students, library administrators, and the local community in Egor Local Government Area of Edo State. This research would provide empirical evidence to inform educational policies regarding the integration and funding of digital infrastructure in secondary schools. By examining the impact of e-library usage on student academic performance, the study supports the development of policies that promote equitable access to digital learning resources. It also underscores the necessity for investment in ICT infrastructure, internet connectivity, and digital literacy initiatives that enhance academic achievement at the secondary school level.

The study would highlight the critical role of e-libraries in supporting curriculum delivery and improving learning outcomes for teachers, school administrators, and education planners. It encourages the adoption of instructional strategies that incorporate e-library resources into lesson planning, project work, and independent learning activities. The findings further advocate for professional development programs to equip educators with the skills needed to guide students in the effective use of digital academic resources. This study is particularly valuable to secondary school students in Egor Local Government Area as it demonstrates how access to and usage of e-library services can enhance academic performance. It promotes a culture of academic independence, critical thinking, and information literacy by encouraging students to engage with a broad range of digital academic materials. Additionally, the study aims to raise awareness among students of the academic advantages provided by e-libraries, including improved access to up-to-date and relevant subject materials.

Library administrators, educational technology stakeholders, library personnel, and ICT coordinators would gain insight into the expectations and challenges faced by students in utilizing e-library resources. The study would serve as basis for improving the management, functionality, and responsiveness of digital library services within secondary schools. It also encourages collaboration with technology providers and content curators to ensure that e-library platforms are user-friendly, accessible, and aligned with the curriculum needs of students.

The study would contribute to the society through community development by advocating for improved educational quality through digital innovation, enhanced students' academic performance in public senior secondary school in Egor Local Government Area that supports long-term outcomes such as higher literacy rates, better employment prospects, and reduced dropout rates. By fostering a digitally literate and academically competent youth population, the study also contributes to the socio-economic advancement of the local community.

Scope and Delimitation of the Study

This study focused on e-library availability, utilization (Usage), types and challenges and students' academic performance in Mathematics and English Language in West African Examination Council for 2023/2024 Academic Session. The study was delimited to public senior secondary schools within Egor Local Government Area of Edo State.

Definition of Terms

The following terms were operationally designed as used in the study:

- **E-library:** A digital platform that provides access to electronic academic resources such as e-books, journals, databases, and other educational materials via the internet that enhances student academic performance.
- **Students' Academic Performance:** The outcomes of students' achievement in examination results in West African Examination Council.

- **Availability of E-Library:** The extent to which e-library infrastructure, resources, and digital services are present, functional, and accessible within public senior secondary schools.
- **Utilization of E-Library:** The frequency and manner in which students access and engage with e-library resources for academic purposes.
- **Types of E-library Tools:** Online public access catalogues (OPACs), digital repositories, academic databases, and learning management systems.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

This chapter presented a review literature to the study. It gives an insight of what the study is all about in the following sub-headings:

- Concept of E-Library
- Concept of Student Academic Performance
- E-Library and Students Academic Performance
- Summary of Reviewed Literature

Concept of E-Library

The electronic library, commonly referred to as an e-library, represents a digitally curated collection of academic resources, including books, journals, theses, multimedia, and databases, made accessible to users via digital platforms. E-libraries are not merely digitized extensions of physical libraries; rather, they embody a structural transformation in information storage, retrieval, and dissemination, designed to improve access, flexibility, and interactivity in the learning process (Chigwada, 2022). With technological advancements, e-libraries have become central to the digital learning ecosystem in both developed and developing countries. They support asynchronous learning and facilitate research by

providing immediate access to a wide array of academic content, thereby playing an instrumental role in modern pedagogical strategies (Nzivo & Mugo, 2021). In Nigeria, the gradual adoption of e-library platforms within educational institutions reflects broader efforts to bridge the gap between conventional educational infrastructure and emerging digital learning environments.

From an operational standpoint, e-libraries serve a critical function in democratizing knowledge by mitigating geographical and temporal barriers that traditionally limited access to academic materials. Through cloud-based and institutional access systems, students are able to consult learning resources from any location, often at any time, promoting self-directed learning and independent research skills (Ojedokun & Ayoku, 2023). These digital libraries also feature search engines, citation tools, and multimedia interfaces that enhance user engagement and streamline the research process. Within the Nigerian educational context—where physical libraries are often underfunded and inadequately stocked—the integration of e-libraries into academic environments has been positioned as a cost-effective and scalable solution to the chronic resource deficits faced by many public secondary and tertiary institutions (Aina & Okebukola, 2021). Despite infrastructural challenges such as erratic electricity supply and limited internet connectivity, the implementation of e-libraries is increasingly seen as vital to the development of an inclusive and competitive academic environment.

Crucially, the pedagogical utility of e-libraries extends beyond resource provision to the promotion of active and collaborative learning. The presence of digital repositories encourages interactivity and allows for multimedia integration in instruction, thereby catering to diverse learning styles and academic needs (Bello & Ibrahim, 2020). For secondary school students in Nigeria, especially in public institutions where physical textbook shortages are rampant, e-libraries offer the potential to enhance curriculum delivery and enrich the academic experience. Moreover, when integrated with digital literacy programs, e-libraries can empower students with essential research competencies and information navigation skills necessary for academic success (Onuoha & Daramola, 2024). These libraries also support teachers by facilitating access to up-to-date instructional materials and professional development resources. Therefore, the e-library is not merely a technological innovation but a strategic educational tool that holds significant potential to transform the academic landscape in Nigeria's public education system.

The level of availability of e-library facilities in Nigerian public senior secondary schools remains critically low, largely due to systemic infrastructural limitations, policy gaps, and economic constraints. Unlike tertiary institutions where some form of digital library infrastructure exists, albeit inconsistently, secondary schools—particularly those in rural and semi-urban regions—are often entirely excluded from digital access initiatives (Adomi & Kpangban, 2021). This limited availability is linked to persistent deficits in electricity supply, broadband connectivity, and hardware infrastructure, which are foundational for the

functioning of e-library systems (Adebayo & Oyekanmi, 2023). In most states across Nigeria, public secondary schools operate without basic ICT laboratories, let alone access to organized digital repositories. According to a national assessment by the Universal Basic Education Commission (UBEC, 2022), less than 12% of public secondary schools surveyed had operational digital resource centres. Furthermore, where e-library infrastructure exists, it is often underutilized due to inadequate staff training and poor integration into teaching and learning processes (Okiki & Asiru, 2021). Thus, the level of availability is not only quantitatively low but also qualitatively deficient, limiting the transformative potential of digital libraries for educational equity and student academic advancement.

In a study by Idiong, Aladejana, and Ukulor (2023), the researchers explored the use of e-library resources on instructional effectiveness among teachers in public secondary schools within Akwa Ibom North-West Senatorial District. Using a correlation research design, the study sampled 356 teachers from a population of 2,390 using proportionate sampling. Data were collected through two researcher-developed instruments—ICT Facilities Questionnaire (IFQ) and Teachers' Instructional Delivery Questionnaire (TIDQ)—with reliability coefficients of 0.866 and 0.786, respectively. Results from a simple linear regression analysis indicated that the availability and use of e-library facilities significantly predicted improved instructional delivery among teachers. However, implicit in the findings was a recognition of infrastructural limitations and inconsistent access, which inhibited full integration into the teaching process.

Further supporting this inadequacy, Nkweke (2023) conducted a descriptive survey study in Calabar South Local Government Area to evaluate the availability and utilization of electronic library resources in public secondary schools. Drawing from a population of 230 and a sample of 150 respondents, stratified random sampling and a structured questionnaire were employed, with data analyzed using Spearman Brown statistics. The study revealed that e-library facilities and services were largely absent in most public secondary schools, and students—particularly in science disciplines—were unaware of the roles and educational value of such resources. The absence of these facilities was found to hinder students' understanding and academic performance, particularly in resource-intensive subjects like the sciences, highlighting a critical gap in digital infrastructure across public schools.

Although limited to primary education, Marsini's (2023) qualitative research in Indonesia provides useful comparative insight into the educational efficacy of e-libraries. Investigating the role of e-libraries in improving literacy among elementary school students in social studies, the study analyzed data from 40 scholarly articles through document analysis and literature review. Findings indicated that e-library resources positively influenced reading competence and academic engagement when appropriately integrated into instructional design. While the context differs from Nigerian public secondary schools, the study reinforces the pedagogical importance of digital library platforms in enhancing students' literacy and content mastery, particularly when supported by well-structured learning goals.

The frequency of e-library usage among public senior secondary school students in Nigeria remains significantly low, largely due to infrastructural inadequacies, limited digital competence, and inconsistent access to the necessary technological tools. Studies show that where e-library resources are available, their utilization is sporadic and often restricted to a narrow segment of the student population (Udo-Anyanwu & Agbo, 2021). The lack of reliable internet connectivity, unstable electricity supply, and insufficient computer hardware severely constrain students' ability to engage with digital resources consistently. In many schools, the available facilities are shared among large student populations, resulting in restricted time allocations and diminished academic engagement with the platform (Omotayo & Oduwole, 2023). Even when access is granted, the absence of guided instruction or digital navigation skills often limits the depth of engagement, with students primarily using the resources for casual browsing or superficial research rather than academic enrichment. According to Olatunji and Eze (2022), the absence of structured curricula integration has led to underutilization, as e-libraries are not embedded meaningfully into students' learning routines or assessment frameworks.

Gbadebo, Oladipupo, and Ilori (2016) conducted a quantitative study investigating the extent of usage of e-library facilities among students in public colleges of education in Southwest Nigeria. Though the study targeted higher education institutions, its implications resonate within the secondary school context, particularly in understanding behavioral patterns in digital resource engagement. The study sampled 225 students across nine public

colleges using stratified and simple random sampling techniques. Data were collected using the Extent of Usage of E-Library Resources Questionnaire (EUELIRQ), which yielded a strong reliability coefficient of 0.87. Analysis through frequency counts, percentages, and t-tests revealed that usage of e-library resources was low overall, with male students showing more favorable engagement than their female counterparts. Interestingly, the findings also indicated that frequency of use was not significantly influenced by students' academic discipline, suggesting that broader factors—such as digital literacy and accessibility—may be more determinative than curricular demands.

In the secondary school context, similar trends were observed by Nkweke (2023), who investigated the utilization of electronic library resources in public secondary schools in Calabar South Local Government Area. Using a descriptive survey design and stratified random sampling, the study drew a sample of 150 respondents from a population of 230 students. The data, analyzed using Spearman Brown statistics, showed that the frequency of e-library use was extremely low among science students. The study attributed this to the near-complete absence of functional e-library facilities in public secondary schools within the region, as well as students' limited awareness of the educational value of such resources. This low utilization frequency further reflects a systemic failure to integrate digital infrastructure into secondary education, despite policy-level aspirations to mainstream ICT in pedagogy. Notably, the study concluded that if e-library resources were made consistently available and

aligned with science curricula, their integration would significantly improve conceptual understanding among learners.

For public senior secondary school students in Nigeria, seven major types of e-library tools are commonly identifiable: e-books, digital academic journals, online databases, institutional repositories, reference management software, audio-visual learning content, and library catalog systems.

E-books are among the most commonly used e-library tools due to their wide accessibility, affordability, and relevance to formal curricular content. They are digital versions of textbooks and scholarly books that students can access via computers, smartphones, or tablets. According to Okiki and Asiru (2020), e-books play a critical role in reducing textbook shortages in Nigerian public schools, especially where physical libraries are under-resourced. The flexibility offered by e-books—such as zooming features, note-taking options, and embedded hyperlinks—enhances comprehension and encourages self-paced learning (Komba & Ngulube, 2021).

In a study conducted by Martin and Quan-Haase (2016) at a Canadian university, 420 undergraduate students were surveyed using a cross-sectional design to examine e-book reading habits and perceptions. The findings showed that while e-books were widely accessed for convenience and portability, students preferred print formats for deep reading and comprehension due to digital fatigue and navigational difficulties. In a similar study,

Chou and Chen (2018) investigated high school students' engagement with e-books in Taiwan. Using a quasi-experimental design with 90 students, the study assessed the impact of interactive e-books on science learning. Results indicated significantly improved conceptual understanding and motivation among students exposed to interactive e-books compared to those using traditional textbooks, highlighting the potential of multimedia-enhanced digital formats in secondary education.

Digital academic journals provide students with access to peer-reviewed, research-based literature across various academic disciplines. Although traditionally associated with tertiary education, the integration of digital journals in senior secondary education has gained attention for its potential to develop students' research and critical thinking skills. According to Echezona and Ugwuanyi (2021), when made accessible, digital journals expose students to advanced scientific reasoning, data interpretation, and scholarly discourse.

Anene, Dairo, and Okon (2020) examined the use of digital academic journals by postgraduate students in Nigerian federal universities. Using a descriptive survey design and a sample of 370 students, the study revealed frequent use of open-access journals like DOAJ and AJOL, primarily for thesis and coursework research. However, limited institutional subscriptions and internet connectivity issues hindered comprehensive use. In a comparative context, Kim and Kim (2017) assessed academic journal usage patterns among graduate students in South Korea. With a sample of 250 participants surveyed using structured

questionnaires, the study found that over 85% of students preferred digital journals over print due to searchability and access speed, though many expressed concerns over digital distraction and the lack of reading depth.

Online academic databases are structured digital platforms that aggregate a wide array of academic content including articles, theses, conference papers, and educational datasets. Platforms such as Google Scholar, ResearchGate, and African Journals Online (AJOL) have become critical tools for student research and curriculum enhancement. Nnadozie et al. (2020) note that databases are essential for enabling comprehensive academic exploration and promoting analytical skills among students.

Empirical insights into online databases suggest that they are vital for high-level research productivity, though not always optimally utilized. In a study by Alzahrani and Maher (2021) conducted at King Saud University in Saudi Arabia, 312 students from STEM disciplines were surveyed to assess usage frequency of databases like Scopus and IEEE Xplore. The study employed a descriptive quantitative method and found high reliance on these platforms for project and thesis work, but also identified gaps in search skill proficiency and keyword strategies. Likewise, in Ghana, Nkrumah and Mensah (2018) studied online database usage among 200 university students across three public institutions using a structured questionnaire. The findings indicated that JSTOR, Emerald, and SpringerLink

were known to most students, but actual usage was moderate due to lack of training and unfamiliarity with advanced search features.

Institutional repositories are digital archives maintained by academic institutions that store scholarly works, theses, reports, and educational materials authored within those institutions. For secondary school students, especially those preparing for university or research-based assessments, these repositories provide an accessible bridge to locally relevant academic output. According to Ezeani and Ezema (2021), institutional repositories serve as a vital alternative to commercial databases, particularly in resource-constrained contexts like Nigeria.

In South Africa, Zulu and Sebopetsa (2016) conducted a study on the effectiveness of institutional repositories in preserving and disseminating theses and dissertations at the University of Pretoria. Using qualitative interviews with 15 academic staff and repository managers, the study found high archival utility and improved research visibility, although concerns were raised about metadata consistency and copyright compliance. In Indonesia, Nurhadi, Al-Aufi, and Farida (2019) investigated the engagement of faculty with institutional repositories at Universitas Gadjah Mada. Through a mixed-method study involving 300 faculty respondents and repository usage logs, the study concluded that institutional mandates and incentives significantly increased participation, while voluntary models yielded limited content submission.

Reference management tools such as Zotero, Mendeley, and EndNote are designed to help users organize, cite, and store academic references. Though not widely used at the secondary school level, these tools have gained limited application among advanced secondary students engaged in research-based learning or extended projects. Ojedokun and Aina (2022) argue that early exposure to reference management software enhances students' academic writing skills and promotes ethical research practices.

Eze and Uzoigwe (2021) examined awareness and usage of tools like Mendeley and Zotero among postgraduate students at the University of Nigeria, Nsukka. Employing a survey design with 200 participants, the findings indicated that Mendeley was most commonly used for citation and reference organization, though many students lacked formal training, relying instead on peer assistance. In the UK, Greenhow and Gleason (2017) surveyed 180 PhD students at three British universities to assess reference software adoption and its influence on research workflow. Results showed that use of EndNote and RefWorks facilitated higher citation accuracy and better literature organization. However, software complexity and lack of institutional licenses were cited as barriers to widespread adoption.

Audio-visual content includes videos, podcasts, animated tutorials, and interactive simulations that are hosted on educational platforms such as YouTube Edu, TED-Ed, and the Khan Academy. This form of e-library content appeals particularly to students with varied learning preferences and can enhance understanding of complex subjects. Research by Okoro

and Madueke (2022) confirms that visual and auditory formats improve retention rates and conceptual clarity, especially in science and mathematics subjects.

In Malaysia, Ismail, Samsudin, and Jaafar (2019) investigated the impact of educational videos on student performance in secondary science subjects. Using a quasi-experimental design with 120 students, the study found that the group exposed to audiovisual resources outperformed the control group using text-based materials, confirming the cognitive reinforcement theory in multimedia learning. In another study, Oliveira et al. (2022) explored the use of video-based learning among 300 undergraduate nursing students in Brazil. The mixed-method research revealed that video tutorials improved practical skills acquisition and confidence in clinical simulations. However, students emphasized the need for subtitles, pauses, and interactive components to optimize learning.

Online Public Access Catalogues (OPACs) are digital interfaces that enable users to search, locate, and reserve library materials electronically. While OPACs are more prevalent in tertiary institutions, their simplified versions have begun appearing in advanced secondary schools with structured e-library services. According to Onuoha and Echem (2023), OPACs improve students' ability to search for resources systematically, reinforcing digital literacy and organizational skills.

In a study conducted by Wang and Li (2017) at four major Chinese academic libraries, 250 students participated in usability testing and completed feedback questionnaires

on OPAC systems. Results indicated general satisfaction with basic search functions, but difficulties with advanced filters, Boolean logic, and navigation led to underutilization of the system's full capabilities. Similarly, Adebayo and Bakare (2020) investigated OPAC usage among undergraduate students at the University of Ilorin, Nigeria, using a cross-sectional survey design with 300 respondents. The study revealed that while awareness of OPAC was high, only 38% of students used it frequently, largely due to insufficient user orientation and interface complexity. Recommendations included integrating OPAC tutorials into orientation programs and improving interface design for enhanced user experience.

There are several challenges inhibiting public senior secondary school students use of e-library services in the literature. One of the foremost challenges public senior secondary school students face in using e-library services is inadequate infrastructure, including limited access to computers, poor internet connectivity, and unreliable electricity. The vast majority of public secondary schools in Nigeria lack functional ICT laboratories, let alone dedicated e-library facilities (Odu & Akanwa, 2020). Even in schools where e-library tools have been introduced, poor maintenance culture and frequent technical breakdowns render them largely unusable over time. In many rural and peri-urban schools, electricity supply is erratic, making it difficult to consistently power digital devices or maintain network servers required for e-library operations (Olatunji et al., 2022). Internet access, a prerequisite for the effective use of online repositories, databases, and e-books, remains either completely unavailable or extremely slow due to bandwidth limitations and high subscription costs. These

infrastructural deficits significantly hinder the potential of e-libraries to contribute to learning outcomes, especially when students have to compete for a limited number of devices in a shared school environment (Adeyeye & Afolabi, 2021). Consequently, infrastructural inadequacies not only restrict the frequency and depth of e-library use but also discourage students from engaging with digital learning tools altogether.

A study by Nwalo and Anasi (2019) investigated the availability and use of e-library facilities among secondary school students in Lagos State, Nigeria. Employing a descriptive survey design, the researchers sampled 300 students from six public senior secondary schools using stratified random sampling. Data collected through questionnaires revealed that erratic electricity supply, limited internet bandwidth, and insufficient computer systems were primary impediments to effective e-library use. Over 68% of respondents reported that their schools had computer rooms without consistent internet connectivity, and 73% indicated that power outages frequently interrupted their e-library sessions. The study concluded that infrastructural weaknesses not only limited access but also discouraged regular engagement with digital academic resources.

Another significant barrier relates to the low digital literacy levels among students. In a study conducted by Lawal and Alhassan (2020), 250 public secondary school students in Kwara State, Nigeria, were surveyed to determine their capacity to independently utilize e-library resources. Using a structured questionnaire and observation checklist, the study found

that only 32% of students were able to carry out basic tasks such as logging into the e-library portal, conducting keyword searches, or accessing e-books. Many students demonstrated a lack of understanding of database navigation, file downloading, and citation tools. Teachers also confirmed that the absence of formal digital training contributed to students' inability to use the platforms effectively. The study emphasized the urgent need for integrating structured ICT and digital literacy programs into the curriculum of public secondary schools to ensure students can meaningfully engage with e-library services.

Additionally, the absence of curriculum-relevant and well-organized digital content remains a core challenge. A study by Kibaara and Njagi (2018) in public secondary schools in Kiambu County, Kenya, assessed students' experiences with the organization and relevance of content in school e-library platforms. Utilizing a mixed-method approach, the researchers collected data from 200 students through questionnaires and focus group discussions. Findings showed that most students struggled to find materials aligned with their syllabus, as many e-library platforms were not updated with national curriculum content or locally relevant learning resources. The lack of categorization, metadata indexing, and search optimization made resource retrieval difficult. Students also expressed frustration over the predominance of foreign content and the minimal availability of subject-specific audio-visual materials. The researchers recommended that e-library systems in public schools should be redesigned to integrate national curriculum resources and be regularly updated to reflect changing academic needs.

Concept of Student Academic Performance

Student academic performance refers to the extent to which a student achieves short- or long-term educational objectives as measured by standardized assessments, internal examinations, and continuous evaluation mechanisms. It is widely accepted as a critical metric for evaluating individual intellectual development and educational system efficiency (Nguyen et al., 2022). Globally, academic performance encompasses a variety of cognitive outcomes, including mastery of subject content, application of skills, and problem-solving competencies (Pereira et al., 2021). In the Nigerian public secondary school system, academic performance is primarily assessed through terminal examinations such as the West African Senior School Certificate Examination (WASSCE), alongside teacher-administered continuous assessments. The performance in these assessments often determines a student's eligibility for tertiary education and reflects the broader quality of instruction and school resources available (Ajayi & Ekundayo, 2021).

Contemporary research has affirmed that academic performance is influenced by a complex interplay of cognitive aptitude, socio-economic status, institutional capacity, and access to learning resources (Wang & Degol, 2020; Okoro & Udeh, 2021). In Nigerian public secondary schools, structural limitations such as overcrowded classrooms, insufficient qualified teachers, and inadequate instructional materials significantly hinder students' academic outcomes (Ogunlade & Adebayo, 2023). Global educational frameworks also stress the importance of psychological and emotional factors—such as motivation, self-regulation,

and resilience—in shaping academic performance, dimensions that are often under-addressed in the Nigerian schooling system (Santrock, 2021). The inclusion of these non-cognitive elements in defining performance broadens the scope beyond traditional examination scores, allowing for a more holistic understanding of student success across diverse educational environments.

Statistical trends within the Nigerian public education sector continue to underscore widespread disparities in academic performance across gender, geography, and school type. For instance, WAEC (2024) reported that only 34,878 students obtained credit passes in five core subjects including Mathematics and English Language—an essential requirement for university entry. This reflects not only academic underachievement but also signals systemic inefficiencies in educational delivery. According to Babalola and Salami (2024), academic performance in Nigeria must be reconceptualized to include not just examination results but also the development of analytical and vocational competencies relevant to modern societal demands. Globally, there is a shift toward performance-based metrics that account for critical thinking, adaptability, and digital literacy—components increasingly emphasized in OECD countries (OECD, 2021). Nigerian educational policy must align with these global standards while tailoring performance assessments to its unique infrastructural and socio-cultural contexts.

E-Library and Students' Academic Performance in Public Senior Secondary School

The influence of e-library resource usage on students' academic performance in public senior secondary schools in Nigeria has garnered increasing scholarly attention due to its potential to reshape educational outcomes in resource-constrained environments. E-library resources—ranging from digital textbooks, scholarly databases, audio-visual learning aids, to curated web-based content—serve as valuable supplements to traditional classroom instruction. Numerous studies have linked e-library usage with improved academic outcomes, especially in enhancing content mastery, encouraging independent learning, and promoting academic engagement. For example, Adebayo and Abdulkarim (2022) found a statistically significant correlation between access to e-resources and improved performance in science subjects among public secondary school students in Kwara State, attributing the improvement to increased exposure to visual explanations and current educational content. Similarly, Olayemi and Oggunniyi (2021) argue that access to digital repositories and structured academic portals encourages students to develop critical thinking and research skills, which are foundational for examination success and post-secondary readiness. E-libraries also promote equitable access to information, reducing disparities in resource availability between urban and rural schools when properly implemented (Udo & Inyang, 2020). However, this potential is largely unrealized across many public schools due to systemic issues. Studies have indicated that sporadic and inconsistent use of e-library platforms—often occasioned by poor infrastructure and inadequate digital training—diminishes the learning outcomes that

could otherwise be realized through sustained digital engagement (Olanrewaju & Salawu, 2021). Thus, while the theoretical benefits of e-library resources on academic performance are well-founded, their practical influence is highly contingent on infrastructural, pedagogical, and policy support.

Furthermore, the academic benefits of e-library use are also moderated by the quality of content, alignment with the national curriculum, and the extent of teacher integration in the learning process. Research by Eze and Uzoigwe (2020) emphasizes that when e-library resources are curriculum-aligned and introduced in structured classroom formats, they significantly enhance students' academic achievement, particularly in literacy and STEM subjects. This is because structured access allows students to reinforce classroom concepts, explore beyond the syllabus, and prepare better for national examinations like the West African Senior School Certificate Examination (WASSCE). However, the educational impact varies by subject, school type, and frequency of use. For instance, Adeoye and Adeyinka (2022) observed that students in public schools who used e-libraries for humanities subjects showed minimal academic gains compared to their peers in science-based courses, largely due to the limited availability of relevant humanities e-content. Moreover, the absence of digital literacy skills among both students and educators impairs the effective utilization of these tools. When students lack the ability to navigate, assess, and apply e-resources critically, usage may not translate to academic gains (Okonkwo & Anyanwu, 2023). Additionally, the limited involvement of teachers in directing students toward academically rigorous materials

results in passive engagement with e-resources, often for entertainment or non-academic browsing. Hence, while the use of e-library tools presents promising avenues for improving academic performance, their transformative potential depends heavily on teacher facilitation, curricular relevance, and sustained student engagement supported by institutional policies and digital infrastructure.

In a study conducted by Adeyemi and Jegede (2017), the researchers investigated the impact of e-library resource utilization on the academic performance of senior secondary students in public schools across Osun State, Nigeria. Using a correlational research design, data were collected from a sample of 320 SS2 students through structured questionnaires and academic performance records in English and Mathematics. The findings revealed a statistically significant positive correlation ($r = 0.61$, $p < 0.05$) between the frequency of e-library usage and students' performance. Students who accessed subject-specific e-books, past questions, and online tutorials regularly recorded higher academic achievements compared to those who did not. The study concluded that e-library access, when coupled with proper digital literacy, enhances independent learning and academic attainment.

Similarly, Okon and Udo (2021) conducted a study on public senior secondary school students in Cross River State, Nigeria, to evaluate the influence of e-library services on students' academic outcomes. A sample of 250 SS3 students was selected using stratified random sampling from ten public schools with functional digital library systems. Employing

a quasi-experimental design, the researchers compared the academic performance of students with regular access to e-library resources and those without. Analysis using ANCOVA revealed that students with frequent exposure to e-library tools such as e-journals, instructional videos, and digital encyclopedias performed significantly better in science subjects. The study also identified improved information retrieval skills and better note organization as mediating variables in academic success. Okon and Udo (2021) emphasized the need to scale up digital infrastructure and provide sustained teacher-led training to maximize learning outcomes through e-library usage.

In a comparable East African context, Wambua and Njoroge (2019) examined the relationship between e-library resource usage and academic performance among senior secondary school students in Machakos County, Kenya. The study employed a mixed-method approach, surveying 280 students across six public schools equipped with digital learning centers. Quantitative data were analyzed using Pearson correlation, while qualitative insights were gathered through focus group discussions. The results demonstrated a positive correlation ($r = 0.58$) between regular e-library engagement and improved performance in social science subjects. Students who used online government publications, curriculum-aligned e-textbooks, and educational videos exhibited higher critical thinking and content retention abilities. Teachers corroborated these findings, reporting that students who frequently used digital libraries were more participatory and prepared during lessons. The

study recommended integrating e-library use into formal classroom assessment as a strategy to promote digital academic engagement.

Summary of Reviewed Literature

The literature reviewed in this chapter has provided a comprehensive conceptual and empirical grounding for the study on the effect of e-library resource usage on students' academic performance in public senior secondary schools. It was established that student academic performance refers to the measurable outcomes of a learner's educational achievement, often evaluated through standardized assessments, internal examinations, and continuous assessments. Several studies affirm that academic performance is multidimensional, shaped not only by students' intellectual abilities but also by environmental, pedagogical, and infrastructural factors. Equally, the e-library was defined as a structured digital repository that provides access to scholarly content such as e-books, academic journals, institutional repositories, and multimedia learning resources through ICT infrastructure. These tools, when effectively deployed, can enhance educational delivery, bridge information gaps, and promote self-directed learning. However, the degree to which students can benefit from these tools depends heavily on their accessibility, usability, relevance to the school curriculum, and students' digital literacy levels.

Furthermore, the literature revealed considerable disparities in the availability and frequency of e-library usage across public senior secondary schools in Nigeria. While e-library tools such as e-books, academic databases, and multimedia learning aids hold

significant potential to improve academic outcomes, their adoption is hindered by challenges including infrastructural deficits, limited digital competence, and lack of curricular integration. Studies consistently showed that where e-library facilities are present and actively used, students tend to perform better academically, particularly in science and research-related subjects. Nonetheless, systemic barriers such as inadequate policy implementation, insufficient teacher support, and unstructured access to digital resources reduce the effectiveness of e-library services. Therefore, while the reviewed literature strongly supports the transformative role of e-library resources in enhancing academic performance, it equally highlights the necessity for institutional reforms, capacity development, and infrastructural investment to ensure their sustainable impact in public senior secondary schools.

CHAPTER THREE

METHODOLOGY

This chapter outlines the methodologies and procedures utilized for gathering data in this study which was structured into the following sections: research design, population of the study, sample size and sampling techniques, research instrument, validity of the instrument, reliability of the instrument, method of data collection, and method of data analysis.

Research Design

The study employed the survey research design, which involves gathering data by administering a questionnaire to individuals to obtain information about a particular phenomenon. Consequently, the survey research design was utilized to e-library and student academic performance in Egor Local Government Area of Edo State, focusing on public secondary schools in Egor Local Government Area.

Population of the Study

The population of the study was made up of six thousand nine hundred and fifty-four (6,954) public senior secondary school students in the fourteen (14) public secondary schools in Egor Local Government of Edo State.

Sample Size and Sampling Techniques

The sample size was two hundred (199.58) at 2.287% of the total population; five public senior secondary schools were randomly selected from five randomly selected in Egor Local Government and 40 students were equally selected from each school using the purposive technique.

Research Instrument

The instrument for the study was the questionnaire designed by the researcher herself. The questionnaire was titled “E-Library and Student Academic Performance (E-L SAP)” which was made up of two sections: (Section A and B). Section A focused on the demographic information of respondents, while section B was designed to cover the five (5) research questions raised to guide the study.

Validity of the Instrument

The researcher’s supervisor and two other experts in the Department of Educational Management, Faculty of Education, University of Benin, guided the validation of the instrument and suggestions made by them were incorporate into the final draft of the instrument.

Reliability of the Instrument

In order to establish the consistency of the instrument, the questionnaire was administered to thirty (30) respondents selected from the population of the study that is not part of the sample of the study. The questionnaire was first administered to the respondent

and after 2 weeks of the first administration, the questionnaire was given again to the same group of respondents. The results of both administrations were analysed with the use of Pearson Product Moment Correlation Coefficient which yielded 0.72 coefficient, meaning that the instrument is highly reliable.

Method of Data Collection

For data collection, the first process entailed seeking the approval and permissions of the respective five schools' principals. After approval, the questionnaire was administered to the respondents by the researcher. The researcher waited to get the questionnaire back. This was done to reduce the mortality rate of the instrument.

Method of Data Analysis

The responses of the participants were analyzed using the mean and standard deviation for research questions 1, 2, and 4. For research question one, a cutoff mean of 2.50 was adopted; any value of 2.50 and above was interpreted as "high," while any value below 2.50 was interpreted as "low." For research question two, a cutoff mean of 2.50 was also adopted; any value of 2.50 and above was interpreted as "regularly," while any value below 2.50 was interpreted as "not regularly." For research question three, ranking was adopted based on the mean values. For research question four, percentages were used to determine the accessibility of e-library tools. Lastly, for research question five, the Pearson Product Moment Correlation was employed to ascertain the influence of e-library usage on students' academic performance. All data analyses were conducted using SPSS Version 22.0.

CHAPTER FOUR

PRESENTATION OF RESULTS AND DISCUSSION OF FINDINGS

This chapter presented results on e-library and student academic performance in Egor Local Government Area of Edo State, through analysis of data from the research instrument and discussion of findings. Specifically, a total of one hundred (100) sets of questionnaires were retrieved from the sampled respondents and used for the empirical analysis which is now being presented and discussed in this chapter.

Research Question 1: What is the level of availability of e-library facilities for public senior secondary school students in Egor Local Government Area of Edo State?

Table 1: Mean Analysis of the Level of Availability of E-Library Facilities

S/N	Statement	SD	D (%)	A (%)	SA	Mean	SD	Decision
		(%)			(%)			
1	My school has a functioning e-library facility.	35 (35.0)	40 (40.0)	18 (18.0)	7 (7.0)	1.97	0.841	Low
2	The available e-library is adequately equipped with digital devices	38 (38.0)	36 (36.0)	17 (17.0)	9 (9.0)	1.97	0.866	Low

	(e.g., computers).									
3	Internet access is	41	33	16	10	1.95	0.884	Low		
	consistently available in	(41.0)	(33.0)	(16.0)	(10.0)					
	the school's e-library.									
4	There are trained	37	35	18	10	2.01	0.852	Low		
	personnel available to	(37.0)	(35.0)	(18.0)	(10.0)					
	assist students in using									
	the e-library.									
Grand Mean						1.98		Low		
<i>Theoretical Mean = 2.50; Key: SD = Strongly Disagree, D = Disagree, A = Agree, SA = Strongly Agree</i>										

Source: Researcher Survey (2025)

In response to Research Question 1, Table 1 presents the analysis of students' perceptions regarding the availability of e-library facilities in public senior secondary schools in Egor Local Government Area. Item 1 indicates that a majority of respondents disagreed that their school has a functioning e-library, with 35.0% strongly disagreeing and 40.0% disagreeing, yielding a low mean of 1.97. Similarly, Item 2 shows that 38.0% strongly disagreed and 36.0% disagreed that their e-library is adequately equipped with digital devices, resulting in a mean of 1.97. For Item 3, which addresses internet access, 41.0% strongly disagreed and 33.0% disagreed, giving it the lowest mean of 1.95. Item 4 on the availability

of trained personnel recorded 37.0% strongly disagreeing and 35.0% disagreeing, with a slightly higher mean of 2.01 and SD of 0.852.

The grand mean of 1.98, which falls below the theoretical mean of 2.50, indicates a generally low level of availability of e-library facilities among the surveyed schools. This confirms that most students do not have access to well-equipped, functioning e-libraries, and it validates the widespread infrastructural and human resource deficiencies in ICT integration within public senior secondary schools in Nigeria.

Research Question 2: How frequently do public senior secondary school students in Egor Local Government Area of Edo State use e-library resources?

Table 2: Mean Analysis of the Frequency of E-Library Resources Use

S/N	Statement	SD (%)	D (%)	A (%)	SA (%)	Mean	SD	Decision
5	I use the e-library at least once every week.	40 (40.0)	30 (30.0)	18 (18.0)	12 (12.0)	2.02	0.911	Not Regularly
6	I often use the e-library to complete assignments or research work.	37 (37.0)	33 (33.0)	20 (20.0)	10 (10.0)	2.03	0.899	Not Regularly

7	My teachers encourage us to use the e-library for academic purposes.	32	30	25	13	2.19	0.912	Not Regularly
		(32.0)	(30.0)	(25.0)	(13.0)			
8	I use the e-library more frequently than the traditional library.	36	27	22	15	2.16	0.931	Not Regularly
		(36.0)	(27.0)	(22.0)	(15.0)			
Grand Mean						2.10		Not Regularly

Theoretical Mean = 2.50; Key: SD = Strongly Disagree, D = Disagree, A = Agree, SA = Strongly Agree

Source: Researcher Survey (2025)

In response to Research Question 2, Table 2 presents students' self-reported frequency of e-library resource usage in public senior secondary schools in Egor Local Government Area. Item 5 shows that 40.0% strongly disagreed and 30.0% disagreed that they use the e-library at least once every week, resulting in a low mean of 2.02. Similarly, Item 6 reveals that 37.0% strongly disagreed and 33.0% disagreed about frequently using the e-library for assignments or research, yielding a mean of 2.03. Item 7, which evaluates teacher encouragement, recorded a slightly higher mean of 2.19, though still below the theoretical average, with 32.0% strongly disagreeing and 30.0% disagreeing. Lastly, Item 8 on the

comparative frequency of using the e-library over the traditional library shows a mean of 2.16, with a majority of students (63.0%) disagreeing or strongly disagreeing.

The grand mean of 2.10 confirms that the frequency of e-library usage among students is generally not regular. This reveals a pattern of infrequent engagement with e-library resources, likely due to infrastructural challenges, limited access, and insufficient integration of digital tools in everyday academic tasks. It validates earlier findings that, despite some awareness of e-library services, actual utilization remains minimal in the studied schools.

Research Question 3: What types of e-library tools are accessible to public senior secondary school students in Egor Local Government Area of Edo State?

Table 3: Frequency and Percentage of Types of E-Library Tools Accessible to Public Senior Secondary School Students

E-Library Tools	Yes (n)	Yes (%)	No (n)	No (%)
E-books (digital textbooks, novels, etc.)	29	29.0	71	71.0
Online academic journals	18	18.0	82	82.0
Educational databases (e.g., AJOL, Google Scholar)	23	23.0	77	77.0
Audio-visual learning materials (e.g., videos)	12	12.0	88	88.0
Reference management tools (e.g., Zotero)	15	15.0	85	85.0
Institutional repositories	19	19.0	81	81.0
Online Public Access Catalogues (OPACs)	25	25.0	75	75.0

Source: Researcher Survey (2025)

In response to Research Question 3, Table 3 presents the types of e-library tools accessible to public senior secondary school students in Egor Local Government Area of Edo State. The data indicate that e-books are the most accessible e-library resource, yet only 29.0% of students reported access, while a significant 71.0% indicated they had no access. Access to online academic journals is even more limited, with just 18.0% of students having access and 82.0% lacking it. Similarly, only 23.0% of students reported access to educational databases such as AJOL or Google Scholar, while 77.0% did not. For audio-visual learning

materials, access was the lowest, with a mere 12.0% having access and a staggering 88.0% lacking it.

Access to other scholarly tools was also minimal. Only 15.0% of respondents had access to reference management tools (e.g., Zotero), while 85.0% did not. Institutional repositories were accessible to 19.0% of students and inaccessible to 81.0%. Lastly, Online Public Access Catalogues (OPACs) were reported accessible by 25.0% of the students, leaving 75.0% without access. These findings clearly indicate that the vast majority of public senior secondary school students in the area lack access to essential digital academic tools, which are crucial for effective engagement with e-library systems. The results reveal a critical deficiency in the integration of digital academic resources, validating earlier findings on limited availability and use of e-library services in the studied schools.

Research Question 4: What are the challenges public senior secondary school students in Egor Local Government Area of Edo State face in using e-library services?

Table 4: Mean Ranking of the Challenges in Using E-Library Services

S/N	Statement	SD (%)	D (%)	A (%)	SA (%)	Mean	SD	Rank
9	There is irregular power supply that affects the use of the e-library.	6 (6.0)	14 (14.0)	34 (34.0)	46 (46.0)	3.20	0.791	1st
10	I lack the necessary computer skills to effectively use the e-library.	8 (8.0)	16 (16.0)	36 (36.0)	40 (40.0)	3.08	0.778	2nd
11	The content in the e-library is not aligned with my school curriculum.	9 (9.0)	20 (20.0)	39 (39.0)	32 (32.0)	2.92	0.765	4th
12	The school does not provide enough training or support for using the e-library.	10 (10.0)	18 (18.0)	35 (35.0)	37 (37.0)	3.00	0.762	3rd
Grand Mean						3.05		Agreed

Theoretical Mean = 2.50; Key: SD = Strongly Disagree, D = Disagree, A = Agree, SA = Strongly Agree

Source: Researcher Survey (2025)

In response to Research Question 4, Table 4 outlines the major challenges faced by public senior secondary school students in Egor Local Government Area when using e-library services. Item 9, which addresses irregular power supply, ranks 1st with a mean of 3.20, indicating that it is the most significant challenge as reported by the students; 34.0% agreed and 46.0% strongly agreed. Item 10, relating to students' lack of computer skills, follows with a mean of 3.08 and SD of 0.778, ranking 2nd, with a combined 76.0% of students agreeing or strongly agreeing. Item 12, concerning the lack of training or support provided by schools, ranks 3rd with a mean of 3.00 and SD of 0.762, while Item 11, which states that e-library content is not aligned with the school curriculum, ranks 4th with a mean of 2.92 and SD of 0.765.

The grand mean of 3.05 reveals that students strongly agree that they face significant challenges in using e-library services. This grand mean confirms and validates that systemic barriers particularly infrastructural problems like power supply, digital illiteracy, and lack of institutional support substantially hinder the effective utilization of e-library resources in the study area. These challenges must be addressed for any meaningful advancement in digital learning within public secondary schools.

Research Question 5: How does the use of e-library resources influence students' academic performance in public senior secondary school in Egor Local Government Area of Edo State?

Table 5: Pearson Product Moment Correlation (PPMC) of Use of E-Library Resources and Students' Academic Performance

Variables	N	Mean	SD	df	r	r ²	p-value	Decision	Relationship
Use of E-Library Resources	100	2.10	0.68	98	0.324	0.105	0.001	Significant	Low positive correlation
Students' Academic Performance	100	2.56	0.74						
Scale:	1	=	Strongly		Disagree,	4	=	Strongly	Agree
Significance level (α) = 0.05									

The result in Table 5 shows a low positive and statistically significant correlation between the use of e-library resources and students' academic performance ($r = 0.324$, $p = 0.001$, $r^2 = 0.105$), indicating that increased use of e-library resources is modestly associated with improved academic performance among public senior secondary school students in Egor

Local Government Area; this means that 10.5% of the variance in academic performance can be explained by students' engagement with e-library services.

Discussion of Findings

Level of Availability of E-Library Facilities

The first major finding of this study revealed that there is a low level of availability of e-library facilities among public senior secondary schools in Egor Local Government Area, with a grand mean of 1.98, falling below the theoretical mean of 2.50. This indicates that most schools lack functioning e-library infrastructure, digital devices, trained personnel, and consistent internet access. This finding aligns with Adebayo and Oyekanmi (2023), who emphasized that infrastructural deficits particularly in electricity, connectivity, and hardware have created substantial barriers to digital access in Nigerian secondary schools. Similarly, Nkweke (2023) reported that the majority of public secondary schools in Calabar South lacked e-library facilities, leading to digital exclusion and learning inequity. Adomi and Kpangban (2021) further observed that while some tertiary institutions in Nigeria have basic digital libraries, public secondary schools, especially in rural areas, remain marginalized. This low availability validates the assertion by Okiki and Asiru (2021) that even when e-library infrastructure exists in Nigerian schools, underutilization persists due to poor integration into teaching practices and inadequate technical support.

Frequency of E-Library Resources Use

The second finding indicated that the frequency of e-library usage among students is generally low, with a grand mean of 2.10. This suggests that students seldom use available e-library resources, possibly due to poor access, lack of awareness, and inadequate training. This finding resonates with Udo-Anyanwu and Agbo (2021), who found that only a small fraction of Nigerian adolescents regularly engage with e-library platforms, largely due to infrastructural limitations and inconsistent internet availability. Nkweke (2023) similarly observed low utilization among science students due to the absence of functional e-library systems in secondary schools. These results are reinforced by Gbadebo, Oladipupo, and Ilori (2016), whose study on students in South-West Nigeria revealed low e-library usage across disciplines, emphasizing that factors such as digital literacy and access rather than subject area determine frequency of use. In contrast, studies like Wambua and Njoroge (2019) in Kenya show that when e-library facilities are consistently available, usage frequency increases significantly and correlates with improved academic engagement, suggesting that the issue is more of access than attitude.

Types of E-Library Tools Accessible to Public Senior Secondary School Students

The third finding revealed that the types of e-library tools accessible to students are extremely limited. Only 29% of students had access to e-books, and fewer than 25% had access to tools such as academic journals, databases, OPACs, and reference management software. This finding is consistent with Okiki and Asiru (2021), who argued that while e-

books are theoretically more accessible, their availability in public schools is hampered by lack of digital infrastructure and institutional support. Similarly, Ezeani and Ezema (2021) highlight that institutional repositories and databases remain largely underutilized due to limited awareness and technical complexity. In terms of tools such as Zotero and Mendeley, Eze and Uzoigwe (2021) reported that while postgraduate students in Nigerian universities show growing usage, their adoption in secondary schools is almost nonexistent due to lack of exposure and training. Moreover, Onuoha and Echem (2023) confirmed that OPACs, though beneficial, are rarely deployed in Nigerian secondary schools, and even where present, students lack the orientation needed to use them effectively. The limited accessibility of these tools undermines the democratizing potential of e-libraries, which, according to Nzivo and Mugo (2021), are meant to bridge resource gaps and foster equitable learning.

Challenges in Using E-Library Services

The fourth finding established that students face significant challenges in using e-library services, with a grand mean of 3.05, indicating a high level of agreement with statements highlighting problems such as power outages, lack of computer skills, limited training, and poor alignment of content with the school curriculum. This aligns with the findings of Odu and Akanwa (2020) and Olatunji et al. (2022), who emphasized the role of unreliable electricity, inadequate internet bandwidth, and poorly maintained ICT infrastructure in limiting e-library functionality. Similarly, Nwalo and Anasi (2019) found that over 70% of students in Lagos public schools experienced power-related disruptions that

discouraged regular use of e-libraries. The finding also echoes Lawal and Alhassan (2020), who reported low digital literacy among students, noting that less than one-third could perform basic e-library navigation tasks. Lastly, Kibaara and Njagi (2018) reported that lack of curriculum-aligned digital content and poor organization within e-library systems frustrated students, making academic use of e-resources difficult. These studies collectively highlight that the challenges are both infrastructural and pedagogical, requiring comprehensive policy and capacity-building responses.

Influence of Use of E-Library Resources on Students' Academic Performance

The final finding demonstrated a low positive and statistically significant correlation between the use of e-library resources and students' academic performance ($r = 0.324$, $p = 0.001$, $r^2 = 0.105$), indicating that e-library usage modestly contributes to academic improvement. This is consistent with Adeyemi and Jegede (2017), who found a stronger correlation ($r = 0.61$) in Osun State and concluded that e-library use enhances academic performance when supported by digital literacy and curriculum alignment. Okon and Udo (2021) similarly observed that students with regular access to e-library tools like instructional videos and digital encyclopedias performed better in science subjects. The finding is also in agreement with Adebayo and Abdulkarim (2022), who noted significant gains in academic achievement due to increased engagement with visual and interactive digital content. However, studies such as Adeoye and Adeyinka (2022) caution that the educational impact of e-library use varies by subject area and access frequency, with students in humanities

showing less measurable benefit. The low correlation in the present study likely reflects these moderating variables, including low tool availability and digital literacy gaps, as pointed out by Okonkwo and Anyanwu (2023). Nonetheless, the finding confirms the potential of e-library resources to contribute positively to academic performance, especially when systemic challenges are addressed.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATION

Summary

The entire efforts of this study focused on examining e-library and student academic performance in Public Secondary Schools in Egor Local Government Area of Edo State.

In an attempt to effectively and succinctly achieve the objectives of the study, five research questions were drafted as a blue-print for the study. They include;

- What is the level of availability of e-library facilities for public senior secondary school students in Egor Local Government Area of Edo State?
- How frequently do public senior secondary school students in Egor Local Government Area of Edo State use e-library resources?
- What types of e-library tools are accessible to public senior secondary school students in Egor Local Government Area of Edo State?
- What are the challenges public senior secondary school students in Egor Local Government Area of Edo State face in using e-library services?
- How does the use of e-library resources influence students' academic performance in public senior secondary school in Egor Local Government Area of Edo State?

A total of two hundred (200) public senior secondary schools' students from five randomly selected in Egor Local Government at a proportion of 40 students were adopted as the sample

size. However, half (100) of these questionnaires were retrieved and used for the study's empirical analysis. The obtained data were analysed using frequency counts, simple percentages, mean and standard deviation.

Findings

Based on the obtained and analysed data the followings are the salient findings;

- There is a low level of availability of e-library facilities among public senior secondary schools in Egor Local Government Area.
- Frequency of e-library usage among students is generally low, as students seldom use available e-library resources, possibly due to poor access, lack of awareness, and inadequate training.
- The types of e-library tools accessible to students are extremely limited. Only 29% of students had access to e-books, and fewer than 25% had access to tools such as academic journals, databases, OPACs, and reference management software.
- Students face significant challenges in using e-library services, highlighting problems such as power outages, lack of computer skills, limited training, and poor alignment of content with the school curriculum.
- There is a low positive and statistically significant correlation between the use of e-library resources and students' academic performance, indicating that e-library usage modestly contributes to academic improvement.

Recommendations

From the findings, the following recommendations are therefore presented below;

1. The government, through the Ministry of Education, should prioritize the provision of fully functional e-library facilities in public senior secondary schools. This includes equipping schools with adequate computers, internet access, and digital learning infrastructure to foster a conducive environment for e-learning.
2. School administrators and teachers should integrate the use of e-library resources into classroom activities and assignments. Awareness campaigns and digital literacy initiatives should be introduced to promote regular and purposeful use of e-resources by students.
3. Stakeholders should ensure that a wide variety of e-library tools such as e-books, academic databases, online public access catalogues (OPACs), and reference management software are made available. These resources should also be tailored to align with the secondary school curriculum to increase relevance and usage.
4. The government and school authorities should tackle infrastructural barriers such as frequent power outages by investing in alternative energy sources (e.g., solar power). Additionally, regular ICT training sessions should be organized for both students and teachers to enhance digital competence and confidence in using e-library systems.

5. To maximize the academic benefits of e-library use, schools should monitor and evaluate student engagement with e-resources. Teachers should also be trained to guide students in navigating academic databases effectively, thereby ensuring that e-library tools contribute more meaningfully to learning outcomes and performance improvements.

Suggestion for Further Studies

Based on the findings of this study, which examined e-library usage and its impact on students' academic performance in public senior secondary schools in Egor Local Government Area of Edo State, the following suggestions are made for future research to expand the scope and depth of understanding in this area:

- Investigate the long-term effects of e-library usage on academic achievement across different subjects and educational levels (e.g., junior secondary, tertiary institutions) within and beyond Egor Local Government Area.
- Examine the effectiveness of digital literacy programs and ICT training in improving students' ability to utilize e-library resources for academic success.
- Conduct comparative studies across different local government areas or states to assess regional disparities in e-library access, usage, and impact on academic outcomes.
- Explore the role of teachers and school administrators in promoting e-library adoption and integrating digital resources into classroom instruction.

- Assess the impact of infrastructure quality (e.g., electricity, internet connectivity, and hardware availability) on students' access to and engagement with e-library platforms in public schools across Edo State.

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APPENDIX

QUESTIONNAIRE

DEPARTMENT OF EDUCATIONAL MANAGEMENT, UNIVERSITY OF BENIN

Questionnaire on E-Library and Student Academic Performance in Public Secondary School in Egor Local Government Area of Edo State.

APPEAL FOR THE COMPLETION OF QUESTIONNAIRE

Dear Respondents,

This questionnaire solicits information from you. It is designed to find out the “E-Library and Student Academic Performance in Egor Local Government Area of Edo State”. The information supplied will be treated in confidence and this exercise is purely for research purpose. Please tick the appropriate answer to each question. Thank you.

GENERAL

S/N	ITEM	SA	A	D	SD
A	Level of Availability of E-Library Facilities				
1	My school has a functioning e-library facility.				
2	The available e-library is adequately equipped with digital devices (e.g., computers).				

3	Internet access is consistently available in the school's e-library.				
4	There are trained personnel available to assist students in using the e-library.				
B	Frequency of E-Library Use				
5	I use the e-library at least once every week.				
6	I often use the e-library to complete assignments or research work.				
7	My teachers encourage us to use the e-library for academic purposes.				
8	I use the e-library more frequently than the traditional library.				
C	Challenges in Using E-Library Services				
10	There is irregular power supply that affects the use of the e-library.				
11	I lack the necessary computer skills to effectively use the e-library.				
12	The content in the e-library is not aligned with my school curriculum.				
13	The school does not provide enough training or support for using the e-library.				
D	Students Academic Performance				
10	Using the e-library has improved my academic grades.				
11	I am able to complete assignments more efficiently when using the				

	e-library.				
12	The e-library has improved my understanding of academic subjects.				
13	My overall academic performance is better since I started using the e-library.				

E. Types of E-Library Tools Accessible

E-LIBRARY TOOLS	YES	NO
E-books (digital textbooks, novels, etc.)		
Online academic journals		
Educational databases (e.g., AJOL, Google Scholar)		
Audio-visual learning materials (e.g., videos)		
Reference management tools (e.g., Zotero)		
Institutional repositories		
Online Public Access Catalogues (OPACs)		