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INFLUENCE OF LIBRARY RESOURCES AND SERVICES ON ENGLISH LANGUAGE PROFICIENCY AMONG UNDERGRADUATE STUDENTS IN THE FEDERAL UNIVERSITY OF EDUCATION, ZARIA.

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ABSTRACT

This study examined the influence of library resources and services on English language proficiency among undergraduate students in the Federal University of Education, Zaria. The study adopted a correlational survey research design. The population comprised 5,000 100 and 200 Level university-based undergraduate students of the Federal University of Education, Zaria, while a sample size of 370 respondents was determined using the Yamane (1967) formula and selected through a simple random sampling technique. Data were collected using a researcher-developed questionnaire titled Library Resources, Library Services and English Language Proficiency Questionnaire (LRS-ELPQ). The instrument was subjected to face and content validity by three experts, while a pilot study conducted among undergraduate students of Kaduna State University yielded a Cronbach's Alpha reliability coefficient of 0.90, indicating a high level of internal consistency. Data were analyzed using frequency counts, percentages, mean, standard deviation and Simple Linear Regression Analysis at the 0.05 level of significance. The findings revealed that library resources had a high influence on English language proficiency among undergraduate students (Cluster Mean = 3.47), while library services also exerted a high influence on students' English language proficiency (Cluster Mean = 3.43). Furthermore, the regression analysis indicated that library resources and services significantly influenced English language proficiency ($R = 0.668$, $R^2 = 0.446$, $F = 279.614$, $p < 0.05$). The study concluded that effective provision and utilization of

library resources and services significantly enhance students' English language proficiency. The study recommended that university management should strengthen library collections, improve library service delivery, expand information literacy programmes and encourage students to make effective use of both print and electronic library resources to enhance their English language proficiency.

KEYWORDS: Library Resources, Library Services, English Language Proficiency, Undergraduate Students, Academic Libraries, Federal University of Education, Zaria.

INTRODUCTION

Globally, academic libraries remain central to the achievement of quality higher education by providing access to reliable information resources and user-centred services that support teaching, learning and research. In universities across the United States, the United Kingdom, Canada, Australia and other developed countries, library resources such as printed books, electronic books, scholarly journals, databases, institutional repositories and multimedia collections are integrated with library services including reference services, information literacy instruction, user education, document delivery and digital reference support to enhance students' academic performance and language proficiency. These resources and services enable students to improve their reading, writing, vocabulary and communication skills through continuous access to credible academic information. Despite advances in educational technology, international reports indicate that many higher education institutions continue to strengthen library services because of their significant contribution to students' learning outcomes and lifelong learning competencies (UNESCO, 2024; OECD, 2024).

Across Europe, Asia and North America, universities have increasingly transformed their libraries into technology-driven learning centres that provide both physical and digital resources to support students' academic development. Library services now extend beyond traditional book lending to include online databases, research consultations, academic writing support, information literacy programmes and virtual reference services. These developments have improved students' access to quality learning materials and enhanced their language proficiency through sustained reading, writing and research activities. However, educational experts continue to emphasize that the effective utilization of library resources depends on students' awareness, accessibility and information literacy skills, as merely providing resources does not automatically translate into improved learning outcomes (OECD, 2025).

In Africa, academic libraries continue to play a strategic role in supporting higher education despite numerous challenges relating to funding, inadequate infrastructure and unequal access to digital information resources. Universities in countries such as South Africa, Kenya, Ghana, Uganda, Tanzania and Nigeria have expanded their library collections by subscribing to electronic databases, developing institutional repositories and introducing virtual library services. Nevertheless, many institutions still struggle with inadequate ICT facilities, unstable internet connectivity, limited digital collections and low utilization of available library resources by students. UNESCO reports that strengthening learning resources and educational support systems remains essential for improving students' foundational and higher-order learning competencies across African higher education institutions (UNESCO, 2024).

Furthermore, several African universities have introduced user education programmes, information literacy training and digital library services to improve students' academic success and language development. Academic libraries increasingly organize orientation programmes, online reference services and research support activities aimed at equipping students with effective information-seeking skills. However, studies continue to show that many students underutilize available library resources because of inadequate awareness, poor reading culture, insufficient digital literacy and a growing preference for information obtained through social media and general internet search engines rather than scholarly library resources. These challenges reduce opportunities for students to improve their English language proficiency through sustained engagement with authoritative academic materials (Shikali & Muneja, 2024).

In Nigeria, academic libraries have continued to expand both print and electronic collections in response to the increasing demand for quality teaching, learning and research. Universities now provide access to textbooks, dictionaries, journals, electronic databases, institutional repositories, e-books and multimedia resources alongside services such as reference assistance, user education, information literacy instruction, current awareness services and selective dissemination of information. These resources are expected to improve students' English language proficiency by promoting extensive reading, academic writing, vocabulary development and effective communication. However, despite these investments, the utilization of library resources and services among undergraduate students remains below expectation in many Nigerian universities due to inadequate awareness, preference for internet search engines and limited reading habits (Federal University of Education, Zaria, 2024/2025; UNESCO, 2024).

Recent evidence indicates that undergraduate students increasingly rely on digital technologies and social media for academic information while paying less attention to library resources and professional library services. This changing information-seeking behaviour has affected library patronage and reduced students' interaction with authoritative academic materials that are essential for language learning and academic development. A recent Nigerian study reported that Generation Z undergraduate students demonstrate relatively low patronage of library resources despite the availability of both print and electronic collections, highlighting the need for academic libraries to improve awareness and service delivery in order to remain relevant in the digital age (Okwu, Oyighan, & Oladokun, 2025).

At the Federal University of Education, Zaria, the university library provides various information resources and services designed to support students' academic activities and language development. These include textbooks, dictionaries, journals, electronic information resources, internet facilities, reference services, user education and information literacy programmes. Since English is the official language of instruction and assessment in Nigerian higher education, undergraduate students are expected to utilize these library resources and services to improve their reading comprehension, vocabulary acquisition, grammar competence, writing skills and oral communication. However, the extent to which these resources and services influence students' English language proficiency has not been adequately established within the institution.

Therefore, this study seeks to examine the influence of library resources and services on English language proficiency among undergraduate students in the Federal University of Education, Zaria. Specifically, the study investigates whether the availability and utilization of library resources and services contribute significantly to students' vocabulary acquisition, grammar competence, reading comprehension, writing skills and overall English language proficiency. The findings of the study are expected to provide empirical evidence that will assist university management, librarians, lecturers and educational policymakers in strengthening library collections, improving library service delivery and promoting effective utilization of academic library resources for enhanced English language proficiency among undergraduate students.

Statement of the Problem

Ideally, academic libraries are expected to provide adequate and up-to-date library resources and quality information services that support teaching, learning and research among undergraduate students. Through the provision of printed books, electronic books, scholarly

journals, dictionaries, electronic databases, reference materials and user-centred services such as reference assistance, information literacy programmes, user education and digital library services, undergraduate students should have access to reliable information that enhances their English language proficiency. Effective utilization of these library resources and services is expected to improve students' vocabulary acquisition, grammar competence, reading comprehension, writing skills and overall communication abilities. Consequently, academic libraries are expected to play a significant role in developing students' English language proficiency and promoting academic excellence.

Contrary to this expectation, many undergraduate students in higher education institutions continue to underutilize available library resources and services despite the substantial investments made by universities in developing modern academic libraries. Rather than consulting textbooks, scholarly journals, dictionaries, electronic databases and other library-supported resources, many students increasingly depend on general internet search engines, social media platforms and other non-academic websites for learning and completing academic tasks. Recent evidence indicates that this trend is becoming widespread among university students. The IFLA Trend Report (2024) observed that although academic libraries have expanded their digital collections and online services, student utilization of scholarly library resources remains below expectation in many higher education institutions. Similarly, the OECD (2024) reported that students are increasingly relying on digital information sources outside academic libraries, thereby reducing their engagement with credible scholarly resources that support academic literacy and language development.

Furthermore, inadequate utilization of library resources and services may negatively affect students' English language proficiency. Students who rarely consult academic books, dictionaries, journals and other authoritative information sources may experience difficulties in vocabulary development, grammatical accuracy, reading comprehension and academic writing. A recent study by Okwu, Oyighan and Oladokun (2025) revealed that despite the availability of both print and electronic library resources in Nigerian universities, a considerable proportion of undergraduate students rarely utilize these resources because of poor reading culture, inadequate awareness and preference for internet-based information sources. Likewise, UNESCO (2024) emphasized that sustained access to quality learning resources and effective library support services remains fundamental to improving literacy, communication competence and academic achievement among university students. Consequently, inadequate utilization of academic library resources continues to constitute a

major challenge to language development and effective learning in higher education institutions.

At the Federal University of Education, Zaria, the university library provides a wide range of information resources and services, including textbooks, reference materials, electronic databases, journals, internet facilities, user education programmes and information literacy services to support students' academic activities. Despite the availability of these resources and services, it remains uncertain whether undergraduate students utilize them adequately to improve their English language proficiency. There is limited empirical evidence on the extent to which library resources and services influence students' vocabulary acquisition, grammar competence, reading comprehension, writing skills and overall communication abilities within the institution. Furthermore, it is unclear whether the existing library resources and services sufficiently contribute to improving students' proficiency in the English language.

It is against this background that this study seeks to determine the influence of library resources and services on English language proficiency among undergraduate students in the Federal University of Education, Zaria. Although the university library continues to provide diverse information resources and user-centred services, there is insufficient empirical evidence regarding their influence on students' English language proficiency. Therefore, this study investigates the extent to which library resources and services contribute to vocabulary acquisition, grammar competence, reading comprehension, writing skills and overall English language proficiency among undergraduate students in the Federal University of Education, Zaria.

Objectives of the Study

The main objective of this study is to examine the influence of library resources and services on English language proficiency among undergraduate students in the Federal University of Education, Zaria.

The specific objectives are to:

1. Determine the influence of library resources on English language proficiency among undergraduate students in the Federal University of Education, Zaria.
2. Examine the influence of library services on English language proficiency among undergraduate students in the Federal University of Education, Zaria.

Research Questions

The following research questions will guide the study:

1. What is the influence of library resources on English language proficiency among undergraduate students in the Federal University of Education, Zaria?
2. What is the influence of library services on English language proficiency among undergraduate students in the Federal University of Education, Zaria?

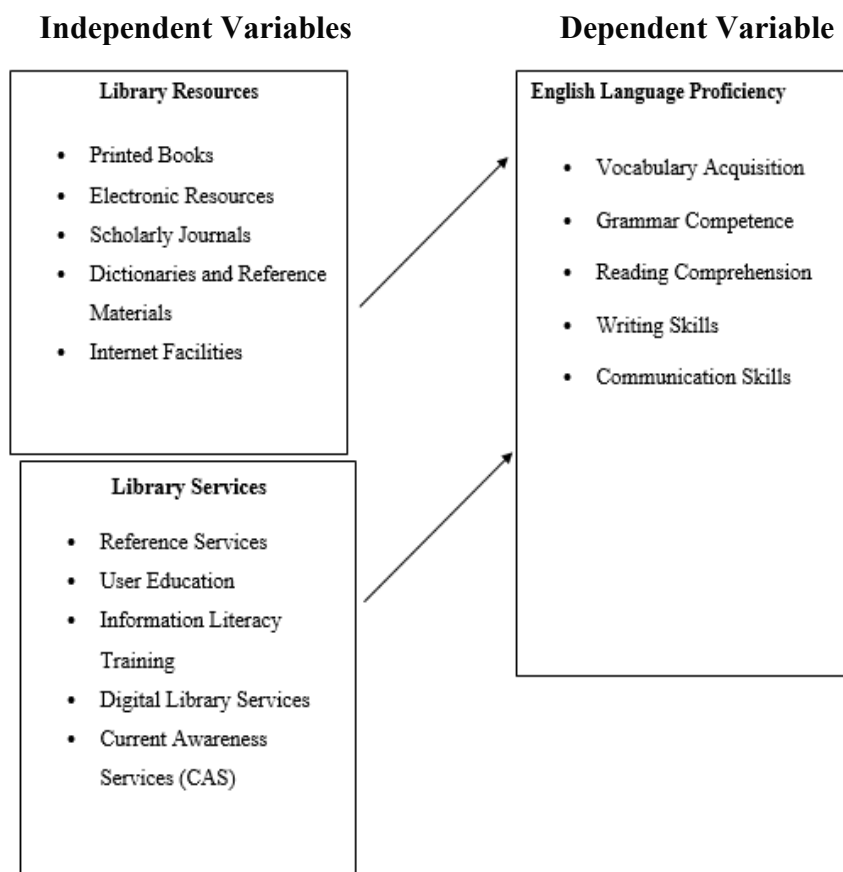
Research Hypothesis

The following null hypothesis will be tested at the 0.05 level of significance:

H₀₁: There is no significant influence of library resources and services on English language proficiency among undergraduate students in the Federal University of Education, Zaria.

Conceptual Framework

The conceptual framework provides a visual representation of the relationship between the variables of the study. It illustrates how Library Resources and Services, as the independent variable, influence English Language Proficiency, which is the dependent variable among undergraduate students in the Federal University of Education, Zaria.



Library Resources

Library resources refer to the various print, electronic and digital information materials acquired, organized and made available by academic libraries to support teaching, learning and research. These resources include textbooks, scholarly journals, electronic databases, dictionaries, reference materials and internet-based information sources that enable students to obtain reliable and up-to-date academic information. The availability and effective utilization of library resources contribute significantly to students' knowledge acquisition, reading culture, academic performance and language development. Academic libraries therefore remain indispensable in promoting students' learning outcomes and lifelong learning competencies (UNESCO, 2024; OECD, 2024).

Printed Books

Printed books are traditional library materials that provide comprehensive and authoritative information on various academic disciplines. They remain valuable sources of knowledge because they offer detailed explanations, structured content and carefully reviewed information that support students' reading comprehension, vocabulary development and writing skills. Regular use of printed books encourages extensive reading, critical thinking and better understanding of language concepts, thereby improving English language proficiency among undergraduate students (Fazli, Noori, & Janbaz, 2025).

Electronic Resources

Electronic resources refer to digital information materials that can be accessed through computers, mobile devices or the internet. They include e-books, electronic journals, online databases, institutional repositories and other digital collections that provide students with instant access to current scholarly information. Electronic resources enhance independent learning by allowing students to access learning materials anytime and anywhere, thereby improving reading habits, academic writing and language proficiency (Shikali & Muneja, 2024).

Scholarly Journals

Scholarly journals are peer-reviewed academic publications that disseminate current research findings and evidence-based knowledge in various fields of study. They expose students to academic vocabulary, formal writing styles and contemporary research methodologies, thereby improving their reading, writing and analytical skills. The regular consultation of scholarly journals enables undergraduate students to develop academic literacy and strengthen their proficiency in the English language through exposure to scholarly discourse (OECD, 2025).

Dictionaries and Reference Materials

Dictionaries and reference materials are essential library resources that provide definitions, meanings, pronunciation, spelling, grammar guidance and factual information. These materials assist students in understanding unfamiliar words, improving sentence construction and expanding their vocabulary. Frequent use of dictionaries and reference sources enhances learners' language accuracy and communication competence, making them indispensable tools for English language learning (UNESCO, 2024).

Internet Facilities

Internet facilities refer to the technological infrastructure provided by academic libraries to enable students to access online information resources, digital databases, electronic journals and educational websites. Reliable internet connectivity facilitates information retrieval, online reading and academic research while supporting digital literacy and independent learning. Effective utilization of internet facilities therefore enhances students' access to quality learning resources and contributes to improved English language proficiency (Shikali & Muneja, 2024).

Library Services

Library services refer to the various professional assistance and support activities provided by librarians to facilitate access to information resources and promote effective information utilization. These services include reference assistance, user education, information literacy instruction, digital library services and current awareness services. Effective library services improve students' ability to locate, evaluate and utilize information resources for academic purposes, thereby supporting learning, research and language development (UNESCO, 2024).

Reference Services

Reference services involve personalized assistance provided by librarians to help users locate, evaluate and utilize appropriate information resources. Through reference interviews, research consultations and information guidance, librarians assist students in identifying relevant materials for assignments, research and language learning. These services improve students' research competence, reading habits and academic writing abilities, thereby contributing to English language proficiency (Fazli et al., 2025).

User Education

User education refers to orientation programmes organized by academic libraries to familiarize students with available library resources, facilities and services. Such programmes equip students with the knowledge and skills required to access and utilize information resources effectively. Through user education, students become more confident in using

library facilities, thereby enhancing their academic performance and language development (OECD, 2024).

Information Literacy Training

Information literacy training is the process of equipping students with the skills required to identify information needs, locate credible information, evaluate sources critically and use information ethically. Information-literate students are better able to conduct academic research, engage in critical reading and communicate ideas effectively. Consequently, information literacy training contributes significantly to language development and academic success (Chourio-Acevedo et al., 2024).

Digital Library Services

Digital library services refer to electronic information services delivered through online platforms to facilitate access to digital resources irrespective of users' location. These services include online catalogues, electronic databases, virtual reference services, institutional repositories and remote access to library collections. Digital library services improve accessibility to quality learning materials and encourage continuous learning, thereby supporting students' English language proficiency (Shikali & Muneja, 2024).

Current Awareness Services (CAS)

Current Awareness Services (CAS) involve the regular dissemination of information on newly acquired books, journals, databases and other academic resources to library users. These services ensure that students remain informed about current developments and newly available learning materials relevant to their academic programmes. By encouraging continuous reading and exposure to updated information, CAS supports vocabulary development, academic literacy and effective communication skills (OECD, 2025).

English Language Proficiency

English language proficiency refers to an individual's ability to communicate effectively in English through reading, writing, speaking and comprehension. It encompasses vocabulary knowledge, grammatical competence, reading comprehension, writing ability and oral communication skills necessary for academic success. In higher education, English language proficiency enables students to access scholarly information, participate in classroom discussions and produce quality academic work. Effective utilization of library resources and services contributes significantly to the development of these language competencies (UNESCO, 2024).

Vocabulary Acquisition

Vocabulary acquisition is the process through which learners acquire, understand and appropriately use new words and expressions in communication. Academic library resources such as dictionaries, textbooks, journals and electronic databases expose students to diverse academic vocabulary that improves reading comprehension, writing and oral communication. Continuous interaction with these resources enhances students' lexical competence and overall language proficiency (Fazli et al., 2025).

Grammar Competence

Grammar competence refers to the ability to understand and correctly apply grammatical rules in both spoken and written communication. Academic library resources provide students with access to grammar textbooks, reference materials and scholarly publications that improve sentence construction and language accuracy. Consequently, regular utilization of these resources enhances grammatical proficiency and effective academic communication (UNESCO, 2024).

Reading Comprehension

Reading comprehension refers to the ability to understand, interpret and critically evaluate written information. Access to quality library resources encourages extensive reading and exposes students to different writing styles, ideas and academic texts that improve comprehension and analytical thinking. Effective reading comprehension enhances students' academic achievement and supports overall English language proficiency (OECD, 2024).

Writing Skills

Writing skills refer to the ability to express ideas clearly, logically and accurately in written form using appropriate vocabulary, grammar and organization. Library resources and services support the development of writing skills by providing access to quality reference materials, scholarly literature and academic writing guides that expose students to acceptable writing conventions and research practices (Fazli et al., 2025).

Communication Skills

Communication skills refer to the ability to convey ideas effectively through spoken and written English in academic and social settings. Effective communication depends on adequate vocabulary, grammar competence, reading ability and continuous exposure to quality information resources. Academic libraries contribute to communication skills development by providing students with reliable learning resources and information support services that strengthen language use and academic interaction (UNESCO, 2024; OECD, 2025).

Research Design

This study adopted a correlational survey research design. The design was considered appropriate because it enabled the researcher to examine the relationship and influence between the independent variables, library resources and library services and the dependent variable, English language proficiency, among undergraduate students of the Federal University of Education, Zaria, without manipulating any of the variables under investigation. Correlational survey research is a quantitative, non-experimental research design that is widely used to determine the degree and direction of relationships among variables as they naturally occur. It is particularly suitable for educational research where the objective is to establish the association and predictive influence between variables rather than to determine cause-and-effect relationships (Creswell & Creswell, 2024; Johnson, Christensen, & Turner, 2025).

The survey aspect of the design enabled the researcher to collect data from a relatively large number of undergraduate students through the administration of a structured questionnaire. The data collected were analyzed using appropriate descriptive and inferential statistics to determine the extent to which library resources and library services influenced English language proficiency among the respondents. Therefore, the correlational survey research design was considered suitable for this study because it provided a systematic and objective approach for investigating the relationship between library resources and services and English language proficiency, as well as for generalizing the findings to the target population (Kumar, 2024; Saunders, Lewis, & Thornhill, 2025).

Population of the Study

The population of this study comprised all 100 and 200 Level undergraduate university-based students of the Federal University of Education, Zaria, Kaduna State. The study focused on these categories of students because they are at the foundational stage of their undergraduate education and are expected to make extensive use of library resources and services to support their learning, reading, writing and overall English language development. At this level, students are introduced to academic research, library use and information literacy skills, making them appropriate respondents for examining the influence of library resources and services on English language proficiency.

According to the Administrative Office of the Federal University of Education, Zaria (2025/2026 Academic Session), the total population of 100 and 200 Level university-based undergraduate students was 5,000. These students constituted the target population for the

study because they actively utilize the university library and its services in support of their academic activities. The population distribution is presented in Table 3.1.

Table 3.1: Population of 100 and 200 Level University-Based Undergraduate Students of the Federal University of Education, Zaria. (2025/2026)

Category	Population
100 and 200 Level University-Based Undergraduate Students	5,000
Total	5,000

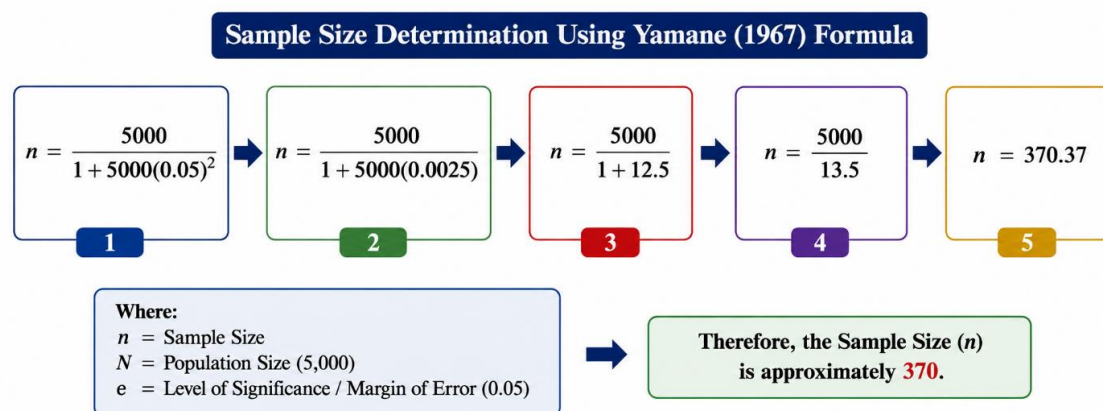
Source: Administrative Office, Federal University of Education, Zaria (2025/2026 Academic Session).

Sampling Technique and Sample Size

This study adopted a simple random sampling technique to select the respondents from the population of 100 and 200 Level university-based undergraduate students of the Federal University of Education, Zaria. The simple random sampling technique was considered appropriate because it provided every student in the population with an equal chance of being selected for the study, thereby minimizing selection bias and ensuring that the sample was representative of the population. The technique is widely recommended for correlational survey studies involving relatively homogeneous populations because it enhances the generalizability of research findings (Creswell & Creswell, 2024; Kumar, 2024).

The sample size for this study was determined using the Yamane (1967) formula for finite populations:

$$n = \frac{N}{1 + N(e)^2}$$



The calculated sample size was approximately 370 respondents. Therefore, 370 undergraduate students were selected from the population of 5,000 students to participate in the study. The sample size was considered adequate for obtaining reliable data and making valid generalizations about the population under investigation.

Instrument for Data Collection

The instrument used for data collection in this study was a structured questionnaire titled "Library Resources, Library Services and English Language Proficiency Questionnaire (LRS-ELPQ)." The questionnaire was developed by the researcher based on the objectives of the study and relevant literature on library resources, library services and English language proficiency. The instrument was considered appropriate because it enabled the researcher to obtain standardized information from a relatively large number of respondents within a short period. It also provided quantitative data suitable for determining the influence of library resources and services on English language proficiency among undergraduate students of the Federal University of Education, Zaria. The use of structured questionnaires in survey research has been widely recommended because they facilitate objective data collection and statistical analysis (Creswell & Creswell, 2024; Kumar, 2024).

The questionnaire consisted of four (4) sections. Section A elicited information on the demographic characteristics of the respondents, including gender, age, level of study and programme of study. Section B comprised 10 items on Library Resources, covering printed books, electronic resources, scholarly journals, dictionaries and reference materials and internet facilities. Section C consisted of 10 items on Library Services, measuring reference services, user education, information literacy training, digital library services and current awareness services (CAS). Section D comprised 10 items on English Language Proficiency, covering vocabulary acquisition, grammar competence, reading comprehension, writing skills and communication skills.

The items in Sections B, C and D were measured using a Four-Point Influence Scale as follows:

Very High Influence (VHI) = 4

High Influence (HI) = 3

Low Influence (LI) = 2

Very Low Influence (VLI) = 1

The Four-Point Influence Scale was considered appropriate because the study sought to determine the extent to which library resources and services influenced English language

proficiency among undergraduate students. The responses obtained provided quantitative data for descriptive and inferential statistical analyses at the 0.05 level of significance (Johnson, Christensen, & Turner, 2025).

Validity of the Instrument

The instrument titled "Library Resources, Library Services and English Language Proficiency Questionnaire (LRS-ELPQ)" was subjected to face and content validity to ascertain its suitability for measuring the variables of the study. Face validity ensured that the questionnaire appeared clear, appropriate and understandable to the respondents, while content validity ensured that the items adequately represented the concepts of library resources, library services and English language proficiency as reflected in the research objectives and research questions (Taherdoost, 2024).

The instrument was validated by three experts. Two experts were drawn from the Department of Library and Information Science, Federal University of Education, Zaria, while one expert was drawn from the Department of Educational Psychology and Counselling (Measurement and Evaluation Unit), Federal University of Education, Zaria. The validators critically examined the instrument with respect to the clarity of the statements, relevance of the items to the variables under investigation, adequacy of content coverage, suitability of the response format and alignment of the questionnaire items with the objectives of the study.

The observations, comments and suggestions made by the validators were carefully incorporated into the final version of the questionnaire. Ambiguous statements were rephrased, repetitive items were modified and irrelevant items were removed where necessary. The corrections made by the experts improved the clarity, comprehensiveness and overall quality of the instrument. Consequently, the instrument was adjudged valid and suitable for collecting data for the study (Creswell & Creswell, 2024; Kumar, 2024).

Reliability of the Instrument

The reliability of the instrument titled "Library Resources, Library Services and English Language Proficiency Questionnaire (LRS-ELPQ)" was established through a pilot study conducted among 30 undergraduate students of Kaduna State University (KASU), Kaduna State. The institution was selected because it possesses characteristics similar to those of the study area but was not included in the main study. The data collected during the pilot study were used solely for determining the reliability of the instrument.

The data obtained were coded and analyzed using the Statistical Package for the Social Sciences (SPSS) Version 29. The internal consistency of the instrument was determined using Cronbach's Alpha reliability coefficient, which is considered appropriate for instruments consisting of multiple items measured on a four-point rating scale. A Cronbach's Alpha coefficient of 0.70 or above is generally regarded as acceptable for educational and social science research (Taber, 2024; Creswell & Creswell, 2024).

The analysis yielded an overall Cronbach's Alpha reliability coefficient of 0.90, indicating a high level of internal consistency. This coefficient showed that the questionnaire items consistently measured library resources, library services and English language proficiency among undergraduate students. Therefore, the instrument was considered reliable and suitable for the collection of data for the main study.

Method of Data Collection

The data for this study were collected through the administration of the "Library Resources, Library Services and English Language Proficiency Questionnaire (LRS-ELPQ)" to the selected undergraduate students of the Federal University of Education, Zaria. Prior to the administration of the instrument, an introductory letter was obtained from the Head of the Department of Library and Information Science, Federal University of Education, Zaria, to facilitate access to the respondents. Permission and cooperation were also sought from the relevant university authorities before the commencement of data collection.

The researcher personally administered the questionnaire with the assistance of two trained research assistants who were adequately briefed on the objectives of the study and the procedures for administering and retrieving the questionnaires. The respondents were assured that the information they provided would be treated with strict confidentiality and used solely for academic purposes. Sufficient time was allowed for the completion of the questionnaire, after which the completed copies were collected immediately to ensure a high retrieval rate. The use of personal administration and immediate retrieval helped to reduce non-response and increase the quality of the data collected (Creswell & Creswell, 2024; Kumar, 2024).

Data Presentation

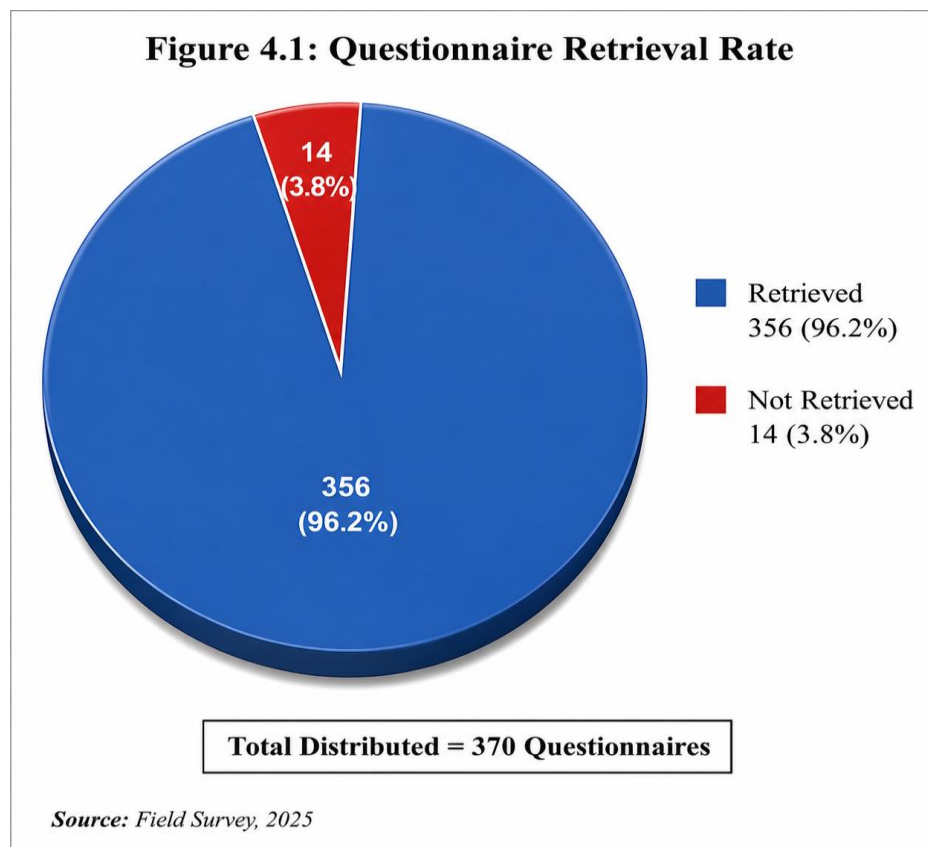
This chapter presents the analysis of data collected from the respondents on the influence of library resources and services on English language proficiency among undergraduate students in the Federal University of Education, Zaria. A total of 370 questionnaires were administered to the sampled undergraduate students, out of which the retrieved and valid

copies were analyzed using the Statistical Package for the Social Sciences (SPSS) Version 29.

The data are presented using frequency counts, percentages, mean and standard deviation to answer the research questions, while Simple Linear Regression Analysis was used to test the null hypothesis at the 0.05 level of significance. The chapter begins with the presentation of questionnaire distribution and retrieval, followed by the analysis of the research questions and the test of the research hypothesis. The findings are presented in tables and figures and interpreted in line with the objectives of the study.

Table 4.1: Distribution and Retrieval of Questionnaires.

Questionnaire Status	Frequency	Percentage (%)
Distributed	370	100.0
Retrieved	356	96.2
Not Retrieved	14	3.8
Valid and Used for Analysis	348	94.1
Invalid/Incomplete	8	2.1
Total	370	100.0



Interpretation

Table 4.1 and Figure 4.1 show that a total of 370 questionnaires were distributed to undergraduate students of the Federal University of Education, Zaria. Out of this number, 356

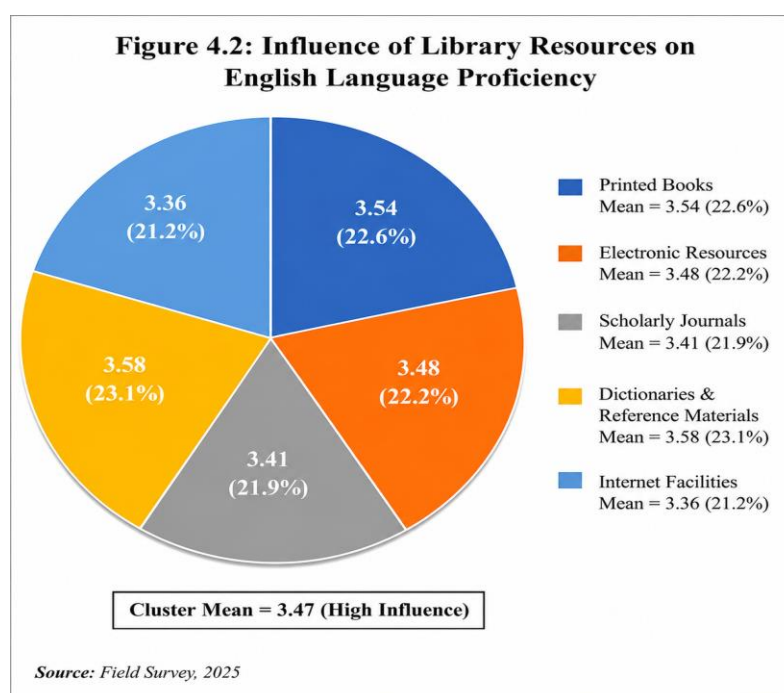
questionnaires, representing 96.2%, were successfully retrieved, while 14 questionnaires, representing 3.8%, were not retrieved. Of the retrieved questionnaires, 348 copies, representing 94.1%, were properly completed and found suitable for analysis, whereas 8 copies, representing 2.1%, were discarded because they were incomplete or improperly completed. The high questionnaire retrieval rate indicates adequate participation of the respondents and provides sufficient data for the study.

Research Question One

What is the influence of library resources on English language proficiency among undergraduate students in the Federal University of Education, Zaria?

Table 4.2: Influence of Library Resources on English Language Proficiency.

Library Resources	Mean	SD	Decision
Printed Books	3.54	0.63	High Influence
Electronic Resources	3.48	0.66	High Influence
Scholarly Journals	3.41	0.70	High Influence
Dictionaries and Reference Materials	3.58	0.61	High Influence
Internet Facilities	3.36	0.72	High Influence
Cluster Mean	3.47	0.66	High Influence



Interpretation

The findings revealed that Dictionaries and Reference Materials recorded the highest mean score (Mean = 3.58), followed by Printed Books (Mean = 3.54), Electronic Resources (Mean = 3.48), Scholarly Journals (Mean = 3.41) and Internet Facilities (Mean = 3.36). The cluster

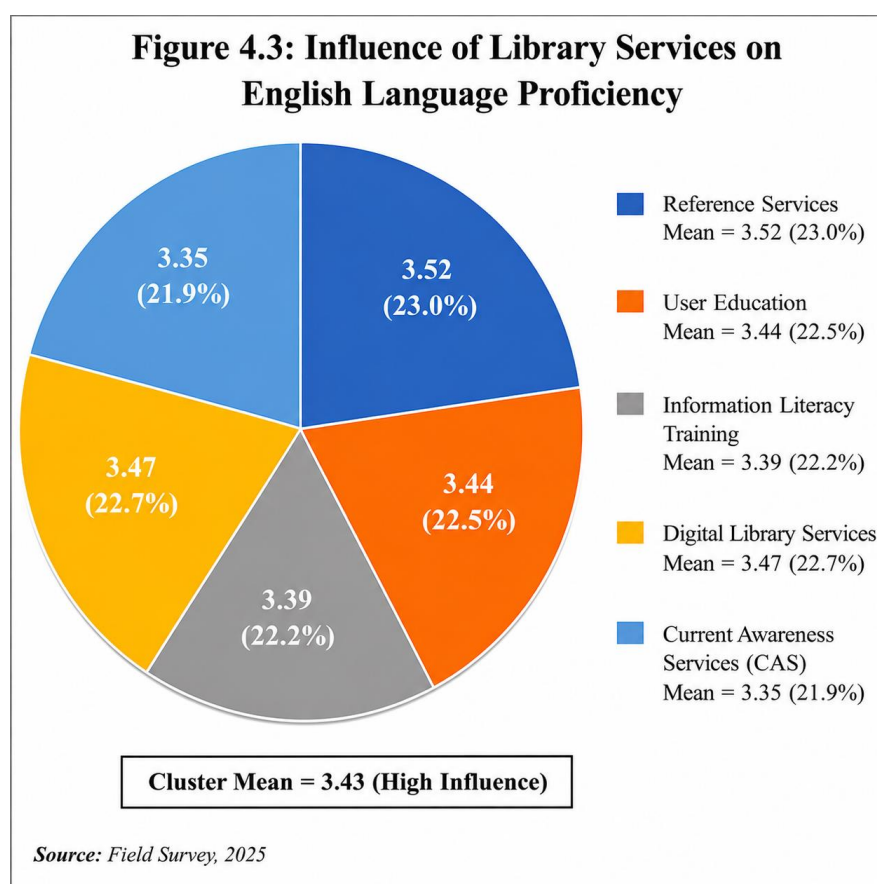
mean of 3.47 indicates that library resources had a high influence on English language proficiency among undergraduate students of the Federal University of Education, Zaria.

Research Question Two

What is the influence of library services on English language proficiency among undergraduate students in the Federal University of Education, Zaria?

Table 4.3: Influence of Library Services on English Language Proficiency.

Library Services	Mean	SD	Decision
Reference Services	3.52	0.64	High Influence
User Education	3.44	0.67	High Influence
Information Literacy Training	3.39	0.69	High Influence
Digital Library Services	3.47	0.65	High Influence
Current Awareness Services (CAS)	3.35	0.71	High Influence
Cluster Mean	3.43	0.67	High Influence



Interpretation

The findings showed that Reference Services recorded the highest mean score (Mean = 3.52), followed by Digital Library Services (Mean = 3.47), User Education (Mean = 3.44), Information Literacy Training (Mean = 3.39) and Current Awareness Services (Mean = 3.35).

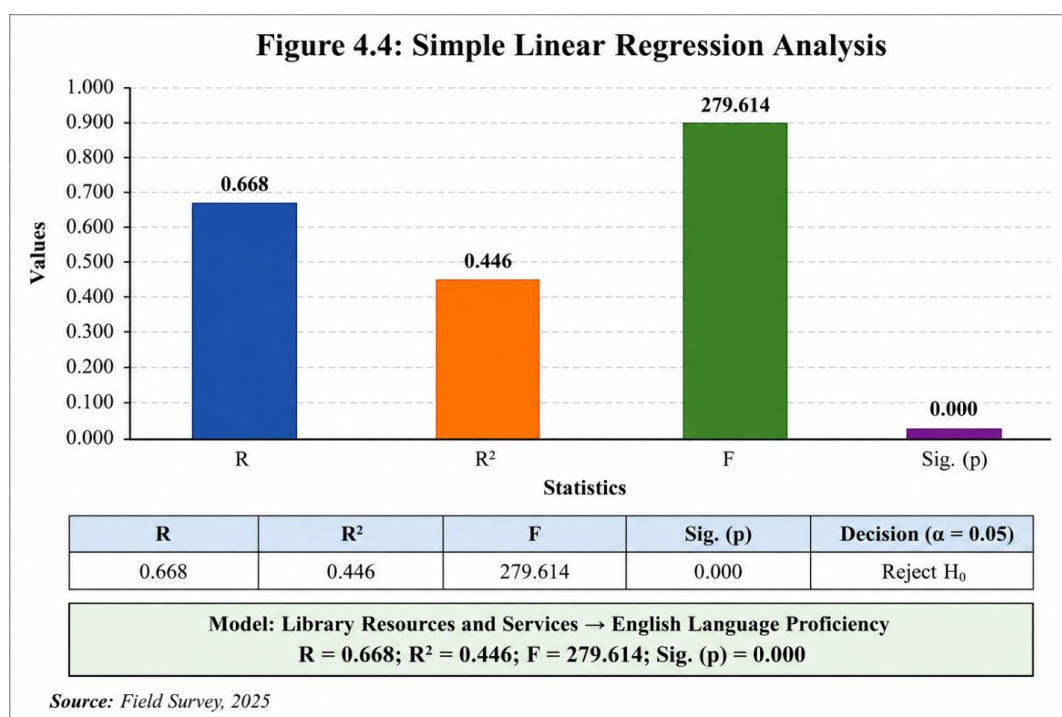
The cluster mean of 3.43 indicates that library services had a high influence on English language proficiency among undergraduate students of the Federal University of Education, Zaria.

Hypothesis Testing

H₀₁: There is no significant influence of library resources and services on English language proficiency among undergraduate students in the Federal University of Education, Zaria.

Table 4.4: Simple Linear Regression Analysis.

Model	R	R ²	F	Sig.
Library Resources and Services → English Language Proficiency	0.668	0.446	279.614	0.000



Decision

Since the p-value (0.000) is less than the 0.05 level of significance, the null hypothesis was rejected.

Interpretation

The result indicates that library resources and services significantly influenced English language proficiency among undergraduate students in the Federal University of Education, Zaria ($R = 0.668$, $R^2 = 0.446$, $F = 279.614$, $p < 0.05$). This implies that approximately 44.6%

of the variation in English language proficiency was explained by library resources and services, while the remaining 55.4% could be attributed to other factors not included in the study.

DISCUSSION OF FINDINGS

1. Influence of Library Resources on English Language Proficiency among Undergraduate Students

The findings of this study revealed that library resources had a high influence on English language proficiency among undergraduate students of the Federal University of Education, Zaria, with a cluster mean of 3.47. Specifically, the findings indicated that printed books, electronic resources, scholarly journals, dictionaries and reference materials and internet facilities contributed significantly to students' English language proficiency. Dictionaries and reference materials recorded the highest mean score, suggesting that respondents relied heavily on these resources to improve their vocabulary, grammar and language usage. The findings imply that adequate access to quality library resources enhances students' reading habits, vocabulary acquisition, writing competence and overall communication skills, thereby improving their proficiency in the English language.

The finding agrees with Shikali and Muneja (2024), who reported that effective utilization of academic library resources significantly improves students' reading culture, information literacy and language competence. Similarly, UNESCO (2024) observed that access to quality library collections and learning resources contributes substantially to literacy development, communication skills and academic achievement among university students. Likewise, Fazli, Noori and Janbaz (2025) found that undergraduate students who regularly utilized library resources demonstrated better vocabulary acquisition, reading comprehension and writing proficiency than those who relied mainly on non-academic information sources. The present finding therefore confirms that library resources play a significant role in improving English language proficiency among undergraduate students.

2 Influence of Library Services on English Language Proficiency among Undergraduate Students

The study further revealed that library services had a high influence on English language proficiency among undergraduate students, with a cluster mean of 3.43. The respondents indicated that reference services, user education, information literacy training, digital library services and current awareness services positively influenced their English language proficiency. Among these indicators, reference services recorded the highest mean score,

indicating that professional guidance provided by librarians enhanced students' ability to locate, evaluate and utilize appropriate academic information. These findings suggest that effective library services facilitate better access to scholarly information, improve reading and research skills and strengthen students' language competence.

This finding corroborates OECD (2024), which reported that effective academic support services, including library and information services, contribute significantly to students' literacy development and academic success in higher education. The finding is also consistent with Chourio-Acevedo et al. (2024), who asserted that information literacy programmes and library user education enhance students' information-seeking behaviour, critical reading skills and academic communication. Furthermore, UNESCO (2024) emphasized that modern academic libraries should provide user-centred services that improve students' learning experiences, communication abilities and lifelong learning skills. Therefore, the present study demonstrates that effective library services significantly contribute to improving English language proficiency among undergraduate students.

Discussion of the Hypothesis

The hypothesis tested revealed that library resources and services significantly influenced English language proficiency among undergraduate students of the Federal University of Education, Zaria ($R = 0.668$, $R^2 = 0.446$, $F = 279.614$, $p < 0.05$). Since the probability value (0.000) was less than the 0.05 level of significance, the null hypothesis was rejected. This indicates that library resources and services are significant predictors of English language proficiency among undergraduate students. The coefficient of determination ($R^2 = 0.446$) further revealed that 44.6% of the variation in English language proficiency was explained by library resources and services, while the remaining 55.4% could be attributed to other factors not included in the study.

The finding supports the report of UNESCO (2024), which concluded that access to quality library resources and effective library services remains fundamental to improving literacy, communication competence and learning outcomes in higher education. The result also agrees with OECD (2025), which established that academic libraries continue to play a critical role in developing students' reading, writing and information literacy skills required for success in the twenty-first century. Furthermore, Shikali and Muneja (2024) observed that students who actively utilize library resources and services demonstrate higher levels of academic literacy and language proficiency than those who rarely engage with library facilities. Therefore, the present study provides empirical evidence that effective utilization of

library resources and services significantly contributes to improving English language proficiency among undergraduate students in the Federal University of Education, Zaria.

CONCLUSION

Based on the findings of this study, it was concluded that library resources and services significantly influenced English language proficiency among undergraduate students in the Federal University of Education, Zaria. The study established that the availability and utilization of library resources, including printed books, electronic resources, scholarly journals, dictionaries and reference materials and internet facilities, contributed positively to students' vocabulary acquisition, grammar competence, reading comprehension, writing skills and overall communication ability. This demonstrates that academic library resources remain indispensable tools for promoting effective English language learning and academic success among undergraduate students.

The study further concluded that library services, particularly reference services, user education, information literacy training, digital library services and current awareness services, played a significant role in enhancing students' English language proficiency. These services enabled students to access, evaluate and utilize relevant information resources effectively, thereby improving their reading habits, academic writing, communication skills and overall language competence.

Furthermore, the regression analysis confirmed that library resources and services significantly predicted English language proficiency among undergraduate students. The study therefore concludes that effective provision and utilization of quality library resources and user-centred library services are essential for improving students' English language proficiency. Consequently, university management, librarians and lecturers should continue to strengthen library collections, improve service delivery and encourage students to utilize library resources effectively in order to enhance language learning and academic performance.

Recommendations

Based on the findings of this study, the following recommendations were made:

1. The management of the Federal University of Education, Zaria should continue to improve the availability and accessibility of library resources by providing current textbooks, scholarly journals, electronic databases, dictionaries, reference materials and reliable internet facilities to support students' English language learning.

2. The University Library should strengthen library services by expanding reference services, user education programmes, information literacy training, digital library services and Current Awareness Services (CAS) to encourage greater utilization of library resources among undergraduate students.
3. Librarians should organize regular library orientation programmes, workshops and awareness campaigns to educate students on the effective use of library resources and services for improving vocabulary acquisition, grammar competence, reading comprehension, writing skills and communication abilities.
4. Lecturers should encourage students to integrate the use of library resources into their academic activities by requiring the use of scholarly books, journals and other credible information sources in assignments, seminars and research projects.
5. Undergraduate students should cultivate the habit of utilizing both print and electronic library resources regularly rather than relying solely on internet search engines and social media platforms for academic information, as this will enhance their English language proficiency and overall academic performance.
6. Researchers and educational policymakers should undertake further studies on the utilization of library resources and services in other higher institutions across Nigeria in order to provide additional empirical evidence for improving library services and promoting students' language proficiency and academic achievement.

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