

Effective Use of Library and its Impact on Students' Study Habits in Selected Universities in Lagos State, Nigeria

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Abstract

Though reading habits among Nigerian students seem to be dwindling, it is still obvious that effective use of the libraries remain a strong factor in enhancing good study habits among the students. This paper examined the impact of effective use of the library on students' study habits in the University of Lagos and Lagos State University, both in Lagos. The research design employed was survey descriptive method. Convenience sampling technique was used to select 393 participants. Data were collected using a self-developed, structured questionnaire from the study areas. The instrument was designed using 5-point Likert Scale and all questions were in close-ended form. To establish the pilot study, experts in library management and educational planning and management validated the instrument for content, clarity, relevance, correctness and appropriateness of the sub-variables in paper title. Data gathered were analysed with Pearson correlation coefficient inferential statistical tool. The results obtained indicate a significant relationship between the effective use of library and study habits of university students with a correlation value of 0.820. Also, the Pearson correlation coefficient was 0.819 indicating that there was a significant relationship in the academic performance of students who have developed study habits through the effective use of the library and those who have not. The paper, therefore, recommends that apart from making available library resources, the facilities should also appeal to users by making sure that there are current materials which must as well be arranged in a manner that will facilitate reading and of course, must be given access to.

Keywords: *Effective use of library, library resources, study habits, study skills, library environment.*

Introduction

Creating a conducive and charming environment for students to help them cultivate good study habits must be the topmost priority of any university in the world. For universities to cultivate these

habits, sound and effective library comes to mind with the primary aim of contributing towards sound academic performance. The essence of use of libraries is to provide ideal environment and vital information resources for students to develop and sustain good study habits that are necessary

for outstanding academic performance (Jato, Ogunniyi & Olubiyo, 2014). Jato *et al* (2014) affirmed that "it is imperative for the students to nurture good study habits that will prepare them for outstanding performance in their academic endeavour and this is achievable via effective use of a library". Habits are a well-planned and deliberate pattern of study which has attained a form of consistency on the part of the students toward understanding academic subjects and excel at examinations. Therefore, a student's study habit is a life-long continuous and regular performance of the act of reading. In similar submission, Gurcu & Husne (2009) subscribed that "habit of using libraries means continuous and regular use of a library by the individual to meet his/her intellectual requirements". Meeting these intellectual requirements reveals that students have gained the habit of reading and developed skills necessary for using libraries.

Study habits and academic performance are at times used interchangeably (Haliru, Abdulkarim, Mohammed & Dangani, 2015). The two concepts are also interrelated and dependent on each other. Students come from different environments and have different levels of academic performance or, and achievement in terms of being high or low. These concepts also vary in the pattern of study habits. This is evident as Miguel & Ksenia (2015) exemplified that "among other aspects, high performing students give opinions based on reading material and class content, use the expression "I think", ask questions in class, are on time, ask for feedback regarding assignments, take notes in class

and while studying, look for the lecturer after class, seat at the front of the classroom and attend every class, study in silence and alone at regular times along the whole semester, read the material about two weeks before the examination, review notes before the examination, talk about the content with other students. On the other hand, low performing students remain quiet the whole term, miss at least some classes per term, are normally late and sit at the back of the classroom, do not take notes in class and never look for the lecturer after class-hours.

Thus, in order to improve academic performance of students, it seems essential to improve their study habits without which desired outcomes cannot be achieved. Development of good study habits in students depends upon the combined efforts of parents and teachers (Kizlik, 2011). Educational psychologists and researchers have argued that there are many determinants of academic performance (Chamorro-Permuzic & Furnham, 2003). Academic performance is therefore a complex student behaviour and underlies several abilities, e.g., memory, previous knowledge or aptitude as well as psychological factors such as motivation, interests, temperaments or emotions amongst others (Deary, Whiteman, Starr, Whalley & Fox, 2004).

Danskin & Burnett (2005) found that students getting higher marks had more effective study habits as compared to students who had ineffective study habits and thus lagged behind in studies. Similarly, Bashir & Mattoo (2012) found academically poor achievers to have less

effective study habits as compared to academically high achievers. The authors further submit that students who got more scholarships had better study habits than the students who did not have or achieve scholarships. This is why Moruf (2015) concluded that library and education are two inseparable vital institutions of socialisation in a child developmental process. The author emphasise that the provision of library services is vital and indispensable to all levels of education. Hence, the essence of libraries is to promote and compliment education.

Generally, the key purpose of any university library is primarily to provide information needs for its users. To support this notion, Adegun, Oyewunmi, Oladapo & Sobalaje (2015) stressed that “all authorised users of academic and research libraries have a right to expect libraries that is commensurate with their needs, provided by competent librarians and founded on adequate collections which are easily available and accessible”. It is sufficed to affirm that library facilities are important for the continued education, self-development and research activities which are requisite for enhancement of good study habits and also serve as the network for teaching, learning and research activities in any university systems. This paper therefore examined effective use of library and its impact on students' study habits in selected universities in Lagos State, Nigeria.

Statement of the Problem

It may be an understatement to state that the standard of education in Nigeria has fallen

as a result of poor study habits (Owusu-Acheaw, 2014; Obasoro & Ayodele, 2012). Consequently, several questions have been raised by captains of educational sector, lecturers, parents, individuals and students themselves on why students perform so poorly academically. Some students do not make use of the library resources, rather they hope on all forms of examination malpractices which also amount to bribery and corruption. Many of the students also complained of lack of time and conducive environment for study. Some also complained of lack of understanding or poor skills in the use of the library (Benwari & Ebi-Bulami, 2014; Pitan, 2013; Bashir & Mattoo, 2012). There is no doubt that these challenges point to lack of effective use of library which is associated with poor study habits.

Today, many Nigerian university libraries are showing greater concern in creating the desired environment for students. Modern and innovative strategies are being deployed to achieve greater use of the library by students. One then wonders how these are directly influencing the students reading habits. This then prompted the researchers to evaluate the present impact of good use of the university libraries on students study habits using two institutions in Lagos state.

Purpose of the Study

The primary aim of this paper was to investigate effective use of library and its impact on students' study habits in selected universities in Lagos State. Other specific objectives include: (i) to examine the perceived impact of effective use of school

libraries on study habits of university students? (ii) to establish the relationship in the academic performance of students who have developed study habits through effective use of library and those who have not?

Research Questions

Attempts were made to beam searchlight on the following research questions:

- i. What is the perceived impact of effective use of school libraries on study habits of university students?
- ii. What is the relationship in the academic performance of students who have developed study habits through the effective use of the library and those who have not?

Literature Review

There are facilities other than lecture rooms in any university system that contribute to the learning process. One of these facilities is the library where students have access to vital information, academic materials and resources which can enhance their study habits. These factors, according to Adeoye & Popoola (2011) must have to interact to ensure some levels of performance. The authors confirmed that one of the main sources of information is the library. Library is therefore described as a building, an instructional and self-development centre which operate as an integral part of the entire school environment. Going by this definition, the phrase "self-development centre" shows that students can cultivate good study habits. This is

achievable if the environment is conducive as such.

In a study conducted by Adegun *et al* (2015), it is observed that availability of library is good but the intensive use of its resources and services are of paramount importance, especially in shaping the habits of the users. The authors submit that the ease with which the users get their materials in the library is a reflection of how adequate the resources of the library are to their needs which, of course, will contribute towards good study habits. Hence, the library needs to satisfy its users to a maximum level. In the words of Aina (2014), libraries play a crucial role in the development of individuals. The quality of library resources according to the author determines the quality of graduates produced and research development. Aina also gives the primary purpose of setting up libraries as to acquire, process, store, preserve and make available current and relevant print and electronic materials that will meet the needs of its users at the appropriate time. Ntui & Udah (2015) describe library resources as the raw materials that provide crucial services in the teaching and learning process. In other words, it is both useful to lecturers and students. While it is helpful and useful for the preparation of research work, community service and lecture plans by lecturers, it is also helpful for students in enhancing their study habits in general. All these are achievable when library resources are accessible to lecturers and students as at when needed. Again, such access to library resources otherwise means the ease of uncovering and retrieving a piece of information from the storage medium as at

when needed (Ntui & Udah, 2015; Akobundu, Dike & Ugah, 2008). This, of course, would save time and enhance their study habits.

The role of the library in a university system cannot be over-emphasised as they form a crucial part of the university's system of education. The university libraries provide knowledge through textbooks, journal articles, newspapers, manuals, government gazettes, magazines, films, the Internet, recording micro-forms, CD-ROMs and other related media that have been accumulated over time (Moruf, 2015). To harness the library resources and put them into resourceful use, the university library has the responsibility of compassionately dealing with each student to provide a learning resource and design learning experiences which will be compatible with the needs, interests, skills, knowledge and abilities of the students. As described by Moruf (2015), the staff of university library must dependably build his knowledge of the students as he works with him/her as counsellor, mentor, adviser and friend by introducing such students to variety of learning channels and resources for enhanced good study habits. This is in addition to teaching study skills required to use the library resources.

Existing literature on the state of lack of the use of the library and poor study habits of university students is rather limited and sketchy. However, study habits have been viewed as strategies which a learner applies for acquiring knowledge, skills and ideas (Benwari & Ebi-Bulami, 2014). The authors submit that good study habits

enhance academic performance and educational success. This means that study habits involve a series of activities and dispositions which a learner must acquire to enable him/her engage in academic studies. Siahhi & Maiyo (2015) agreed with the submission of Benwari & Ebi-Bulami (2014) as their results show that the studies on the correlation of academic achievement have paved way for control and manipulation of related variables for quality results in schools. Despite the facts that schools impart uniform classroom instructions to all students, a wide range of difference is observed in their academic performances. Study habits are referred to a well-planned and deliberate pattern which has attained a form of consistency on the part of the students towards understanding academic subjects and passing examinations.

Perceived differently, Fabunmi & Folorunsho (2010) refer to study habits as poor reading culture which they also tag as a barrier to students' patronage towards reading. Citing Akinbola (2007), Fabunmi & Folorunsho (2010) affirmed that the importance of reading cannot be denied. The authors affirmed that reading culture is a sustained regime of reading textual and non-textual materials to broaden the horizon of knowledge within and outside one's disciplinary interest. The summary shows that reading generally is essential to literacy and it is an emancipatory tool that liberates one from ignorance, disease and poverty as well as providing one with the liberty for all-round development. As illustrated by Haliru, Abdulkarim, Mohammed & Dangani (2015), reading

habit amongst students is the most effective way of developing reading skill and it could improve academic performances and, of course, becomes better individuals in the larger society. Success, as the name implies, is wished-for by everybody but it is not easily come by on mere platter of gold. One must work for it through hard work and diligence. We need to also know that at the centre of success, there is no negotiation; the price must be paid in advance and in full (Obasoro & Ayodele, 2012). Studying, therefore, revolves around attending lectures, laboratories, and libraries, completing assignments, taking notes amongst others. The authors place emphasis on the concept of reading as it is referred to as the indispensable tool in learning that forms an integral part of any learning situation, and the bedrock of education.

Bhan & Gupta (2010) examined study habits and academic achievement among the students belonging to scheduled caste and non-scheduled caste group. A random sample of 200 students (scheduled caste and non-scheduled caste) was selected from high schools of urban areas of Jammu city. The results revealed that sex has no significant impact on the study habits and academic achievement of students. Miguel & Ksenia (2015) examined the influence of study habits on academic performance with an emphasis on international college students. Citing Crede & Kuncel (2008), Miguel & Ksenia described study habits as mainly external factors that facilitate the study process such as sound study routines that include how often a student engage in studying sessions, review the material, self-evaluate, rehears explaining the material,

and studying in a conducive environment. In their submission, Owusu-Acheaw (2014) posits that reading and academic achievement are essential for research workers and educationists to know that every child whether he or she is gifted, average, normal or backwards, should be educated in his or her way but if he or she possesses good study habits, he or she can perform well in academics and every other related situation.

Finally, the ability to effectively use library resources is a function of the skills or habits students possess. This is correct as informed users know that university libraries hold research resources that are more comprehensive and scholarly than most resources found on websites (Ilogho & Iroaganachi, 2014). The authors give a concluding remark that while it is good for students to perform very well in school, so also is it very important that students understand that they can achieve more or do better by acquiring the skills that enable them to effectively utilise library resources. Again, this depends on the ability of the students to reposition all the skills acquired in their academic career.

Several studies have been carried out on the concept of “use of library”, for instance, Adegun, Oyewumi, Oladapo, & Sobalaje (2015), Ntui, & Udah, (2015), Adeoye & Popoola (2011), Akobundu, Dike & Ugah, (2008). However, not much has been written on the issues relating to “students' study habit”. In the same light, not much has been captured in terms of measuring and valuing its impact on study habits. Research works on the concept of students' study habits include Haliru, Abdulkarim,

Abdulkarim, Mohammed & Dangani (2015), Miguel & Ksenia (2015), Ilogho & Iroaganachi (2014), Bashir & Mattoo (2012), Mukhopadhyaya & Sansanwal (2010), Gurcu & Husne, (2009). Notwithstanding, the findings of these scholars, and the problems associated with the subject matter areas have not been concretely addressed. This has created a gap-in-knowledge which this study intends to fill.

Research Hypotheses

For this paper, two null hypotheses were put forward:

Ho₁: There is no significant relationship between the effective use of library and study habits of university students.

Ho₂: There is no significant relationship in the academic performance of students who have developed study habits through the effective use of library and those who have not.

Methodology

The study adopted the survey research method. Purposive and simple random

sampling techniques were adopted in each of the selected universities in Lagos State. The data were collected using a self-developed and structured questionnaire from 393 participants from University of Lagos, Akoka and Lagos State University, Ojo. The participants were drawn randomly from different departments of the selected universities in Lagos State, Nigeria. The instrument was designed using 5-Likert Scale and all questions were in close-ended form. To establish the pilot study, experts in library management validated the instrument through content, clarity, relevance, correctness and appropriateness of the sub-variables in paper title, and a test-retest method was also used within two weeks. The data collected were analysed with the use of frequency counts, simple percentages and Pearson Correlation through the aid of Statistical Package for the Social Sciences (SPSS) version 23.0.

Data Presentation and Analysis of Results

Hypothesis One

Ho₁: There is no significant relationship between effective use of library and study habits of university students.

Table 1: Correlations

		Effective use of library	Study habits
Effective use of library	Pearson Correlation	1	.820**
	Sig. (2-tailed)		.000
	N	393	393
Study habits	Pearson Correlation	.820**	1
	Sig. (2-tailed)	.000	
	N	393	393

** . Correlation is significant at the 0.01 level (2-tailed).

Source: Computer SPSS version 23.0 Output, field survey 2019.

Decision Rule

The correlation analysis showed the strength and direction of the linear relationship of effective use of the library (i.e., dependent variable) and study habits of university students (i.e., independent variable). From the table 1 above, the Pearson correlation coefficient between the independent variable and dependent variable was 0.820, indicating a significant positive relationship between the independent variable and dependent variable. Therefore, the study rejects the

null hypothesis and accepts the alternate hypothesis.

Conclusion: This depicts that there was significant relationship between effective use of library and study habits of university students.

Hypothesis Two

Ho₂: There is no significant relationship in the academic performance of students who have developed study habits through the effective use of library and those who have not.

Table 2: Correlations

		Academic performance of students who have developed study habits	Effective use of library
Academic performance of students who have developed study habits	Pearson Correlation	1	.819**
	Sig. (2-tailed)		.000
	N	393	393
Effective use of library	Pearson Correlation	.819**	1
	Sig. (2-tailed)	.000	
	N	393	393

** . Correlation is significant at the 0.01 level (2-tailed).

Source: Computer SPSS version 23.0 Output, field survey 2019.

The correlation analysis showed the strength and direction of the linear relationship between the academic performance of students who have developed study habits (i.e., dependent variable) and effective use of the library (i.e., independent variable). From the table 2 above, the Pearson correlation coefficient between the independent variable and dependent variable was 0.819, indicating a

positive and strong correlation between the independent and dependent variables.

that reading habit amongst students is the most effective way of developing reading skill and the use of library resources is of paramount importance. This would consequently improve the academic performances of the students and, of course their personality in the larger society.

Conclusion

This study examined the effective use of the library and its impact on students' study habits. The results indicate a significant relationship between the effective use of library and study habits of university students. Also, results obtained shows that there was a significant relationship in the academic performance of students who have developed study habits through the effective use of the library and those who have not. University libraries should strategies to remain the big answer to problem of poor reading habits among Nigerian students.

Recommendations

From the conclusion reached in the study, the following recommendations were suggested:

1. The University Management should through policies cultivate good study habits and effective use of library resources by students. Apart from making available of the library resources, the facilities should appeal to the users by making sure that there are current materials which must also be arranged in a manner that will facilitate reading with easy access.
- ii. An enabling and conducive

environment should be provided for students. The library personnel should be responsible for providing learning experiences that are compatible with the needs, interests, skills, knowledge and abilities of the users.

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