

Library Educational Services and Academic Performance of Upper Basic III Students in Social Studies in Calabar Education Zone of Cross River State, Nigeria.

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Abstract

The study investigated library Educational Services and Academic performance of Upper Basic III students in Social Studies in Calabar Education Zone of Cross River State, Nigeria. The main purpose of this study was to examine the influence of library services on academic performance of students in Social Studies at the Upper Basic III education. One research question was formulated to guide the study and later transformed into hypothesis. Literature was reviewed based on the variable of the study. A descriptive survey research design was adopted for they study. The population of the study consisted of 2,947 students offering Social Studies in 2019/2020 academic session. A stratified random sampling technique was used in selecting the respondents used for the study. The sample of the study comprised of 25% of 2,947 which was approximate 750 students. Two research instruments tagged “Library Educational Services Questionnaire (LESQ) and Social Studies Performance Test (SOPT)” were used. To ascertain the reliability of LESQ, a Cronbach alpha reliability estimate method was used. Data collected were analyzed using one-way analysis of variance (ANOVA). The result of the analysis showed that library services have a significant influence

on the academic performance of students in Social Studies. From the result obtain, it was recommended that library services such as books, charts, table, ICT equipments etc. should be provided and made available for students use to enhance academic performance.

Keywords: Library services, Educational services, Academic performance, Social Studies

Introduction and background to the study

The incidence of poor academic performance has been on the high strain in the Nigerian academic system. This is not overemphasized as it had eaten deep into the quality of students and eventual leaders produced into the Nigerian economy. It could be deduced that there exist a vacuum in the quality of students produced and the required quality of individual for various institutional need of the country. The issue of students' poor academic performance in Social Studies in secondary schools has become a major concern to parents and government at all levels and the Nigerian society (Edinyang & Effiom,2014)

The quality of education not only depends on the teachers as reflected in the performance of their duties, but also in the effective coordination of the educational services. It is believed that educational services have a form of relationship with students' academic performance in terms of the library. Hence, the educational services remain an important area that should be studied and well-managed to enhance students' academic performance. There are variables that affect students' academic achievement either positively or negatively. It is believed that a well-planned school will gear up expected outcomes of education that will facilitate good social, political and economic emancipation, effective teaching and learning process and academic performance of the students (Goodall & Pattern, 2011). Thus, for learning to take place and the performance of students enhanced, the school must be stimulating and encouraging.

To attain these national aspirations, Upper Basic schools are expected to provide quality instructions that will be oriented towards inculcating values of respect for the worth and dignity of individuals; ability to make rational decisions; moral and spiritual values in interpersonal relationship and shared responsibility for the common good of society, among others (Hart,2013). The quality of education of any nation, to a very large extent, determines the development status of that particular nation. Education can be regarded as the heartbeat of any nation because as a man nourishes his heart to be alive, a nation must sustain her educational system technologically, economically, politically, socially to ensure quality products.

Educational services are combined services provided by different units in a school to facilitate academic performance of students. Quite a number of educational services abound that if adequately available and accessible might impact positively on students' academic performance not only in Social Studies but also in other school subjects. Some of these services are – counseling, school supervision, library, information and communication technology, laboratory, lesson centers, extracurricular services among others.

Library service is one of the components of educational services and its presence cannot be undermined. Many professionals have given various definitions of the library because it is recognized throughout the world as part of the academic establishment. Thus, the definitions of school library were given considering its importance to the development of education. Some of the definitions of the library as opined by some authorities include - the place which is purposely located within the school premises, whose function is to collect, organize, store, retrieve, preserve and disseminate various information to both teachers and students (Adewusi, 2013). The library is one of the inputs into the education system. It can also be described as a place where books and other educational materials is domicile so that students, teachers and other library users can make use of it. To Heward (2012), the library is seen as an important input that contributes to the development of education. The school library is essential in primary, secondary and tertiary education. It is also an extension study place for teachers and students. Library service provides a wide range of opportunities for other library users who intend to conduct research for their studies.

Harris (2008) remarked that the presence of library in school stimulates students to cultivate the good habit of reading; it provides information and exposed them to series of learning experiences that were related to classroom activities. The author, however, said that all students need is to explore the materials by assessing them manually and electronically. Similarly, Heath (2011) concurred that the library is designed to help students in their learning activities and opined that, library service can be said to be the cornerstone of a good and functional school system. For any school to function and be recognized as a place for teaching and learning, such a school must ensure the provision of library so as to allow students to have access to books and other materials in order to enhance learning. In addition, school library is established to serve certain purposes and its establishment is to serve as a stimulating place to improve the reading culture of both the teachers and students (Uzuegbu & Ibiyemi, 2013). In theory and practice, according to Unimna (2018) the purposes of library services are: to stimulate the students to access relevant materials for the teaching and learning process, serve as one of the inputs in the school system, to enhance the academic performance of the students, to serve as a reference point for other users of library information and to offer wider opportunities for teachers to explore the library resources.

Regrettably, it is sad to note that in spite of all these lifelines most of which are not totally alien to our clime, the academic performance of students at the upper basic level over the years in many subjects generally and in social studies in particular has not been encouraging notwithstanding the several efforts made towards changing the trend to a positive, an acceptable and sustainable scenario.

A pre-study field work carried out by the researchers in 2018/2020 academic session in the Junior Secondary Certificate Examination (JSCE) conducted in Cross River State, Nigeria offer some frightening revelations. The survey was to examine the trend of performance of three consecutive batches of Junior Secondary School Students in JSCE in Social Studies. The result indicates that in 2018, out of 360 students that enrolled, only 167 (46.39%) were successful. 181 (50.28%) failed while 12 (3.33%) withdrew in 2019, out of 620 students that registered, 257 (41.45%) were successful, 309 (49.84) failed while 54 (8.7%) withdrew and in 2020, 789 students enrolled, 331 (41.95%) passed, 447 (56.65) failed

while 11 (1.4%) withdrew. This gradual decline in performance as clearly indicated from 46.4% in 2018 to 42% in 2020 is not only ugly but disturbing.

Further, it can be deduced that from the three session considered in the pre-study, out of the 1769 students who enrolled for social studies, only 755 (42.7%) were successful more disturbing is the fact that 77 students representing 4.35% of the entire environment within the period under review withdrew on their own .It is against this background that the researchers intends to explore the influence of library educational services on the academic performance of students in Social Studies in Upper Basic Education level in Calabar Education Zone of Cross River State, Nigeria.

Statement of the problem

The inadequacy of educational services such as library has tremendously impacted negatively on students' academic performance leaving every parent and all other relevant stakeholders that invest one resources or the other in the education of our students across all the schooling levels worried and dissatisfied. Over the years however, this genuine expectation seems to have been plagued with the challenge of inadequacy of educational services that have made the realization of quality education to be a mirage.

Regrettably, library educational services are either lacking or obsolete in our school system. The Cross River State Government in 2017 budgeted about 280 million naira into the Upper Basic School system for building and the purchase of library materials (Books, Chairs, Desks, Computers, and Projectors etc.) yet, the problem still persist. The situation is so ugly that has led to parents and other concerned stakeholders become indifferent investing in education, be it direct or indirect. It is against this that, it became imperative for the researchers to investigate if poor academic performance of Students in Social Studies is influenced by non availability of library educational services at the Upper Basic III Education level in Calabar Education Zone in Cross River State, Nigeria?

Purpose of the study

This study aimed at examining the influence of library educational services on the academic performance of students in Social Studies at the Upper Basic II Education level in Calabar Education Zone of Cross River State. Specifically, it seeks to examine the influence of library services on academic performance of students in Social Studies at the Upper Basic III Education level;

Research question

The research question that guided this study was, does library Services influence academic performance of students in Social Studies at the Upper Basic II Education level?

Statement of hypothesis

The null hypothesis formulated to guide the study was, library services does not significantly influence academic performance of students in Social Studies at the Upper Basic II Education level.

Literature review

Basically, the role and development of library was to provide trustworthy information and to help students distinguish reliable information sources of social, political, economic, scientific, technological, educational, and cultural issues among the community (Campbell, 2006). Estabrook, Francis and Foskett (2016) stated that, historically, library was used to

keep the business, legal, historical and religious records of a civilization since the middle of the 20th century. Rapid developments of computers, telecommunications and other technologies have made it possible to store and retrieve information in many different forms easily. Hence the technological and political forces radically reshaped library development.

Laddunuri (2012) in a research paper titled status of school education in present Tanzania and emerging issues argued that pass percentage of the students had been declining continuously from 82.3 percent to 50.7 percent during the last five years, and provided many factors for the students failure in their Form Four examinations including insufficient books in the school library, and high cost of the books when compared to the students economic situations was another reason. The researcher also found that most of the schools had acute shortages of text books as well as laboratory equipment as well as good infrastructure.

Unimna, Unimke, & Opoh (2009) carried a study on the influence of library service on students' academic performance in social studies in junior secondary schools Cross River State, Nigeria. The research design was exploratory mixed method design, 100 respondents were sampled for the study using simple random sampling technique. Data from the respondents were collected through an interview, questionnaires, documentation review and observations. Research questions were answered using simple percentages and frequencies. Among others, the results showed that availability of library services and useage increased academic performance of students in national examinations.

Suleiman, Hanafi and Tanslikhan (2018) conducted a study on the perceived influence of library services on students' academic achievement in secondary schools in Kwara State, Nigeria. This study examined the perceived influence of library services on students' academic achievement in secondary schools. Non-probability techniques (stratified, purposive and convenience sampling techniques) were used to select 20 schools and its principals from three senatorial districts in Kwara State. The research design used combined both interview and observational checklist to collect relevant data for the study. Nvivo software (version 10) was used to analyze the data collected. Findings of the study revealed that library services positively influenced students' academic achievement. Findings also revealed that schools lacked adequate library facilities and materials. Non/Inadequate trained library personnel were also found in schools. The study recommends that government at all levels (federal, state and local) in collaboration with other stakeholders in education, should build modern libraries in public secondary schools in the state and equip them with all necessary library facilities, while private secondary schools should be mandated to do so.

Unimna, Essien and Effiom (2020) conducted studies on the influence of school library useage and academic performance of students in junior Secondary School in Cross River State, Nigeria. The researchers employed quantitative method to carry out the research. A set of questionnaire was used to elicit data from the participants. The findings of the study showed a positive relationship between the use of library and academic achievement. The authors found that reasonable provision of library services was a predictor of students' academic achievement. The researchers observed that students often made use of the library materials, which enhanced their studies in school. The researchers concluded that there were some students who borrowed books and other materials and read in the library while others

did not make use of the library at all. Hence, the more students made use of the library, the more it improved their academic achievement.

In another study, Unimna, Essien, Edinyang, Unimke & Opoh (2020), investigated the link between library information services and effective implementation of social studies curriculum in Junior Secondary School in Calabar. The study was quantitative in nature and adopted the survey research design. 78 respondents were used as the sample of the study out of the population. Two instruments were used to elicit data from the sampled respondents. Social studies curriculum implementation was measured using the results obtained from the sampled schools. Findings showed a positive significant relationship between library services and effective implementation of social studies curriculum. The study found that the success of students was based on the quality of library provided by the school as indicated by the curriculum content. Thus, staff and students of universities should endeavour criticize library resources encouraging to ensure staff effectiveness of implementation of the curriculum and academic performance of the students because the use of library information improves one's intellectual ability.

Also, Lance and Hofschire (2012) investigated the link between school library and academic achievement in Colorado public schools in the United States of America. The study examined the provision of library services to see whether it had an impact on the students reading habits. The researchers found that in some schools, where they had provided library services, it increased the reading habits of their students, thus making a positive effect on students' academic achievement, in comparison to schools where they had no library staffing and where a negative relationship on students' academic performance was seen. The study concluded that effective library service was a predictor of students' academic achievement and therefore necessary for the academic advancement of the students.

In the same vein, Stone and Ramsden (2013) conducted an empirical study on the impact of the library data project on students' academic attainment in the United Kingdom. The study adopted a mixed method (qualitative and quantitative) approach to carry out the study. Interview and questionnaire were used to collect relevant data from 700 subjects. Eight universities in the United Kingdom were selected as sample for the study and students were used as the respondents. The study found out that students who accessed the library equipments for their academic activities had a positive significant influence on academic performance of students.

Research methodology

The descriptive survey research design was adopted for this study. According to Isangedighi (2012), descriptive survey involved having a systematic, intense, accurate and purposeful observation of behaviour, trait, or opinion and describing same as precisely as possible. This design is useful in gathering data about the attitude, behaviour, practices and records of events that can be analyzed and interpreted to measure relationship between variables. It involved the use of questionnaire to elicit needed information from the respondents. The design was considered appropriate as the present study intend to collect data on library educational services and Students' academic performance in social studies through a structure questionnaire. The study also intends to select a representative sample from the population with the view to generalizing the findings to the entire population.

This study was conducted in Calabar Education Zone, which was a zone among other ones of Ikom and Ogoja. This zone lies between latitude 04° 15' and 5° N and longitude 8° 25' E. in the North. It is bounded by Ikom Education Zone in the North, East by the Republic of Cameroon. Its Southern shores are bounded by the Atlantic Ocean. Its inhabitants are made up of predominantly the Quas, Efiks and people from other part of the federation who are mostly engaged in socio-economic activities. By virtue of its location along the waterfront, the Efiks embraced Western culture and carried on successful trade with early Europeans. The Quas on the other hand occupy the bulk of the hinterland of Calabar where farmers, hunters, traders and blacksmiths are found. Other economic activities include the cultivation of vegetables, cassava and maize at commercial and subsistence level. Logging and lumbering of fuel wood for charcoal production and also for timber are common practices. In terms of religion, the inhabitants are mostly Christians, a few Muslims and practitioners of the African Traditional Religion. The area is noted for the 'Ekpe' cult in terms of culture.

The population of this study consisted of all the Upper Basic III Social Studies students in the public secondary schools in Calabar Education with a total of 2,947 students offering Social Studies in 2019/2020 academic session.

The stratified random sampling technique was used in selecting the respondents used in this study. The purpose for using simple random sampling technique was to bring up a sample that is representative of the entire population as it gives every member of the population equal and independent opportunity of being selected for the study. The technique was the hat and draw method. The researcher wrote "Yes" or "No" on slip of papers, and then folded into a ball. The paper balls were mixed in a container for a subject (student) to pick with their eyes closed. Each paper was opened, any student that picked "Yes" was so selected, and the slip of paper marked as already selected. It was folded and mixed with others. If the already picked is repeated, it was ignored and folded back. The process continued as that until the sample size for each school was gotten.

The sample size for this study comprised 25% of 2947 which was approximately 750 Upper Basic III Social Studies students in Calabar Education Zone for 2018/2019 session. This was made up of females and males.

Two instruments, tagged 'Library Educational Services Questionnaire (LESQ)' and a 'Social Studies Performance Test (SOSPT)' were used to gather data for the study. The Library Educational Services Questionnaire (LESQ) was divided into Sections A and B. Section 'A' elicited information about the respondent's demographic, while Section B which contains 20 items elicits responses on library educational services such as available and non available of books, charts, ICT, projectors etc. The Social Studies Performance Test (SOSPT) was a 26-item test of academic performance of the Upper Basic Level students. It was adopted from 2018/2019 past examination administered in the states by the State Ministry of Education, hence it is standardized. A draft of the self-developed instrument (LESQ) was vetted by two experts in Measurement and Evaluation for face validity and the researchers for content validity. s

The reliability of an instrument is the consistency with which an instrument measures what it purports to measure (Joshua, 2005). To ascertain the reliability, a trial test was conducted on 50 Upper Basic II Social Studies students drawn from the population, but who

were not members of the sample used for the study. Data collected were analyzed using Cronbach alpha reliability method from Statistical Package for Social Science (SPSS) version 20. The reliability estimates for the research variables showed a co-efficient index of 0.89. The result indicated that the instrument is reliable enough to be used for the actual research.

Results and discussion

4General description of variable

The study was carried out on the influence of educational services on the academic performance of students in Social Studies at the Upper Basic III Education level in Calabar Education Zone of Cross River State. The independent variable was library services while the dependent variable was students' academic performance in Social Studies. The data collected were analyzed using appropriate statistical tools. See all results of the descriptive statistics in Table 1.

Presentation of result

Hypothesis one

Library services have no significant influence on the academic performance of students in Social Studies at the Upper Basic Education level in Calabar Education Zone of Cross River State. To test this hypothesis, One-way analysis of variance (ANOVA) was adopted. This is because library services was categorized into three (3) – not available, available, and adequate being compared with students' academic performance in Social Studies which is measured continuously (dependent variable); hence, comparing the mean academic performance of students who had no library services, those who had library services and the mean academic performance of students who had adequate library services as seen in Table 2

TABLE 1
Summary of descriptive statistics

Variable	N	Mean	Std. deviation
Library services	750	15.73	4.249

TABLE 2
One-way analysis of variance (ANOVA) of the influence of library services on students' academic performance in Social Studies (N = 750)

Library services	N	\bar{X}	SD	F	p-level
Not available	337	12.26	1.244		
Available	312	17.30	3.302		
Adequate	101	22.51	1.128		
Total	750	15.73	4.249		
Source of variation	SS	Df	MS		
Between groups	9485.639	2	4742.819	877.265*	.000
Within groups	4038.560	747	5.406		
Total	13524.199	749			

*Significant at .05 level

The result of the analysis shown in Table 2 indicated that, the p-level for the influence of library services on students’ academic performance in Social Studies is .000, and since it is less than the .05 level of significance, it is statistically significant. The result further showed that the mean students’ academic performance of 12.26, 17.30 and 22.51, for Social Studies students’ exposure to library services – not available, available, and adequate in that order, are significant.

With this result, the null hypothesis that stated that library services have no significant influence on the academic performance of students in Social Studies at the Upper Basic Education level in Calabar Municipal Council of Cross River State was rejected. Implying that, library services have significant influence on the academic performance of students in Social Studies. A Post Hoc test using Fisher’s Least Significant Difference (LSD) was done to determine the exact level of library services responsible for the observed significant influence. The result is as seen in Tables 3.

In Table 3, the significant mean difference values of 5.043, 10.260 and 5.217; indicate that Social Studies students who were exposed to library services, achieved better than those who were not; while those who were in schools where they had adequate library services outperformed both those who were not exposed and those that were exposed. This means that library services have a significant influence on students’ academic performance in Social Studies.

TABLE 3

Fisher’s LSD multiple comparison analysis of the influence of library services on students’ academic performance in Social Studies (N = 750)

(I) Library Services	(J) Library services	Mean difference (I-J)	Std. error	Sig.
Not available	Available	-5.043*	.183	.000
	Adequate	-10.260*	.264	.000
Available	Not available	5.043*	.183	.000
	Adequate	-5.217*	.266	.000
Adequate	Not available	10.260*	.264	.000
	Available	5.217*	.266	.000

*The mean difference is significant at the .05 level

Discussion of findings

The finding from the analysis of hypothesis one revealed library services has significant influence on students’ academic performance in Social Studies. This finding is in line with Unimna *et al.*, (2019) who revealed that there is significant influence of library service on students’ academic achievement in JSS3 examination in Cross River State, Nigeria. The result revealed that availability, accessibility, adequacy of library services and usability increased academic achievement of students in their national examinations. This implies that where library services are available, accessible, adequate and properly used will enhance Social Studies students’ academic performance and vice versa.

It is also in line with Suleiman, Hanafi and Tanslikhan (2018) whose study on the perceived influence of library services on students’ academic achievement in secondary

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schools in Kwara State, Nigeria revealed that library services positively influenced students' academic achievement. And who recommended that government at all levels (federal, state and local) in collaboration with other stakeholders in education, should build modern libraries in public secondary schools in the state and equip them with all necessary library facilities, while private secondary schools should be mandated to do so.

Also, in agreement with this finding, is Goodall and Pattern (2011) who in a study on the impact of school library use and academic performance of students in Huddersfield University in United Kingdom reported a positive relationship between the use of library and academic achievement. The researchers found that reasonable provision of library services was a predictor of students' academic achievement. This means where there are adequate library services students are likely to do better in their academics in contrast to the situation that obtains where library services are inadequate.

Conclusion

This study investigated the influence of library educational services on the academic performance of students in Social Studies at the Upper Basic Education level in Calabar Education Zone of Cross River State, Nigeria. The specific objective of this study was to: examine the influence of library educational services on students' academic performance in Social studies. To achieve the purpose of this study, one research question was raised and converted into one null hypothesis which guided the study.

A descriptive survey design was used for the study. The population of the study comprised of seven hundred and fifty (750) Upper Basic III Social Studies students drawn from the 16 public secondary schools in Calabar Education Zone, Cross State, Nigeria with a total population of two thousand, nine hundred and forty-seven (2947) for 2018/2019 session. Stratified random sampling technique was used in selecting the sample students for the study. A 20-item questionnaire tagged 'Educational Services Questionnaire (ESQ)' and a 'Social Studies Performance (SOSPT)' was used to gather data for the study.

The statistical tool used for data analysis and testing of hypothesis at .05 levels in the study was one-way analysis of variance (ANOVA). The result revealed that Library services have significant influence on the academic performance of students in Social Studies at the Upper Basic III Education level in Calabar Education Zone of Cross River State. It was concluded that library educational services influence academic performance of students in Social Studies at the Upper Basic III Education level in Calabar Education Zone of Cross River State, Nigeria. This implies that where these services are adequately available and well utilized in the teaching and learning of Social Studies, Social Studies students' academic performance in Cross River State will improve greatly. It therefore behooves on all relevant stakeholders to brace up and ensure the adequate provision and proper utilization of educational services in our schools to sustained and improved teaching/learning, as well as academic performance in Nigeria.

Following the foregoing findings, it was recommended that relevant stakeholders should partner with government to ensure the adequate provision and proper utilization of educational services like library in our schools for sustained and improved teaching/learning, as well as academic performance in Nigeria and also students should be encourage to constantly make use of library in their various schools.

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