

Utilization of School Library and Students' Academic Achievement in Abuja Federal Capita Territory

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ABSTRACT: *This study was conducted to determine the 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.*

KEYWORDS: library, utilization, influence, performance.

INTRODUCTION

School library are libraries established in pre-primary, primary and secondary schools. They are central to the learning and teaching process in schools below the tertiary institutions. School libraries exist to support the education programme by making available the needed resources, the exploitation of which makes teaching more interesting and learning pleasurable. The modern school library media centre has a professionally trained school library media specialist (Librarian) who manages a central collection of diverse learning resources to support a school's curriculum, meet individual students' needs and interests, and ensure that young people develop information literacy skills within the

school's curriculum. This concept of a learning resource centre is both a social development of the twentieth century and an evolution of information exchange. Barbara and Oberg (2015) Manifesto viewed a school library as a school's physical and digital learning space where reading, inquiry, research, thinking, imagination and creativity are central to students' information-to-knowledge journey and to their personal, social and cultural growth.

The Federal Ministry of Education in its Minimum Standards for School Libraries (2019) states that availability and accessibility of library resources and services increase student's library use. Suleiman, Hanafi and Tanslikhan (2018) is of the view that access and frequent use of school library resources by students influence their academic performance and achievement in schools. In spite of these policy pronouncement, students at the secondary school level are performing poorly at external examinations conducted by WAEC and NECO, indicating a steady decline in their academic achievement. The situation got to a worrisome level in 2014 when the then Minister of Education states that the poor performance of students in public examinations conducted by examination bodies in Nigeria is not only a source of concern to the federal Government but also a national embarrassment. The author went further to analyze that in recent years, less than 30% on the average of over one million students obtained credit passes in five (5) subjects that include English language and mathematics (Ogunbadejo, 2015).

Arising from the above assertion it was obvious that the poor performance of the Senior Secondary students nationwide was a source for serious national concern by all stake holders including parents and the governments. In terms of funding, the Federal Government increased the allocation to education from 509.039 billion in 2013 to 620.50 billion in 2019 representing 7.03% of the National budget for that year (FME, 2019) with increase in funding educational agencies such as the Universal Basic Education Commission (UBEC) National Teachers Institute (NTI) and Teachers Registration Council of Nigerian (TRCN) embarked on increase teachers training, registration and supply to the secondary education sub sector. Olorokor (2021) stated that TRCN was collaborating with UNESCO to train and retrain 28,000 teachers annually from 2017 to date for the education sector. However in spite of the increase in funding, as well as the training and supply of teachers to the secondary education sector the problem of poor performance at the external examinations by secondary students persisted. There is therefore a compelling need to examine other variables such as the learning resources and indeed the school library media resources for probable solution to this national problem.

Statement of the Problem

The school library is setup in academic institutions to provide the students with the needed resources for their academic activities. The library is intended to make available current educational materials like textbooks dictionaries, encyclopedia, newspapers, charts among others available to learners. Some of the library materials are just there to encourage reading thought it may not directly be related to the subject of the student. This is intended to inculcate the spirit of reading into the learners. It is also believed that the frequent use of library can help the students to learn well and attain better academic achievement.

School libraries are seen generally as vital if student are to inculcate sound reading habits and improve on their academic performance in public examinations. However, there have been reports of poor students' academic performance among secondary school students. This is more pronounce in

external examination. To determine the influence of school library use on students' academic achievement, this study was conducted.

Objectives

The main objectives of this study is to determine the influence of library use on the academic achievement of students in Abuja metropolis. Specifically, the study will;

1. determine the influence of library use on academic achievement of students in Abuja Metropolis.
2. determine the aspects of students' achievement that is influenced by library utilization in Abuja metropolis.

Research Questions

The following research questions were raised and would be answered in this study.

1. What is the influence of library use on academic achievement of students in Abuja Metropolis?
2. What are the aspects of students' achievement that is influenced by utilization of library in Abuja Metropolis?

Hypotheses

The following hypothesis was formulated to guide the study and will be tested at .05 levels of significance.

H₀₁: There is no significant influence of utilization of school library on academic achievement of students in selected schools in Abuja Metropolis.

RESEARCH METHODS

Descriptive survey research design was used for the study. Descriptive survey research is a type of research that is used to describe the characteristics of a population. It collects data that are used to answer a wide range of what, when, and how questions pertaining to a particular population or group. That is, in this survey design, a number of different groups of individuals who respectively belong to different ages or educational background are studied at one particular period of time (Kpolovie, 2010). This design was considered suitable since the researcher intended to collect data from students, which are made up of individuals of varying age.

The study was conducted in public secondary schools in Abuja metropolis. The population of this study comprised 16362 Senior Secondary Three (SS3) students from 12 selected secondary schools in Abuja Metropolis. The sample of the study was 579 senior secondary three students in Abuja Metropolis. Simple random techniques was used to select the sample for the study. A researcher made instrument entitled: "Utilization of School Library and Students' Academic Achievement Questionnaire (USLSAAQ)" was used in collecting relevant data. The instrument was divided into sections; A, B and C. Section A focused on the respondents Bio-data with 3 items, section B dealt with utilization of library resources, while Section C was used to determine students' academic achievement. The instrument was scored using a four-point scale of Strongly Agree (SA), Agree (A), Disagree (D) and Strongly Disagree (SD) which will be scored 4, 3, 2 and 1 respectively. The instrument was subjected to face validity by three experts in the field of test and measurement. Four

items were amended in the questionnaire based on the views and observations of the experts. The researcher ensured that the items in the instrument covered all the variables involved in the study.

Test re-test reliability was conducted for the instrument. To obtain this, the instrument was administered to 30 respondents who were selected from the population of the study but were not included in the study sample. After two weeks, the instrument was re-administered to the same group of students. The scores obtained from the respondents were subjected to Pearson Product Moment Correlation statistics. The reliability coefficient obtained for the instrument was .81. The instrument was therefore regarded as reliable and good for the study since the coefficient was high. Mean was used to answer the research questions and independent t-test statistics was used in testing null hypothesis. The hypothesis were tested at 0.05 alpha level for test of significant difference. If the calculated t-test is greater than the critical t-test value at .05 significant level, the null hypothesis was rejected but otherwise accepted. Score of 12.5 and above was regarded as agreeing to each variable in the questionnaire but less than 12.5 was regarded as disagreeing. This was used to arrange the scores of the dependent variables corresponding to respondent who agreed to the items from those who did not. This was used as a measure of influence.

RESULT

Research Question 1

What is the influence of library use on academic achievement of students in Abuja Metropolis?

Table 1: Utilization of school library on academic performance of students.

S/N	Utilization on Academic Performance	SA	A	SD	D	Total	Mean	Decision
a.	Review past exam question papers	128	264	159	28	579	2.85	Significant
b.	Do research for exams	187	158	187	47	579	2.54	Significant
c.	Prepare exams	141	205	209	24	579	2.79	Significant
d.	Do class assignment	169	156	227	27	579	2.81	Significant
e.	Do group discussions on examinations	108	218	199	53	579	2.66	Significant
f.	Write term papers	83	179	254	63	579	2.49	Not Significant
g.	Personal reading on my subject areas	178	152	129	120	579	2.67	Significant
h.	Browse social media on my subject areas	94	183	252	50	579	2.55	Significant
i.	Read current affairs, newspaper and magazines	117	202	153	107	579	2.57	Significant
j.	Watch audio books/lessons	122	87	228	142	579	2.33	Not Significant
k.	To avoid noise	47	161	292	79	579	2.30	Not Significant
l.	For leisure	25	117	305	72	579	2.27	Not Significant
m.	To chat online	56	131	298	94	579	2.26	Not Significant
n.	To while away time	76	47	164	292	579	1.54	Not Significant
Significant Mean 2.47								

Table 1 indicates that there was a positive influence of utilization of school library on the academic performance of the students. This is because at a significant mean value of 2.47, students utilized the school library to carry out a variety of academic performance enhancing activities such as using the library as a platform to review past examination question papers ($x=2.85$), carried out research for examination purposes ($x=2.54$), prepared for their examinations for the future ($x=2.79$), used the library to do their classroom assignments given by their teachers ($x=2.81$), carried out group based discussions for their academic activities ($x=2.66$), carried out extensive reading on their chosen subject areas ($x=2.67$) and regularly went through newspapers and magazines for current affairs relating to their education ($x=2.57$).

However, students utilized the library to write their term papers ($x=2.49$), watched audio books/lessons ($x=2.33$), and chart on-line on academic matters ($x=2.26$). These activities were said to have less positive influence because their mean values were less than the significant mean value of 2.50.

During the interview, Akpan et al (2022) stated that the peak period of the utilization of the school libraries was during examination periods, and sometimes whenever any teacher gave class assignment. They affirmed that most of the SS3 students used the library to do a lot of things. Apart from using the library to do some of their class assignments (like term papers), they also mostly used the libraries to do personal readings, review past examination papers from WAEC, NECO and internal exam papers, read some of the newspapers provided. However, the library officers observed that one of the bad side of the students' use of the library was charting with phones in the library which often created noise, including their oral discussions in the library.

Asked if they felt the library had any relationship with the students' performance, they argued that they would not doubt that the performance of the students in WAEC and NECO was influenced by the use of library. According to them, the frequency and regularity of their use of library during examinations would have positively affected their academic performance generally.

Research Question 2

What are the aspects of students' achievement that is influenced by utilization of library in Abuja Metropolis?

To ascertain whether utilization of school library or otherwise influenced the academic performance of students in the secondary schools in the Abuja Metropolis, three subjects were taken for evaluations. The subjects were mathematics for science based students; English Language represented Arts- based students while economics to represented social science- based students. The period of evaluation is five years: 2017-2021 WAEC O'Level Examinations. The comparison is between schools that had libraries and schools that had no school libraries for the five years span. The breakdown of the comparison is shown on Tables 2a-2c.

Table 2a: Academic Achievement of science students in mathematics indicating WAEC O'Level result from 2017-2021 between schools that have library and those without library.**(i) With Library**

Year	No. of Students	Pass Level	Failure Level	Pass Percentage	Failure Percentage
2017	198	105	93	53%	47%
2018	206	115	91	56%	44%
2019	189	83	106	44%	56%
2020	225	114	111	51%	49%
2022	232	122	110	53%	47%
Total	1050	539	511	51.21	49%

(ii) Without Library

Year	No. of Students	Pass Level	Failure Level	Pass Percentage	Failure Percentage
2017	174	88	86	51%	49%
2018	181	87	94	48%	52%
2019	197	108	89	54%	45%
2020	208	104	104	50%	50%
2022	218	105	113	48%	52%
Total	978	502	467	50%	50%

Source: WAEC Result Sheets from the Schools within the Period 2017-2021.

A comparative analysis of the results of Ordinary Level WAEC of science students, illustrated here with mathematics, between secondary schools in Abuja metropolis which has school library and those that have no school library as shown on Table 2a. The overall average academic performance of students in mathematics by those with school library is 51.21% for the five year period and those without library stood at 50% (a marginal difference of 1.21%).

However, a year by year analysis of the performance of the students in schools with library and those without school libraries indicate that for 2017, students in schools with school library had a pass level of 53% as against 51% for those students in school with school library. In 2018, library-based students scored 56% while those without library scored 48%. In 2019, the score is as follows: Students in schools with library scored 44% as against 44% for those without library. For 2020 and 2021, students in schools with library scored 51% and 53% respectively while for those without school library scored 50% and 48% respectively.

Overall, schools with libraries had an advantage of 6% over the performance of students in science-based subjects in schools without libraries. Although this 6% may seem small, but it is an indication that school library has (marginal or minimal influence on academic performance of students in mathematics in the secondary schools in Abuja metropolis.

Table 2(b): Academic Achievement of Arts-based students in English language indicating WAEC O'Level result from 2017-2021 between schools that have library and those without library.**(i) With Library**

Year	No. of Students	Pass Level	Failure Level	Pass Percentage	Failure Percentage
2017	218	141	77	68.68%	35.32%
2018	236	137	99	58.68%	41.95%
2019	249	165	84	66.27%	33.73%
2020	255	171	84	67.06%	32.94%
2022	282	183	99	64.89%	35.11%
Total	1240	797	443	64.19%	35.81%

(ii) Without Library

Year	No. of Students	Pass Level	Failure Level	Pass Percentage	Failure Percentage
2017	214	106	108	49.53%	50.47%
2018	261	108	153	41.38%	58.62%
2019	227	119	108	52.42%	47.58%
2020	248	97	151	39.11%	60.89%
2022	268	115	153	42.91%	57.09%
Total	1218	545	673	45.07%	54.93%

Table 2(b) indicate that within the five years under review, in schools with school library, the students had an overall pass aggregate of 64.19% as against the overall aggregate of 45.07% pass level of students without school library. This shows aggregate pass difference of 19.12% in favour of schools where school libraries exist. The overall failure rate in schools with school library was 35.81% as against 54.93% of schools without school library (a difference of 19.12% against schools without school library).

On the year by year analysis of the academic achievement if an Arts student in English Language, Table 2(b) also reveals that in 2017, schools where school libraries exist scored 68.68% pass level and failure rate of 35.32%. In schools where there was no school library, the pass rate was 49.53% and failure rate of 50.47% (difference of 19.15% pass rate in favour of schools with school library). For 2018, the pass rate of schools with school libraries was 58.05% as against 41.38% for schools without school library a difference pass of 16.67%. In 2019, pass rate of schools with the school library stood at 66.27% as against 54.42% for schools without school library (a difference pass rate of 11.55%). For 2020 academic year, schools with school library had a pass rate in English Language of 67.06% while schools without school library had a pass rate of 39.11% (a difference pass rate of 27.95%). In 2021 academic session, the pass rate stood at 64.89% for schools with school library and 42.91% for schools without school library (a yearly difference pass rate of 21.98%).

A look at the yearly academic performance of students in English Language for the five years between students who study in schools where school libraries exist, there was a huge difference in their

academic achievement in English Language. As a result of this remarkable pass difference in schools where school libraries exist and those without school libraries, and even in their overall failure rates, it would not be out of place, to conclude that utilization of school library has high positive influence on students. It is therefore an indication that where all positive circumstances in teaching and learning exist, students who study in schools where access to school library exists would certainly perform better in English Language than students who study in schools without school libraries. Thus, school library is an asset to effective teaching and learning in secondary schools.

Table 2c: Academic Achievement of Social Sciences-Based Students in Economics Indicating WAEC O’Level result From 2017-2021 between Schools with School Library and those Without Library.

(i) With Library

Year	No. of Students	Pass Level	Failure Level	Pass Percentage	Failure Percentage
2017	236	137	99	58.05%	41.95%
2018	249	175	74	70.28%	29.72%
2019	261	198	63	75.86%	24.14%
2020	248	157	91	63.31%	36.69%
2022	268	155	113	57.84%	42.93%
Total	1262	712	550	65.07%	34.93%

(iii) Without Library

Year	No. of Students	Pass Level	Failure Level	Pass Percentage	Failure Percentage
2017	197	88	109	44.67%	55.33%
2018	208	102	106	49.04%	50.96%
2019	219	105	113	48.17%	51.83%
2020	189	83	106	43.92%	56.08%
2022	198	101	97	51.01%	48.99%
Total	1010	499	511	47.36%	52.64%

Table 2c indicate that utilization of school library had positive influence on the academic achievement of social sciences-based students of Economics between schools that have school library and those that had no school library within the five years under review in the ordinary level West African Examination Council (WAEC) results from 2017-2021 school year. The overall result shows that the total average pass level of schools with school library is 65.07% and failure rate of 34.93% as against pass level of 47.36% and 52.64% failure level of schools without school library (pass % difference of 17.71% and failure difference of 17.71% respectively).

This cumulative difference of 17.71% is a revelation that with school library embedded in schools, the performance of students in Economics is highly enhanced unlike others. However, the yearly analysis also shows remarkable differences in the students’ performance within the period. For instance, in 2017, while the percentage pass level is 58.05% in schools with school library, it is 44.67% in schools without school library (which shows 13.38% pass difference); in 2018, the pass

level is 70.28% for schools with school library and 49.04% for school without library (difference of 21.24%). In 2019 and 2020, the result shows pass percentage of 75.86% and 51.83%. Respectively between schools with and those without school library (difference of 24.03% in favour of schools with school library). For the year 2021, result indicates that schools where school libraries exist scored 57.84% while schools without school library scored 51.01% (a marginal difference of 6.83%).

This Table therefore reveals that based on the outcome of the WAEC O'level in Economics; it is reasonable to state that school libraries enhance academic achievement of students when viewed against the backdrop of the performance of schools without school libraries.

Hypothesis

There is no significant influence of utilization of school library on academic achievement of students in selected schools in Abuja Metropolis.

Table 3: t-test analysis of the influence of utilization of school library on the academic achievement of students in Abuja Metropolis.

Availability of library	No.	Mean	SD	t-td	t-critical	Df.	P-value
Utilize library	311	60.35	6.94	9.08	2.50	577	.000
Not utilize library	268	55.23	6.55				

When t-test analysis was applied as shown on Table 3, the result shows that at 0.05 level of significance and 577 degrees of freedom, the t-calculated value of 9.08 was found to be greater than the table-value of 2.50, which is an indication that utilization of school library had significant influence on academic achievement of the students in the selected secondary schools in Abuja Metropolis. The null hypothesis that states otherwise is hereby rejected.

DISCUSSION OF FINDINGS

Utilization of School Library and Academic Achievement of Students.

Findings show that there is a significant influence of utilization of school library resources on the academic performance of secondary school students in the selected schools that have school libraries vis-a-vis those that have no school library resources. This is the result of the t-test analysis which indicates that at 0.05 level of error and 577 degrees of freedom, t- calculated value of 9.08 is greater than the table value of 2.50. This shows that the utilization of school library leads to academic achievement of the students. This significant influence may have arisen because in the schools where school library exists, the students confirmed that they used the school libraries in their schools to review past examination question papers on WAEC, GCE and NECO, to do personal reading and research, prepare for their internal and external examinations, do their class assignments and carryout group discussion and readings.

In addition, the students also indicated that they used school library to do personal reading on their specific subjects, read current affairs in newspapers and magazines, and even browse social media sites. No wonder Akpaji (2011) posits that a nation that desires a flourishing and qualitative education

system that is not only robust but also sustainable, must strive not just to employ qualified teachers, but must have sound policy on school library system.

The revelation of this research outcome agrees with Bernard and Dulle (2014), Ugocha (2015) and Adegboyega (2017) that school library resources available in schools have the capacity to improve the reading culture of the students, sustain their love of books and enhance their overall academic performance. They also argue that efforts should be made by the schools to encourage not only the establishment of school libraries, but also to ensure that quality information resource and qualified staffs are available for effective user services.

However, Sofflink survey (2018) cautions on the abuse of the use of school libraries by students, who may use the school library for other non-academic matters. Therefore, active monitoring and supervision on the students while in the library should be maintained especially now that social media sites are now the choice of many secondary school students. It is encouraging to appreciate the findings of Oduagwu and Oduagwu (2018) and Igajah (2013) that efforts are being made by some state governments to equip some secondary schools with modern school library resources and qualified staff including security gadgets to prevent abuse of use.

It is interesting to observe from this research that school library existence has empirically shown its relevance in the academic achievement and sustainable performance of students. In all, school library infrastructure should be vigorously sustained in our secondary school system.

Aspect of Academic Achievement of the Students Influenced by Utilization of School Library

Finding reveals that the academic achievement of the students was significantly influenced by the utilization of school library resources and services. The aspects of academic achievement of the students influenced by the availability and utilization of school library was measured, using Arts, Science and Social Science course as the bench mark. This evaluative analysis was spread over a period of five years – 2017 – 2021, based on the outcome of the WAEC examination results. The analysis, was between schools that had school libraries and those that had no school library.

In the analysis and findings, English Language was used to represent Arts-based students, Mathematics for Science-based students and Economics for Social Science-based students. In cumulative evaluation, students who had school library established in their schools had overall pass level of, 74.6% and failure rate of 26.0% for the five years WAEC performance while the students that had no school library in their school had an overall pass level of 36.25% and failure rate of 63.62%.

In specific subject analysis, students with school library had a pass level of 51.21% and failure rate of 49% in mathematics; 64.19% pass level and 34.93% failure rate in Economics for the period under review. In schools without school libraries, the students' performance in three areas chosen is as follows: mathematics – Pass level 50%, failure rate 49%; English – Pass level 45.07% and failure rate 54.93%; and Economics – Pas level 47.36% failure rate 52.64%. This also reflects on the regularity of school libraries by the students where more than 76% regularly used the school library as against less than 30% that used the library irregularly.

Even though Nwokocha and Ugocha (2015) remark seem to suggest that while use of school library resources are critical in teaching and learning, without user education, their utilization by the students may be impaired and their overall effect on the academic achievement of the students may not be realized. However, the research outcome of Adegboyaga (2017) on equitable access to learning resources in selected secondary schools in Ilesa city, confirms that availability and utilization of relevant and adequate learning resources (school library resources) is critical in the academic achievement of students, including their overall reading habit.

The findings of this research on the academic achievement of students in relation to the availability and utilization of school library agree with the research works of Sottlnik Survey (2018), Oduagwu and Oduagwu (2013) and Jato, Ogunniyi and Olabiyi (2014) that there is significant correlation between availability and use of school libraries by students and their reading habit and academic achievement. The authors in their separate revelations indicate that even though school library use may not be the overall determining factor for students' success in WAEC examinations, but access to learning resources like school library where adequate and relevant information resources exist is critical. In addition, the authors also agree that any school library without qualified staff to effectively exploit and manage the library is also meaningless.

From the foregoing, this research has shown that school library resources have become enabling criteria for success in internal and external examinations of students. And therefore every public secondary school should endeavour to establish one.

CONCLUSION

Based on the finding of the study, it can be concluded that all aspects of students' academic achievement is influenced by the utilization of library. This is because the library serves as the information house for all subjects taught in the school.

Recommendations

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

1. The government should ensure that all schools have functional library with modern textbooks and adequate reading space to encourage the utilization of it by students.
2. Students should create time and make use of the library to expand the amount of information gotten from their teachers in the classroom.

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