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Full Length Research

Library Information Resources Use as Determinant Of Improve Study Skills of Social Science Students in the University Of Ibadan

[1]Olalekan Abiola Awujoola and [2]Victoria Olubola Fadeyi

[1]Dept. Library, Archival and Information Studies, University of Ibadan. E-mail: Abileks132917@gmail.com
[2]Librarian, National Mathematical Centre, PMB 118, Abuja. E-mail: vicfadeyi@gmail.com

The aim of the study is to investigate the use of library information resources on improve study skills of undergraduates with major attention on the Social Science undergraduates in the University of Ibadan. Library is one of those resources which are essential to support and strengthen the educational quality. Over the centuries, libraries are the source of keeping and distributing the information through books, journals, maps and other resources that are used by students in their learning process. The library with the provision of information resources can help instill good reading habits in students but it is if students make use of the resources. Survey design was used by the study. This method was adopted because it is a suitable and efficient way of studying large population. The population of the study included 1479 undergraduates in the five departments in Social Sciences, University of Ibadan. The proportional sampling method with equal proportion of sixty was used to determine the sample for the study. This made a total of 300 undergraduates used for the study. The questionnaire was the main data collection instrument and data was analysed using the descriptive statistics of tables, frequencies and percentages. Result showed that electronic books, textbooks, internet facilities and online database were the major information resources used by undergraduates studied. Undergraduates devote enough time for all their courses and they spent more time on their studies than they do on social media. There was a relationship between the variables of interest. In this relationship p was 0.000 which is < 0.05. We can infer from the result that there is a positive relationship between the use of library information resources and effective study skills of undergraduates. The study recommended that all relevant stakeholders like the school authorities, student union, faculties, departments, libraries, etc should assist in creating awareness on the use and benefits of the library. Also, that library user should also be educated on the use of online resources and databases for their research work. That user education and information literacy programme should be place in place and should be connected to students' course work on continuous basis.

INTRODUCTION

Library and information centres are increasingly faced with the challenge of providing relevant, up-to-date and timely information to a wider range of users to satisfy their varied and ever increasing information needs. A library is an institution where information is gathered, processed, organised, stored and disseminated in both book and non-book form to users by a qualified librarian. Users of a library require availability and accessibility to a variety of information resources that are in various formats such as digital full- text, sound, graphics, images, multimedia and hypertext, as well as print documents (Kumbar, 2008). There are several types of libraries; they include academic library, special library, national, public, school and digital library. Academic libraries are libraries situated in higher institutions of learning; these include: polytechnics, monothecnics, colleges and more importantly in universities

University library serves students, researchers, lecturers and non-teaching staff of the university. University library is such a vital element not just in the successful accomplishment of the vision of the university which the university library serves, but also for the overall advancement of mankind. It is the ember that fans the fire of excellence of the institution that owns it and the world where it exists. Opara (2001) as cited in Yusuf and Iwu (2010) posits that library stands in the same relationship to the society as the harmony of an individual by making available and accessible to its users information required for teaching and independent study. Igbeka (2008) posits that university libraries are libraries that serve post-secondary institutions, and these libraries may serve a particular faculty or the entire institution. University library is to produce capable and reliable human resources who are worthy in character and learning, those that will champion the success of the various sectors of their economy. Aina (2004) in his contribution states that the main purpose of a university library is to support the objectives of the university, which are in the areas of learning, teaching, research and services.

The emergences of electronic information resources (EIRs) have greatly transformed information handling and management in Nigerian university communities. Ani and Ahiauzu, (2008) assert that electronic information resources have gradually become a major resource in every university community. Electronic information resources are provided in electronic form, and these include CD-ROM database, online databases, online journals, OPACs, Internet and other computer-based electronic networks (Ehikhamenor, 2002). Students in developing countries are fast embracing the Internet as a source of information for teaching, learning and research. Some studies have revealed the use of the Internet, email and search engines for research purposes (Ojedokun and Owolabi, 2003; Oduwole, 2004).The

emergence of electronic resources has tremendously transformed information-handling and management in Nigerian academic environments and university libraries in particular (Ani and Ahiauzu, 2008).

Adeoye and Popoola (2011) added that library information resources can be in both printed and electronic formats including: textbooks, journals, indexes, abstracts, newspapers, magazines, reports, CD-ROM databases, internet, email, video tapes/cassettes, diskettes, computers and microforms. Ezeala and Yusuff (2011) added the electronic resources as: functional computers, photocopying machines, CD-ROM, microforms, microform readers, fax machines, internet, local area network, radio messages, telephone, lighting and computer workstations for library users which must have to be measured periodically by librarians to ensure that the resources and services of their libraries as a way of ensuring that they are meeting the set objectives of the library. Based on the above information, we can divide library resources into two categories i.e., traditional printed material or resources and non-printed or electronic resources (Lance, Rodney and Pennell, 2005).

The use of information resources in university libraries is essential for the overall wellbeing of students. Popoola (2000) argues that social scientists in the Nigerian universities utilise the library information services such as current awareness, photocopying, referencing, statistical data analysis, E-mail, selective dissemination of information and on-line database searching, in support of their research activities. According to him, these sources have contributed immensely to the learning outcome of students. Ogbebor (2011) examines the use of library resources, focusing on e-resources, by the members of the faculty of a higher educational institute. The study revealed that majority of students use printed sources more than e-sources, but they also use e-sources quite frequently. However, it was discovered that what they use mostly are books, websites and printed journals. It has also been found that there is greater use of e-sources among undergraduates. Also, the results indicate that the use of e-sources is positively influenced by the respondents' perceived usefulness of resources to their research productivity and as well as the convenience of access to the sources.

Okiy (2000) submits that students and academics in Delta State University, Abraka, Nigeria make use of book materials such as journals, newspapers, textbooks magazines, dictionaries, projects, encyclopedias and government publications. In the same vein, Burke (2011) carries out a study on the utilisation of archival information by students in the University of Nairobi, Kenya and reports that students make use of maps and atlases, gazettes, theses and dissertations, newspapers, statistical abstracts, video films, political records, journals

and conference papers, books for their academic activity. The use of library information resources can play a vital role in the improvement of students study skills/habit.

Somuah, Dankyi and Dankyi (2014) define study habits as behaviours directed at effective learning. These behaviours are usually manifested in the learners' response to class work, assignments, reading, note taking, concentration, and time management, consultation with teachers and other learners and tactics used in examination. Study habits or strategies such as paying attention in class, being on time, taking good notes, completing homework in a timely manner, and reading the study material before a lecture would have a significant direct relationship with the academic performance of students. Although not every learning strategy or study habit produces useful results in terms of academic achievement, it would be expected that students who possess good study habits in general are better performers than those students with poor study habits.

According to Rangnekar (2013), study habits elicited by students could be classified generally as good and bad. Bad ones include studying at home, listening to music, procrastinating, highlighting textbooks and notes, not making an outline and studying all night. On the other hand, good study habits include being optimistic about learning, engaging in social learning, using online resources, using mnemonic value or other memory tricks for easy memorisation, alternating study topics and having a good study place. On this account, external and environmental factors have a crucial effect on studying and studying habits. These include studying in a comfortable, consistency use of study place, getting resources and work materials ready before studying and 'group studying'. Some of these are adopted and are elicit in students while others are not. In this sense, study habits are good and positive when it helps in promoting effective learning and bad or negative when it inhibits learning (Ramsey and Witter, 2010).

According to Chinn (2013), basic study habits of every student include attending class every day, reading textbooks, doing assigned homework, paying attention in class and taking examinations. Experts have agreed that great success in the field of knowledge is attributed to good and consistent study habits. Like any other activity, skills and dedication are the key points for learning. One must study with the primary intention of understanding. This requires one not to be in a hurry in reading, instead sustained concentration is necessary. Concentrating on learning requires several useful techniques and tips for helping students to get the best understanding of their course material in order to achieve competence in their courses or field of study and good performance in examination. These methods include critical thinking, metacognition, reading text skills, time management, controlling reading difficulties, using the index system of

study, enhancing memory efficacy, concept mapping and thinking aloud. Most of the study habits exhibited by distance learning students in South Africa were poor and could lead to poor academic performance. For most online learners, the development of effective study skills is critical to their achievement and retention. Moreover, students enrolling in an e-learning class must not only master the course's subject matter but also possess the technical skills to participate in the course and study effectively (Modesto, 2009).

STATEMENT OF THE PROBLEM

The role of the information provider is to understand the needs of the users and their attitudes towards seeking their needs. Only then can users optimize the benefits that such services tend to offer. However, the responsibility of supporting learning and research within the university environment, through the provision of information materials has always being that of the university library. However, literature and observation suggest a decline in library usage as some students may not be taking advantage of the resources provided by the university library. Where such is the case, students may find it difficult coping with the rigours of academics and building good study habit. It is in the light of the above, that the present study investigates the use of library resources influencing study habit of Social Sciences undergraduates in University of Ibadan, Nigeria.

RESEARCH QUESTIONS

The following questions guided the study.

1. What is the extent to which undergraduate students make use of library resources and service?
2. What are the study habits exhibited by undergraduate students?
3. What are the ways by which the use of the library has improve the study skills of undergraduate students?
4. What is the influence of library information use on study skills of undergraduates?

Hypothesis Testing

1.   There is no significant relationship between the use of library information resources and effective study skills of undergraduates.

METHODOLOGY

Research design adopted for this study was the survey

Table 1: Demographic characteristics of undergraduates

Variables		Respondents	Percentage
Gender	Male	189	63
	Female	111	37
Total		300	100
Marital status	Single	298	99.3
	Married	2	0.7
Total		300	100
Age	16-20years	180	60
	21-25years	120	40
Total		**300**	**100**

Table 2: Extent to which Undergraduate Students make use of Library Resources and Service

S/N	Library resources	Very High extent	High extent	Not at all
1	Electronic book	224(74.7%)	74(24.7%)	2(0.7%)
2	Textbook	224(74.7%)	74(24.7%)	2(0.7%)
3	Journals	48(16%)	250(83.3%)	2(0.7%)
4	CD-ROM	105(35%)	156(52%)	39(13%)
5	On-line Public Access Catalogue (OPAC)	105(35%)	193(64.3%)	2(0.7%)
6	Internet facilities	224(74.7%)	74(24.7%)	2(0.7%)
7	on-line database	224(74.7%)	74(24.7%)	2(0.7%)
8	News paper	200(66.7%)	98(32.7%)	2(0.7%)
9	Help desk	48(16%)	155(51.7%)	97(32.3%)
10	Dictionaries	109(36.3%)	132(44%)	59(19.7%)
11	Loaning materials	48(16%)	155(51.7%)	97(32.3%)
12	Thesis/dissertation	106(35.3%)	192(64%)	2(0.7%)
13	Digital collections	163(54.3%)	135(45%)	2(0.7%)
14	Lamination	139(46.3%)	122(40.7%)	39(13%)
15	Binding	163(54.3%)	135(45%)	2(0.7%)
16	Projector	48(16%)	155(51.7%)	97(32.3%)
17	Photocopy	200(66.7%)	98(32.7%)	2(0.7%)
18	Encyclopedia	139(46.3%)	122(40.7%)	39(13%)

method. This method was adopted because it is a suitable and efficient way of studying large population. It allowed only a sample of the population to be used to represent the entire population. The population of the study included 1479 undergraduates in the five departments in Social Sciences, University of Ibadan. The proportional sampling method with equal proportion of sixty was used to determine the sample for the study. This made a total of 300 undergraduates used for the study. The copies of the questionnaire were personally administered by the researcher and data was analysed using the descriptive statistics of tables, frequencies and percentages.

RESULT AND DISCUSSION

Table 1 shows that 189(63%) of the respondents were male while 111(37%) of the respondents were female. The table 1 also shows that 298(99.3%) of the respondents were single while 2(0.7%) of the respondents were married. On the age distribution of respondents, it was revealed that 180(60%) of the respondents were between the ages of 16-20years while 120(40%) of the respondents were between the ages of 21-25years.

Table 2 shows that 224(74.7%) of the respondents made use of electronic books, textbooks, internet facilities and online database respectively on a very high extent. While 97(32.3%) of the respondents do not make

Table 3: Study habits exhibitedby undergraduate students

S/N	Study skills	Strongly agree	Agree	Disagree	Strongly disagree
1	I devote enough time for all my courses	263(87.7%)	37(12.3%)	-	-
2	I do not spend much time on social activities at the expense of my studies	224(74.7%)	76(25.3%)	-	-
3	I am able to study up to three hours or more in a day	162(54%)	63(21%)	75(25%)	
4	I do not study until few hours before exams	-	-	78(26%)	222(74%)
5	I only study when I know I can study well	178(59.3%)	85(28.3%)	37(12.3%)	-
6	I study when I have access to the internet		37(12.3%)	84(28%)	179(59.7%)
7	I prefer to study on my bed than in the library	84(28%)	118(39.3%)	61(20.3%)	37(12.3%)
8	I use other materials other than the prescribed text to study	103(34%)	164(54%)	25(8.3%)	8(2.6%)
9	I highlight important words or phrases in my book when studying	15(5%)	81(27%)	89(29.6%)	115(38.3%)
10	I take notes while studying	111(37%)	98(32.6%)	56(18.6%)	35(11.6%)
11	I read, listen to and/or watch course materials repeatedly	224(74.7%)	76(25.3%)	-	-
12	I leave difficult materials and study than later	96(32%)	84(28%)	76(25.3%)	44(14.6%)
13	I engage in group study	122(40.6%)	66(22%)	60(20%)	52(17.3%)

Table 4: Effect of use of the Library on improve the study skills of Undergraduate Students

Items	Frequency	Percentage
I have better access to materials that I may not have been able to afford on my own	37	12.3
I am able to get my reading materials at no cost	58	19.3
It make me more focus on what are important to be read	57	19
I find myself concentrating better while studying in the library than anywhere else	24	8
No response	124	41.3
Total	300	100

use of the help desk, loaning materials and projector respectively at the university library.

Findings on Table 3 reveal the various study habit exhibited by undergraduates in Social Sciences. The following were the most exhibited study habits of the studied undergraduates: that students devote enough time for all their courses 300(100%), students spent more time on their studies than they do on social media 300(100%), students also read, listen to and/or watch course materials repeatedly 300(100%), students use other materials other than the prescribed text to study 267(88%). Also, undergraduates in Faculty of Social Science take notes while studying 206(69.6%), they

engaged in group study 188(62.6%), only study when they know they can study well 263(87.6%). However, undergraduates do not study until few hours before exams 300(100%) and they do not study only when I have access to the internet 263(87.7%).

Table 4 shows the effect of use of the Library has improve the study skills of Undergraduate Students. The findings showed that 58(19.3%) of the respondents confirmed that the use of the library has help improve their study skills by allowing them to get reading materials at no cost, 57(19%) of the respondents also revealed that the use of the library has help improve their study skills by making them more focus on what are important to

Table 5: Relationship between the use of library information resources and effective study skills of undergraduates

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	151.254	6	25.209	234.238	.000[a]
	Residual	31.533	293	.108		
	Total	182.787	299			

read, while 37(12.3%) of the respondent revealed that they have a better access to materials that they cannot afford on their own and 24(8%) of the respondents reveal that they concentrate better while studying in the library than anywhere else.

Hypothesis 1

There is no significant relationship between the use of library information resources and effective study skills of undergraduates.

Using regression analysis to test the hypothesis which states that there is no significant relationship between the use of library information resources and effective study skills of undergraduates; Table 5 shows that it is obvious that there was a relationship between the variables of interest. In this relationship p was 0.000 which is < 0.05. We can infer from the result that there is a positive relationship between the use of library information resources and effective study skills of undergraduates. We therefore reject the null hypothesis which states that there is no significant relationship between the use of library information resources and effective study skills of undergraduates and accept the alternative hypothesis.

CONCLUSION AND RECOMMENDATION

A key objective of university libraries in Nigeria is to develop and maintain collections in all formats –print and electronic and to make these information resources available and accessible to all users including undergraduate students. The use of these information resources in whatever format, however, will greatly influence the study habits of students because that are provided with information resources that are needed, which are valuable and are made available to them in the format they require. It is therefore recommended that all relevant stakeholders like the school authorities, student union, faculties, departments, libraries, etc should assist in creating awareness on the use and benefits of the library. That library user should also be educated on the use of online resources and databases for their research work. That user education and information literacy programme should be place in place and should be connected to students' course work on continuous basis. The university libraries should intensify effort to educate their library users through every available program in place.

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