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**AVAILABILITY AND UTILISATION OF LIBRARY RESOURCES AND STUDENTS' ACADEMIC ACHIEVEMENT IN ENGLISH LANGUAGE IN SECONDARY SCHOOLS IN AKWA IBOM STATE**

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**ABSTRACT**

The study investigated the influence of availability and utilisation of library resources and students' academic achievement in English Language in secondary schools in Akwa Ibom State. Four research questions and one hypothesis guided the study. Survey research design was used for the study. The population of the study consisted of all the eleven thousand three hundred and eleven (11,311) Senior Secondary School Two (SS2) students from the two hundred and forty-three (243) public secondary schools in the area under study. A multi-stage procedure including stratified, purposive and simple random sampling technique was used for the study. A structured questionnaire with forty (40) item questions was used for data collection. The instrument was subjected to face validation by three experts in Measurement and Evaluation. A reliability coefficient of 0.78 was obtained using Cronbach alpha reliability test. This showed that the instrument was reliable. Research questions were analyzed using mean and standard deviation while hypothesis was analyzed using Chi-Square Statistics. The findings of the study revealed that library resources were not sufficient in secondary schools; it also revealed that students seldom utilize library resources; more so, the study revealed some of the constraints to library resources; furthermore the study revealed some strategies to improve English Language students' use of school library. Finally, the research hypothesis reveals that students who utilize school library resources performed significantly better than those who do not. Based on the findings of the study, it was recommended among others that library resources should be provided in school libraries, and qualified librarians should be employed to manage school libraries.

**KEYWORDS:** Library, Library resources, Academic Achievement.

## INTRODUCTION

English Language is a language of communication used mostly for instructions in Nigeria. It is the second language in Nigeria which has a dominant place in the nations educational, political, media and business environment. The adoption of English language as the means of communication in Nigeria dates back to 1862 when Lagos was formally established as a colony by the British and the western formal education introduced (Bello, 2012). Thus, the role of English Language in our society is perhaps most noticeable in the field of education. This in effect means that the Nigerian child's access to the cultural and scientific knowledge of the world is largely through the English language. It is a common knowledge to note that English Language is not indigenous to Nigeria. However, the use of English Language in Nigeria has helped greatly in national development, especially as a multi-lingual society. The functions assigned to English Language in the country has constitutional backing. Hence, the Constitution of the Federal Republic of Nigeria 1999 (as amended) Section 55 states that the business of the National Assembly shall be conducted in English, and in Hausa, Igbo or Yoruba when adequate arrangement have been made. While Section 97 provides that the business of the House of Assembly should be conducted in English but the House may in addition to English conduct business of the House in one or more other languages in the States as the House may collectively resolve (Ahmad, 2019).

English Language according to Suleiman (2012) is used for the purpose of trade in Nigeria. This is because most commercial activities within Nigeria are conducted using English Language. He further notes that except a few areas in Nigeria, administrative and legal proceedings in offices and courts are conducted in the English Language. All scientific and technological information in Nigeria are still being encoded in the English Language. Similarly, information on both print and electronic media is conveyed in English language. More crucial is the all-pervading role of English Language in Nigeria's education system. This is because it is the language of communication used mostly for instruction in Nigeria. The importance of the mastery and proper usage of the language by both learners and teachers cannot be overemphasized since every other subject in the school demands a good command of English Language for adequate understanding of its contents. Besides, the influence English Language has on all the other school subjects in the curriculum invariably corroborates the notion that students' success in English Language could influence the overall performance of students in other disciplines (Evue, 2013). With the rate of poor academic performance of secondary school students in English Language, there is need for the

provision and utilization of adequate library resources so as to help improve the teaching and learning of the language.

A school library according to George (2011) helps students to develop good study habit for the purpose of reading for leisure, to pass examinations and to obtain information on different aspects of life. It is a store of abundant and readily available information resource in different fields systematically organized for users. A school library therefore is a library established for primary and secondary schools. It is a library built to develop and enhance reading habit of primary school pupils as well as secondary school students. The collections of school libraries are basically children literature and other reading materials of their level with reference materials (in both print and non-prints), depending on the financial strength of the school management. They are written with simple language for easy comprehension. It is at this level that children start to develop their reading habit and begin to prepare for higher education. To achieve these objectives at the early stage of education, school libraries must be established and equipped with the relevant resources in print and non-print format to help students to enjoy reading, learning and using library resources as a lifelong habit to evaluate and use information (Ezeala, 2022). However, the present situation of school libraries in the country seems worrisome as Egesimba (2011) confirms that inadequate staffing, inadequate materials, inadequate funding, obsolete library collections, poor infrastructures and poor reading environment for students as well as insufficient awareness of the role of school libraries in education are the challenges facing school library development in the country. To Ezeala (2022), there is also the problem of limited resources in most of the school libraries, these resources include; computers as well as internet facilities.

Availability of library resources creates an enabling environment for the utilization of library resources. It is assumed that if information is available to the teachers and students in the school libraries, it could make education more effective. The main goal of the school library is for users to gain access to its wealth of information resources. Information sources are efficient if they provide relevant, useful and accurate information that can help users solve their problems. As such, availability of library resources refers to the presence of library resources which students can lay hands on. This means that its adequacy in quantity, and quality promotes students learning activities. The availability of library resources in the library encourages accessibility and use. Inability to access information resources in the library can result in timewasting and frustration. Such time wasting and frustration have the potential of discouraging rather than encouraging library use (Ezeala, 2022). On the other hand, library utilization simply refers to the extent of usage of library resources by the

students and teachers. To Ugwuanyi (2012) utilization of library resources is making use of the available resources in the library by the user through adequate access where the library ensures that the resources are acquired and processed as well as making them readily available and utilized at the right time through the right medium through which students would be able to make use of such resources. English language has a plethora of learning materials that can help effective teaching and learning which are found in a well-equipped library, they include among others; dictionaries, textbooks, indexes, graphs, diagrams, novels, story books, plays, novels and newspapers (Willis, 2017). These materials according to Vuzo (2022), to a large extent helps enhance the academic performance of students especially in English language.

### **Statement of the Problem**

The academic achievement of students especially in English Language is very important to teachers, education planners and managers as well as parents, this is as a result of the importance attached to English Language in the Nigerian education system. Ideally, the use of library among students ought to be as often as possible. This is in response to the fact that the library under ideal situation has an array of books and other materials through which students can read as well as consult in order to acquire more knowledge and information that will help them improve on their academic achievement. However, the situation is not so because students in recent times seldom visit the library especially at the primary as well as secondary school level. Worse still, observation has shown that most secondary and primary schools especially public schools in Akwa Ibom State do not have functional libraries and where such exist, it is largely not furnished with books and other library resources. This has however, brought about poor academic performance among students (WAEC, 2021). Similarly, Ola-Busari (2017) notes that there has been a gradual decline in the quality of English language teaching and learning in Nigeria in the previous years, and the situation has deteriorated so much that it has become a major national concern especially when one looks at the failure rate recorded in English language in the West African Examination Council (WAEC). Analyses of students' performance in English Language in WASSCE confirms that between 2018-2022 students' performance in English Language has been below average of 50% (Ogundele, Olampekun and Aina, 2023); between 2018-2022, The News (2020) reports average of 12.8% pass in English in the North Western Nigeria; National Bureau of Statistics (2022) reports 48.15% on the average between 2020-2022, while the Premium Times (2023) reports 64.18% and 65.24% for 2021 and 2022. From these analysis, students' performance

between 2016 and 2018 is below 50% on the average but a slight improvement is recorded between 2021 and 2022 (National Bureau of Statistics, 2022). Though this improvement does not rule out cases of examination dishonesty recorded at some centres which even led to cancellation of the result of many centres. The downward trend of performance in English Language extends to the general use of English Language in workplace and other official environments. Evue (2013) affirms that there is an embarrassingly poor level of competence and grossly inadequate proficiency in both spoken and written English among graduates of tertiary and secondary institutions, and among students at other levels of educational systems in Nigeria. It is therefore on this backdrop that the study intends to investigate the availability and utilisation of library resources and students' academic achievement in English Language in secondary schools in Akwa Ibom State.

### **Objectives of the Study**

The aim of this study will be to examine availability and utilisation of library resources and students' academic achievement in English Language in secondary schools in Akwa Ibom State. Specifically, the study shall seek to:

1. Identify the library resources that are available in secondary schools;
2. Investigate the extent to which students utilize library resources in secondary schools;
3. Investigate the constraints to the use of school library resources by English language students in secondary schools;
4. Determine the strategies for improving the use of school library resources by English language students in secondary schools;
5. Examine the difference in the academic achievement of students in English language who utilize library resources and those who do not in secondary schools

### **Research Questions**

The following research questions will guide the study.

1. What are the library resources that are available in secondary schools?
2. To what extent do English language students utilize library resources in secondary schools?
3. What are the constraints to the use of school library resources by English language students in secondary schools?
4. What are the strategies for improving the use of school library resources by English language students in secondary schools?

## **Hypothesis**

The following hypothesis has been formulated to guide the study at 0.05 level of significance

**H<sub>01</sub>** there is no significant difference in the academic achievement of students in English language who utilize library resources and those who do not in secondary schools

## **Literature Review**

### **Conceptual Framework**

#### **Concept of English Language**

English Language is a core subject in secondary school curriculum and the language of instruction and lingua franca in Nigeria (Tulber, 2011). As a subject taught and learned within the Nigerian school system, the different skills of the language are taught from basic schools to the senior secondary school. Olagbaju (2015) avers that success in the different skills of the English Language; listening, speaking, reading and writing is generally considered as success in the subject in both internal and external examinations. The importance of English Language acquisition for proficiency in other school subjects cannot be overemphasized. This is because there is hardly any school subject that the instructions are not written in Nigeria (Bello, 2012). Consequently, expertise in the English Language is very important and may guarantee success in other subjects. It is therefore in recognition of the importance of English Language for enhancing educational attainment as well as for improving communication ability of citizens, the subject has become a core subject in the school curriculum (Federal Republic of Nigeria, 2013).

#### **Objectives of English Language in Nigeria**

According to the National Policy on Education (FRN, 2013), the objectives of English Language learning, consider the following:

- (i) To enable the students comprehend the spoken form;
- (ii) To develop students' ability to use English in day-to-day life and real-life situation;
- (iii) To understand the written text and be able to use skimming, scanning skills;
- (iv) To understand English to express ideas and thoughts.
- (v) To enable the learner to communicate effectively and appropriately in real life situation;
- (vi) To use English effectively for study purpose across the curriculum;
- (vii) To develop interest in and appreciation of Literature; and

(viii) To develop and integrate the use of the four language skills i.e. reading, listening, speaking and writing.

The importance of English Language acquisition for proficiency in other school subjects cannot be overemphasized. This is because there is hardly any school subject that the instructions are not written in English in Nigeria (Bello, 2012). This expertise in the English Language is very important and may guarantee success in other subjects. Acquiring sufficient knowledge of English Language is important for educational, economic and national development of a nation. In recognition of the importance of English Language for enhancing educational attainment as well as for improving communication ability of citizens, the subject has become a core subject in the school curriculum (Federal Republic of Nigeria, 2013). For instance, as a prerequisite for university admission, it is compulsory for students to pass the English Language at credit level. This also explains why many parents are determined to see that their wards pass at credit level and above in English Language.

English Language is strategic in the different spheres of the Nigeria national life. Although there are several indigenous languages in Nigeria, English Language has been assigned a significant role in the polity (Kolawole, 2018; Kolawole and Dele, 2012). Some of these roles include the official language, language of education, language of business and a core subject in the educational system. Similarly, almost all the other subjects in the school curriculum are taught using the English Language and this suggests that success in the language will guarantee students' success in all other subjects in the school system (Omoegun, 2013). Apart from the roles played by the English Language in the system of education in Nigeria, the language is also often used in politics, education, mass media, transaction, religion and other aspects of national life.

### **Concept of Library Resources**

The word "library" comes from "liber" the Latin word for "book." Hence, a library is the collection of books and other informational materials made available to students for reading, studying and references (Akpan, Agam & Bassey, 2018). The school library has been described as the whole stock of books and other resources in a school. Waite, cited in Adeyemi (2010) sees the library as a collection of a wide variety of learning and teaching materials which are housed in a place and centrally organized by staff and indexed to serve readers. Waite says that it comprises not only books or periodicals but also non-print materials, films, slides and tapes. These resources could be categorized into two namely,

material resources such as books, journals, CD Roms, dissertation abstracts and human resources such as the librarian and supporting staff. Thus watte views the school library as the resource centre of any school. A school library therefore is a school's physical and digital learning space where reading, inquiry, research, thinking, imagination and creativity are central to students' information to their knowledge journey and to their personal, social and cultural growth. It is where teachers and learners consult books and other materials for self-development. To Adeyemi (2010), the library is the hub of individual studies in schools.

Library resources, according to the Dictionary for library and information science (2007), refers to all the items purchased by a library or library system to satisfy the information needs of its users, including books and non-books or rather called print and non-print resources such as newspapers and periodicals, reference materials, music scores, maps, microforms, and non-print media. Supporting this, Aina (2014) posited that the collections of libraries normally include books, journals, gazettes, pamphlets, audio-visual materials, Government documents and serials. Some of them provide archives of literature, reports of Federal, State and Local Government Councils. Consequently, for effective teaching and learning in the school, the library resources must be relevant, current and in different formats print and non-print such as textbooks, journals, magazines, indexes and abstract, encyclopedia, thesis and dissertations, microforms and electronic databases, publications of international organizations. However, inadequacy of library resources according to Okanla (2012) affects students' academic performance negatively. Gbaje (2017) reveals that the inability of a library to stock relevant books and literature has a great implication on the activities of academic institutions. According to Ajiboro (2018) the decline in library resources can result in ineffective use of libraries.

### **Empirical Framework**

New York Comprehensive Centre (2011) conducted a study on the impact of school libraries on students' academic achievement, the findings of the study showed that utilization of school library resources have a positive effect on students' academic outcomes.

Laddunuri (2012) in his research titled Status of School Education in Present Tanzania and Emerging Issues argued that during the last five years, the students pass percentage had been recording a continuous decline from 82.3 percent to 50.7 percent. He submitted that many factors were responsible for students' academic performance, according to him, such factors include; insufficient books in the school library, and the high cost of the books when

compared to the students' economic situations. He also found that there was an acute shortage of library resources such as textbooks as well as good infrastructure in most schools. In another study, *Availability and Utilisation of Library Resources by Students in Secondary Schools in Calabar Education Zone of Cross River State* conducted by Ntui, and Udah (2015). The aim of the study was to examine availability and utilisation of library resources by students in secondary schools in Calabar Education Zone of Cross River State, Nigeria. Survey research design was adopted for the study. The population of the study was two thousand, two hundred and twenty (2,220) students and a sample of five hundred (500) students were selected for the study. The selection was done through the stratified and purposive random sampling techniques. Questionnaire was the instrument used for data collection. The findings revealed that availability of textbooks, visual materials, reference materials and newspaper/magazine significantly influenced utilisation of library resources by students.

Similarly, Karimi (2011) in his research, library resource availability and utilization among students in secondary schools in Ibadan education zone in Oyo State. The population of the study was three thousand, five hundred and twenty (3,520) students and a sample of five hundred (1500) students were selected for the study. The selection was done through the stratified and purposive random sampling techniques. Questionnaire was the instrument used for data collection. The findings of the study reveals that well-equipped libraries improves students' academic performance by providing reading materials and opportunities to students. In a study conducted by Aernyi (2017) *Influence of Library Facilities on Students' academic achievement in Colleges of Education in North Central Zone of Nigeria*. The study looked at availability of Library Facilities, the utilization of Library Facilities on Students' academic achievement in Colleges of Education in North Central Zone of Nigeria. Three specific objectives were looked at while three research questions were raised and three hypotheses formulated and tested at 0.05 level of significance. The study adopted a survey research design 39,220 NCE (3) from the (14) fourteen public Colleges of Education in North Central Zone made up the population of the study while 3,800 students were proportionately sampled based on their numbers in the respective institutions. Two instruments were, used for data collection, *Influence of Library Facilities on Students' Academic Achievement Questionnaire (ILFSAAQ)* and *'Academic Record Performance (ARP)* was given to exam officers for collection of students' grades between 2017/2010 - 20011/2014 sessions in English Language, Mathematics, Christian Religious Knowledge, Physical and Health Education (P.H.E) and Integrated Science for five academic sessions. The data collected was analyzed

using both descriptive and inferential statistics. The research questions were answered using frequency counts, percentages, mean and standard deviation while the hypotheses were tested using Pearson Product Moment Correlation Coefficient (PPMCC) at 0.05 level of significance. The decision for the extent of influence was determined by the following parameters 3.50-4.00 for High Extent (HE), 2.50-3.49 Moderate Extent (ME), 1.50-2.49 Low Extent (LE) and 0.50-1.49 No Extent (NE). The results of the findings among others revealed that, language laboratories facilities were available in the Colleges of Education in North Central Zone of Nigeria to a moderate extent, however students' utilization of language laboratory facilities was to a low extent. Based on the findings of this study, it was recommended that, Provost of colleges of education should always ensure that Library Facilities in their colleges are available to a high extent and Students utilization of the facilities should be improved to a high extent to positively influence their academic achievement.

In a research by Jaja and Udumukwu (2023) Influence of school library utilization on the performance of secondary school student in Abuja FCT. Two research questions and one hypothesis were formulated to guide the study. Descriptive survey research design was used for the study. The population of the study was all 16362 students in public secondary schools in Abuja Metropolis. A sample of 579 students was selected to take part in the study using simple random sampling technique. An instrument entitled "Utilization of School Library and Students' Academic Achievement Questionnaire (USLSAAQ)" was used in collecting data for the study. The instrument was validated by three experts and test re-test reliability was conducted for the instrument. A reliability coefficient of .81 was obtained for the instrument using Pearson Product Moment Correlation. Data collected for the study were analysed using mean and standard deviation to answer the research questions and independent t-test to test the hypothesis. The findings of the study indicated that there is a significant influence of library utilization on academic achievement of students in Abuja Metropolis. It was recommended among others that government should provide all secondary schools in Abuja metropolis with modern and functional libraries.

## **METHODOLOGY**

Survey research design was used for the study. This design was considered appropriate because it involves a data collection strategy based on interrogation or questioning of respondents using such techniques as questionnaires, interviews, standardized test of intelligence, aptitude, achievement and performance (Mboho, 2015). This study was

conducted in Akwa Ibom State. Akwa Ibom State is one of the thirty-six (36) States of the Federal Republic of Nigeria. It occupies a total landmass of 7,249 square kilometers of Nigeria's landmass (National Bureau of Statistics, 2020). It is located in the South-South Geopolitical Zone of Nigeria. Akwa Ibom State has her boundaries with Rivers State and Abia State on the West, Cross River on the East, Abia State on the North and Bight of Bonny on the South. Akwa Ibom State falls within the tropical zone with dominant vegetation of green foliage of trees, shrubs, and oil palm trees belt which holds the highest density of cash crops in the world. The State spreads into three (3) Senatorial Districts, namely: Uyo, Ikot Ekpene and Eket. Akwa Ibom State has two hundred and forty three (243) public secondary schools. The population of the study consisted of all the eleven thousand three hundred and eleven (11311) SS2 students from the two hundred and forty three (243) public secondary schools. A multi-stage procedure was adopted to select three thousand (3000) respondents for the study. These included stratified, purposive and simple random sampling technique. **State 1** Akwa Ibom State is stratified along the three (3) Senatorial Districts; Uyo, Ikot Ekepene and Eket Senatorial Districts, **State 2** Ten public schools will be purposively selected from each of the Senatorial District making it thirty (30) public secondary schools, **State 3** Simple random sampling technique will be used in selecting three thousand (3000) SS2 students. The instruments for data collection was a library resource checklist, a structured questionnaire titled; *Students Library Utilisation Questionnaire (SLUQ)* and SS2 students' senior secondary school certificate mock examination raw scores on English Language for 2024/2025 academic session. The library resource checklist was used to identify the resources that are available in the school library. The structured questionnaire will comprise of section A and B. **Section A** will elicit response from the students on their bio data while **Section B** will elicit response from the student on the extent of their use of library resources. The senior secondary school certificate mock examination raw scores on English Language was used in the analysis of research hypotheses. The questionnaire was validated by three (3) experts in Measurement and Evaluation from the University of Uyo, University of Calabar and University of Port Harcourt, this was done in order to ensure the validity of the questionnaire. Before the final distribution of the instruments, thirty (30) copies of the *Students Library Utilisation Questionnaire (SLUQ)* was administered to SS2 students in secondary schools that will not form part of the sample for the study. Cronbach alpha reliability test was used to test the reliability of the instrument. The researcher administered the questionnaire directly to the respondents in the thirty (30) selected public secondary schools with the help of two research assistants. The researcher also conducted a check on the available library resources

in the school libraries. Research question one, two, three and four was analyzed using weighted mean and standard deviation, while the hypothesis was analyzed using independent t-test statics.

## RESULT

### Research Question 1

What are the library resources that are available in secondary schools in Akwa Ibom State?

**Table 1: Mean and standard deviation on the library resources that are available in secondary schools in Akwa Ibom State.**

S/N	Item	X	$\overline{SD}$	Decision
1.	Textbook	3.88	3.56	Agreed
2.	Reference Material	2.69	2.51	Agreed
3.	Charts	2.09	2.00	Disagreed
4.	Photographs	1.77	1.64	Disagreed
5.	Government Publication	1.51	1.33	Disagreed
6.	Newspaper	1.48	1.26	Disagreed
7.	Journal	1.33	1.21	Disagreed
8.	Computer	1.03	0.91	Disagreed
9.	Magazine	1.35	0.91	Disagreed
10.	Maps	1.79	1.27	Disagreed
		<b>1.89</b>		<b>Disagreed</b>

Table 1 above shows that students agreed with items 1 and 2 with mean scores of 3.88 and 2.69 respectively. These indicates that items 1 and 2 were available in schools. However, the students disagreed with items 3, 4, 5, 6, 7, 8, 9 and 10 with mean scores of 2.09, 1.77, 1.51, 1.48, 1.33, 1.03, 1.35 and 1.79 respectively. This indicates that items 3 to 10 were relatively not available in schools. Consequently, the grand mean of 1.89 shows that apart from textbooks and reference materials that were available in schools, other resources such as charts, photographs, government publications, newspaper, journal, computers, magazine and maps were relatively not available in schools.

### Research Question 2

To what extent do English Language students utilize library resources in secondary schools in Akwa Ibom State?

**Table 2: Mean and standard deviation on the extent to which English Language students utilize library resources in secondary schools in Akwa Ibom State.**

S/N	Item	X	$\overline{SD}$	Decision
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11.	Textbook	2.71	2.51	Agreed
12.	Chart	2.51	2.40	Agreed
13.	Photograph	2.55	2.47	Agreed
14.	Reference Material	2.63	2.53	Agreed
15.	Journal	1.23	1.1	Disagreed
16.	Newspaper	1.71	1.11	Disagreed
17.	Magazine	1.88	1.15	Disagreed
18.	Computer	2.19	2.00	Disagreed
19.	Government publication	1.87	1.53	Disagreed
20.	Maps	2.04	1.93	Disagreed
		<b>2.13</b>		<b>Disagreed</b>

Table 2 above shows that students agreed with items 11, 12, 13 and 14 with mean scores of 2.71, 2.51, 2.55 and 2.63 respectively. These indicates that items 11, 12, 13 and 14 were significantly utilized by students. However, the students disagreed with items 15, 16, 17, 18, 19 and 20 with mean scores of 1.23, 1.71, 1.88, 2.19, 1.87 and 2.04 respectively. These indicates that items 15 to 20 were not significantly utilized by students. Consequently, the grand mean of 2.13 shows that apart from textbook, chart, photograph and reference material that was significantly utilized by students, others such as journal, newspaper, magazine, computer, government publication and maps were not significantly utilized by students.

### Research Question 3

What are the constraints to the use of school library resources by English Language students in secondary schools in Akwa Ibom State?

**Table 3: Mean and standard deviation on the constraints to the use of school library resources in secondary schools in Akwa Ibom State.**

S/N	Item	X	SD	Decision
21.	Lack of convenient accommodation	2.60	2.41	Agreed
22.	The school librarian are not friendly	2.41	1.99	Disagreed
23.	Inadequate space	2.55	2.11	Agreed
24.	Lack of funding for the school library	3.11	2.81	Agreed
25.	Lack of relevant books	3.57	2.99	Agreed
26.	Lack of reading tables and chairs	2.88	1.98	Agreed
27.	Inadequacy in library opening hours	2.61	1.74	Agreed
28.	Non-involvement of library staff in library collection development	1.99	1.21	Disagreed
29.	Non availability of library materials or equipment	3.00	2.32	Agreed
30.	Lack of qualified librarian	3.22	2.14	Agreed
31.	Absence of library instruction	2.66	2.80	Agreed
32.	Wrong arrangement of books	2.71	2.18	Agreed
		<b>2.73</b>		<b>Agreed</b>

Table 3 above shows that students agreed with items 21, 23, 24, 25, 26, 27, 29, 30, 31 and 32 with mean scores of 2.60, 2.55, 3.11, 3.57, 2.88, 2.61, 3.00, 3.22, 2.66 and 2.71 respectively. This indicates that items listed above were the major constraints to the use of library among students. However, the students disagreed with items 22 and 28 with mean scores of 2.41 and 1.99 respectively. This indicates that items 22 and 28 were not major constraints to the use of library among students. Consequently, the grand mean of 2.73 shows that apart from items 22 and 28, all other items were major constraints to the use of library resources among students.

#### Research Question 4

What are the strategies for improving the use of school library resources by English Language students in secondary schools in Akwa Ibom State?

**Table 4: Mean and standard deviation on the strategies for improving the use of school library resources by English Language students in secondary schools in Akwa Ibom State.**

S/N	Item	X	SD	SD
33.	Provision of convenient accommodation	3.55	3.00	Agreed
34.	Provision of library materials and equipment	3.21	2.96	Agreed
35.	Recruitment of qualified librarian	3.86	3.21	Agreed
36.	Provision of relevant books	3.71	3.11	Agreed
37.	Provision of adequate reading tables and chair	2.57	2.40	Agreed
38.	Provision of library instruction	2.54	2.38	Agreed
39.	Adequate library opening hours	2.88	2.21	Agreed
40.	Proper arrangement of books	2.66	2.18	Agreed
		<b>2.80</b>		<b>Agreed</b>

Table 4 above shows that students agreed with items 33, 34, 35, 36, 37, 38, 39 and 40 with mean scores of 3.55, 3.21, 3.86, 3.71, 2.57, 2.54, 2.88 and 2.66 respectively. Consequently, the grand mean of 2.80 shows that students agreed that items 33 to 40 were strategies for improving the use of school library resources.

#### HO<sub>1</sub>

There is no significant difference in the academic achievement of students in English Language who utilize library resources and those who do not in secondary schools in Akwa Ibom State.

**Table 5: Independent t-test table on the difference in the academic achievement of students in English Language who utilize library resources and those who do not in secondary schools in Akwa Ibom State.**

Variables	N	$\bar{X}$	SD	t-cal	t-crit	Df	Decision
Students who utilize library resources	1500	98	30.5				
				5.22	1.98	3998	<b>Rejected</b>
Students who do not utilize library resources	1500	75	25.5				

### **Significant at 0.05, df = 3998**

Table 5 above shows that the calculated t-value of 5.22 is greater than the critical t-value of 1.98 at 0.05 level of significance under a one-tailed test. This shows that there is a significant difference in the academic achievement of English Language students who utilize library resources and those who do not in secondary schools in Akwa Ibom State. Since the calculated t-value is greater than the critical t-value, the null hypothesis is rejected. The analysis therefore shows that English Language students who utilize library resources performed significantly better than those who do not utilize library resources.

## **DISCUSSION OF FINDINGS**

Findings in research question 1 reveals that library resources available in secondary schools in Akwa Ibom State included textbooks and reference materials; other resources such as chart, photographs, government publications, newspapers, journals, computer, magazine and map were either fairly or not available. This is in line with the study conducted by Istifanus, Yohanna and Usman (2019) who found that textbooks were the major information resources found in school libraries. It was also confirmed by the findings of Tofi (2012) which revealed that textbooks were the common library resources found in school libraries. In summary, apart from textbooks and reference materials that had a high availability, other information resources such as charts, photographs, government publication, newspaper, journal, computer, magazine and map were either fairly or not available in the schools involved. Thus, there was low level of information resources availability in the schools studied.

Findings in research question 2 reveals the extent to which English Language students utilize library resources in secondary schools in Akwa Ibom State. The study revealed that students utilized textbook, chart, photograph and reference materials among other library resources listed in the study. This is in line with the study conducted by Chukwuji, Nwankwo, Gandanga, Sule and Yusuf (2017) which revealed that there was low use of the library by

secondary school students which can be linked to the expressed unavailability of information resources in the school library. This was also corroborated by the findings of Moruf (2015) that school libraries were not utilized effectively by students due to inadequate information resources. In summary, the study revealed that there was low utilization of information resources such as journal, newspaper, magazine, computer, government publication and map in secondary schools that were studied.

Findings in research question 3 reveals the constraints to the use of school library resources in secondary schools in Akwa Ibom State to include; lack of convenient accommodation, inadequate space, lack of relevant books, lack of qualified librarian among others. This is in consonance with the study conducted by Ezeala (2022) which revealed that lack of convenient accommodation, inadequate space, lack of qualified librarians among others were constraints to the use of library among secondary school students. In summary, apart from the fact that some school librarians were not friendly and the non-involvement of some library staff in library collection development, all other items listed constituted constraints to the use of library resources by students in secondary schools.

Findings in research question 4 reveals the strategies for improving the use of school library resources by English Language students in Secondary Schools in Akwa Ibom State to include; provision of convenient accommodation, provision of library materials and equipment, recruitment of qualified librarian, provision of relevant books, provision of adequate reading tables and chairs, provision of library instruction, adequate library opening hours and proper arrangement of books. This is in agreement with the research conducted by Tofi (2019) which revealed that training of librarians, provision of steady power supply, and provision of up-to-date resources among others may enhance effective utilization of the library by secondary school students. The finding is also corroborated by Chudaka (2017) who suggested that training of library staff, funding of school library, purchasing of new books and modern library resources like audio-visuals will improve the use of library resources among secondary school students.

Finally, the hypothesis of the study reveals that there is a significant difference in the academic achievement of students in English Language who utilized library resources and those who do not in secondary schools in Akwa Ibom State. This revelation is in agreement with the research conducted by Jaja and Udumukwu (2023) who reported that all aspects of students' academic achievement is influenced by the utilization of library resources. This is because the library serves as the information house for all subjects taught in the school and

students who utilize this information resources found in the library performed significantly better than students who do not utilize the library.

## CONCLUSION

The purpose for using school libraries include; general studies, for classwork and assignment, for personal development and to prepare for examination. Based on the research findings, it can be concluded that library resources are in short supply in secondary schools in Akwa Ibom State. Thus the purpose of establishing libraries in secondary schools have not been achieved as the necessary resources to actualize the objectives were inadequate. However, in schools where library resources were available and the resources were utilized by English language students, the result of the study concludes that students who utilized library resources performed significantly better than those who did not utilize library resources.

## RECOMMENDATIONS

Based on the findings of the study, the following recommendations were made;

1. Government and relevant stakeholders should endeavour to provide adequate and relevant library resources in the school libraries.
2. Teachers should endeavour to encourage students to make use of the library by ensuring that library time is included in the class timetable.
3. Adequate reading tables and chairs should be provided at the school libraries.
4. Qualified librarians should be employed to manage school libraries.

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