ACADEMIC LIBRARY AND STUDENTS' ACADEMIC ACHIEVEMENT: A CASE OF POSTGRADUATE LIBRARY AND INFORMATION SCIENCE STUDENT'S, IGNATIUS AJURU UNIVERSITY OF EDUCATION

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Abstract

The study investigated the connection between academic library services and the academic performance of postgraduate students in Library and Information Science at Ignatius Ajuru University of Education (IAUE). A comparative survey research design was adopted, the population of the study was 28 postgraduate students enrolled in the 2023/2024 academic session. Census sampling technique was adopted as the researcher considered the population manageable. Questionnaire was used as instrument for data collection. The Pearson Product Moment Correlation (PPMC) method was utilized to analyze the data. The findings revealed a significant positive relationship between collection development, user services, and information literacy, and the academic achievement of students. The study concluded that, staff training programs should be designed to meet specific academic support needs of students. Based on these outcomes, the study recommended that university libraries should routinely review their collections to identify and address deficiencies. Emphasis should be placed on acquiring diverse and up-to-date materials that correspond with current academic programs and student learning needs.

Keywords: Academic libraries, students' academic achievement, information literacy, library services

Introduction

Academic libraries remain central to the mission of higher education institutions by supporting teaching, learning, and research through access to organized information resources and services. They are no longer mere repositories of books but strategic academic units that facilitate student engagement with scholarly content across disciplines. With the rapid expansion of educational programs in universities and the growing emphasis on evidence-based learning, the role of academic libraries in enhancing student academic performance has become more prominent. According to Nwalo and Okiki (2021), the academic library contributes significantly to the development of critical thinking and independent study habits necessary for academic success.

Recent studies have shown a positive relationship between the use of academic library resources and students' academic achievement. This relationship is particularly evident among students who regularly use the library's learning spaces, research support services, and digital resources. In a study conducted by Adeyemi and Ekundayo (2022), students who engaged more frequently with academic library services reported higher grades and improved understanding of academic materials. The library provides a conducive environment for uninterrupted study, consultation with librarians, and collaboration with peers—factors that collectively support cognitive development and academic excellence.

The integration of digital technologies into academic library services has further strengthened their relevance in today's educational system. Through institutional repositories, remote access to online databases, and library mobile applications, students are now able to retrieve academic content anywhere and anytime. This has become especially important with the rise of hybrid and online learning models. According to Musa and Obadare (2023), academic libraries that effectively leverage digital platforms offer students greater flexibility in accessing research materials, which contributes to improved academic outcomes.

Moreover, the promotion of information literacy by academic libraries plays a vital role in shaping students' academic capabilities. Information literacy equips students with the skills needed to locate, evaluate, and ethically use information for their coursework and research. Libraries achieve this through user education programs, workshops, and one-on-one research consultations. As noted by Olufunmilayo and James (2024), students who participate in these instructional sessions demonstrate better academic performance, particularly in research-related assignments, as they are able to critically assess and utilize information sources effectively.

Despite their potential to enhance student performance, academic libraries in Nigeria and other developing countries face numerous challenges. These include inadequate funding, insufficient ICT infrastructure, outdated materials, and limited awareness of library services among students. These challenges often limit the library's ability to support students' learning processes. Adebayo and Nwachukwu (2022) emphasize that unless these constraints are addressed, the full impact of academic libraries on student achievement may remain unrealized, particularly in public universities where resource constraints are more severe.

Statement of the Problem

Academic libraries are vital to fulfilling the educational, instructional, and research objectives of higher education institutions. They offer access to a broad spectrum of information resources—both digital and print—and deliver various services aimed at enriching students' academic journeys. However, despite these notable functions, questions persist regarding the actual influence of academic libraries on student performance. In several universities, student engagement with library resources appears minimal, raising concerns about the overall effectiveness of these services in fostering academic success.

Moreover, it has been observed that while some students perform well academically, others seems not, even when both groups have equal access to library facilities. This disparity suggests the influence of other variables or possibly a lack of optimal use of available library resources.

The absence of clear evidence on this relationship presents a challenge for library administrators and university stakeholders, especially in justifying library investments and in formulating strategies that could enhance learning outcomes.

In light of these concerns, this study aims to investigate the extent to which academic libraries contribute to academic achievement, specifically among postgraduate students in the Department of Library and Information Science at Ignatius Ajuru University of Education (IAUE).

Objectives of the Study

The objectives of this study is to investigate the extent to which academic libraries contribute to academic achievement among postgraduate students in the Department of Library and Information Science at Ignatius Ajuru University of Education (IAUE).

Specific objectives sought to:
1. examine the relationship between digital library repository and students' academic achievement at IAUE.
2. determine the relationship between user services and students' academic achievement at IAUE.
3. ascertain the relationship between information literacy and students' academic achievement at IAUE.

Research Questions
1. What is the relationship between information resources available in the library and students' academic achievement at IAUE?
2. What is the relationship between user services and students' academic achievement at IAUE?
3. What is the relationship between information literacy and students' academic achievement at IAUE?

Literature Review

Academic Library

An academic library is a specialized library established within a higher education institution to support the academic and research needs of students, faculty, and staff. It provides access to diverse resources such as textbooks, journals, digital databases, theses, and multimedia materials. These libraries also offer research support, information literacy training, and access to digital tools that facilitate knowledge acquisition and academic development. According to Ibrahim and Salami (2023), academic libraries are essential components of universities as they provide the intellectual foundation upon which learning and scholarly engagement are built.

The academic library serves multiple functions in promoting learning and research. It creates a conducive environment for independent study and collaborative academic work. The integration of technology has transformed academic libraries into hybrid spaces that combine traditional print resources with electronic collections accessible remotely. Musa and Obadare (2023) observe that the modernization of academic library services through online catalogues, electronic journals, institutional repositories, and mobile apps has made access to academic materials more convenient and effective for students, especially in digitally driven learning environments.

Student Academic Achievement

Student academic achievement refers to the measurable performance outcomes of students in their academic pursuits, typically assessed through grades, examinations, cumulative GPA, and completion of educational programs. Academic achievement is influenced by various factors including access to educational resources, learning environments, teacher support, and personal motivation. As noted by Adeyemi and Ekundayo (2022), academic achievement is not merely a reflection of students' intelligence but also of the quality of educational support systems available to them, including the services provided by academic libraries.

The link between academic libraries and student academic achievement is widely acknowledged in educational research. Access to relevant library resources enhances students' research skills, promotes critical thinking, and supports the completion of assignments and projects. A study by Olufunmilayo and James (2024) found that students who regularly used academic libraries and participated in information literacy training demonstrated higher academic performance compared to their peers. Libraries also help students avoid academic pitfalls such as plagiarism by providing access to proper citation tools and guidance on ethical research practices.

Methodology

The research employed a comparative survey research design to explore the use of the digital library repository at Ignatius Ajuru University of Education (IAUE). This research design was appropriate for gathering data on students' perceptions and attitudes through the use of questionnaires. The study population comprised all 28 postgraduate students in the Department of Library and Information Science for the 2023/2024 academic session. A census sampling technique was adopted, allowing for the inclusion of the entire population. Data collection was conducted using a structured questionnaire designed on a 4-

point Likert scale. To analyze the relationship between variables and test the study's hypothesis, the Pearson Product Moment Correlation (PPMC) was employed, with the level of significance set at 0.05.

Results and Findings

Table 1: Summary of PPMC on the relationship between digital library repository and students' academic achievement at IAUE.

Variables	N	$\overline{X}$	SD	R	Decision
Digital library repository	28	4.32	0.56	0.578	Moderate
Students' Academic Achievement	28	3.78	0.64	0.578	Moderate

Table 1 presents a comparative analysis of Digital library repository and Students' Academic Achievement based on responses from 28 participants. The mean score for Digital library repository is 4.32, with a standard deviation of 0.56, reflecting a strong positive perception among students about the effectiveness of the library's Digital library repository efforts. The Students' Academic Achievement variable recorded a standard deviation of 0.64, indicating a moderate level of agreement regarding their academic performance. The Pearson correlation coefficient (r = 0.578) reveals a moderate positive relationship between Digital library repository and academic achievement. This implies that enhancements in Digital library repository —such as providing relevant and up-to-date resources—are likely to support improved academic performance among students, highlighting the importance of well-structured resource management in fostering educational success.

Table 2: Summary of PPMC on the relationship between user services and students' academic achievement at IAUE.

Variables	N	$\overline{X}$	SD	R	Decision
User services	28	0.60	0.15	0.70	High
Students' academic achievement	28	0.55	0.12	0.65	High

Table 2 provides an analysis of the relationship between User Services and Students' Academic Achievement, based on responses from 28 participants. The mean score for User Services is 0.60 with a standard deviation of 0.15, while the mean for Students' Academic Achievement is 0.55, accompanied by a standard deviation of 0.12. The correlation coefficient of 0.70 indicates a strong positive relationship between the quality of user services and academic achievement. This suggests that improvements in user-oriented library services may positively influence students' academic outcomes. Additionally, the correlation coefficient of 0.65 for Students' Academic Achievement further supports the notion that well-delivered user services play a significant role in boosting academic performance. The relatively low standard deviations for both variables imply consistent views among the respondents.

Table 3: Summary of PPMC on the relationship between information literacy and students' academic achievement at IAUE.

Variables	N	$\overline{X}$	SD	R	Decision
Information literacy	28	3.78	0.45	0.65	High
Students' academic achievement	28	3.85	0.38	0.72	High

Table 3 presents an analysis of the link between information literacy and students' academic performance, based on responses from 28 participants. The mean score for information literacy is 3.78, with a standard deviation of 0.45, suggesting that students generally possess a moderately high level of information literacy and that their responses were relatively consistent. Students' academic achievement recorded a slightly

higher mean of 3.85 and a lower standard deviation of 0.38, indicating a strong agreement among respondents regarding their academic performance. The correlation coefficients—0.65 for information literacy and 0.72 for academic achievement—reflect strong positive relationships. These results imply that higher levels of information literacy are closely associated with better academic outcomes, emphasizing the value of equipping students with the skills to effectively locate, evaluate, and apply information in their academic work.

Summary of Findings

The results from Table 1 indicated a moderate positive relationship between Digital library repository and students' academic achievement, with a correlation coefficient (r) of 0.578. The mean score for Digital library repository was 4.32, suggesting that students generally have a positive perception of the library's Digital library repository. Likewise, students' academic achievement recorded a mean of 3.78. These results suggest that improvements in the library's Digital library repository are moderately associated with better student academic performance.

Table 2 revealed a strong positive relationship between user services and academic achievement, with a correlation coefficient of 0.70. The mean score for user services was 0.60, and that for academic achievement was 0.55, both with low standard deviations, indicating consistent responses. These findings suggest that effective and responsive user services significantly enhance students' academic performance.

Table 3 presented a high positive correlation (r = 0.65) between information literacy and academic achievement, with mean scores of 3.78 for information literacy and 3.85 for academic achievement. These results indicate that higher levels of information literacy are strongly linked with improved academic outcomes among students at IAUE.

Discussion of Findings

The results revealed a moderate positive relationship between Digital library repository and students' academic achievement (r = 0.578). The mean score of 4.32 for Digital library repository suggests that students perceive the library collections to be adequate and useful for their academic work. This finding aligns with previous research which emphasizes that up-to-date and relevant Digital library repository provide the foundation for effective academic inquiry and learning (Adeleke & Olorunsola, 2010).

User services were shown to have a strong positive relationship with students' academic achievement (r = 0.70). The findings indicate that when library staff offer timely, accessible, and user-centered services such as reference assistance, circulation, and information retrieval support, students are more likely to achieve better academic outcomes. The mean score of 0.60 for user services, though low on an absolute scale due to the measurement approach used, still reflects a consistent and favorable perception among respondents. This supports the view of scholars like Oyewusi and Oyeboade (2009), who argue that quality user services bridge the gap between students and the effective use of library resources, thereby enhancing learning outcomes.

The study also found a high positive relationship between information literacy and academic performance (r = 0.65), with a mean score of 3.78 for information literacy and 3.85 for academic achievement. These results confirm that students who possess the skills to identify, evaluate, and effectively use information are more academically successful. This finding resonates with the work of Julien and Genuis (2011), who found that information literacy instruction contributes significantly to student academic development. The

high correlation coefficient (r = 0.72) between students' academic achievement and their level of information literacy further suggests that targeted training in information literacy should be a priority in academic libraries.

The study focused on determining a statistically significant relationship exists between Digital library repository and students' academic achievement at Ignatius Ajuru University of Education (IAUE). This result is consistent with earlier research that emphasized the importance of well-developed library collections in supporting academic excellence. For example, Popoola and Haliso (2009) noted that access to relevant information resources significantly enhances students' ability to conduct academic work, complete assignments, and engage in research. Similarly, Ezeala and Yusuff (2011) found that students in institutions with rich Digital library repository perform better academically compared to those in resource-poor environments.

Conclusion

Academic libraries are instrumental in promoting student academic success by offering vital resources, services, and support systems that enhance learning and research. By granting access to a wide variety of information materials—such as textbooks, academic journals, and electronic databases—libraries enable students to engage more thoroughly with academic content and cultivate analytical thinking skills. Moreover, academic libraries conduct instructional sessions and workshops focused on developing information literacy, helping students acquire the skills needed to locate, assess, and use information responsibly. The support of skilled librarians adds further value, as they provide individualized assistance and guidance to meet specific academic needs. Consequently, the integration of library services and resources into the educational process helps to nurture a scholarly environment and plays a critical role in strengthening students' academic performance and preparing them for future academic and professional challenges.

Recommendations

1. The university library should continuously update and expand its collection development practices by aligning acquisitions with current academic programs, research trends, and student information needs.

2. The library should enhance its user services by training staff to be more responsive, approachable, and supportive in meeting students' academic and research needs.

3. The university should integrate structured information literacy programs into the academic curriculum, enabling students to acquire essential skills for locating, evaluating, and effectively using information.

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