

Library Use and Students Academic Achievement: Implication for Counseling

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Abstract

Libraries are set up in any higher institution to enhance academic output of students. Several factors play a part in determining Students Academic Achievement, but the extent to which students use library facilities does not appear to have been recently considered as a factor. Thus, this study examined the use of library and students' academic achievement at University of Lagos, Nigeria. The study was a descriptive research survey. A total of 120 students were randomly selected for the study. Two hypotheses were formulated and tested at 0.05 level of significant. The findings showed that there exist a significant association between library use and students' academic achievement. Besides, the study revealed a significant association between counseling and students' use of school Library. It was recommended that school counselors should proactive in tackling the issue of non-use of the school Library by students in the tertiary institutions across Nigeria.

Keywords: library use, students, academic achievement and counselor

1. Introduction

Libraries are collections of books, manuscripts, journals and other sources of recorded information. These collections include reference works that provide factual information and indexes that help users find information in Library and information centres; creative works such as poetry, novels, short stories, music scores, and photographs; non-fiction, for example biographies, histories and other factual reports and periodical publications, including magazines, scholarly journals, and books published as part of a series. Library collection may include use of CD-ROMs and audiotapes as well as video tapes and other forms of media resources (Mohammed and Makki, 1997).

Students reading habit can be traced to childhood days when an individual starts to communicate with books and humans alike (Mbise, 1995). Students with poor reading habit would not likely read even in the school Library, even if they are forced to do so. Smith (2001) carried out a study on academic of students who frequently use the Library with those who do not use the Library. He found that the students who frequently read in the Library and carry out researches increasing demands for accountability for student learning by internal and external stakeholders, ever-decreasing resources, eroding public confidence, and greater numbers of students from diverse backgrounds going to college than ever before present many challenges to those responsible for creating meaningful and inspiring co-curricular learning environments.

According to Soria, Fransen, & Nackerud, (2013) library research scholarship within the last two decades has increasingly addressed important questions related to the impact of libraries on students' acquisition of information literacy skills and development of critical thinking skills. Hunter (1999) posits that adequate and frequent use of Library can yield a high academic achievement amongst students. It will not however be wrong to argue that students that frequently visit the school Library will discover more information than their counterpart who does not use the library. Saying the same thing but in a different way,

Anyadike (2000) established a relationship between library use and students' academic achievement. His study revealed that students perform better when they frequently use the school Library than when they do not. Bresciani, M. J., Gardner, M. M., & Hickmott, J. (2012) asserted that American higher education is facing a distinct shift that compels the need for assessment. Similarly, other studies have examined the association between library use, student learning, and student engagement; for example, Laird, and Kuh, (2005).) found that participation in information and library-related activities (for example, using the library website to find academic resources, asking librarians for help, etc.) were positively and moderately correlated with student engagement in other areas; namely, participation in information technology was associated with factors the researchers labeled as active and collaborative learning (for example, working with other students on class projects, working with other students outside of class, etc.).

According to Nicholson, (2003), some researchers have examined the association between library use and students' academic performance; however, many of those studies present limitations due to their age or limitations in sample sizes. Additionally, many libraries do not collect data related to students' use of services to protect library user privacy; consequently, the lack of data collection leads to a shortage of studies examining the association between library use and student outcome.

School counselors can improve the nature of the achievement climate in their schools. They can also draw from a vast array of interventions that will help students increase their academic achievement (Brown, 1999). The roles of school counselors are paramount in students' use of Library. For instance, the school counselors are

regarded as experts who are deep rooted in changing the negative characters of individuals to better and bring about change in behaviors through the application of guidance and counseling techniques (Anyanwu, 2004). This study examined the association between use of school Library and students' academic achievement in University of Lagos, Nigeria with a view to provide an empirical basis for policy intervention.

1.1 Research Hypotheses

Two research hypotheses were tested in this study:

1. There is no significant association between use of school Library and students' academic achievement.
2. School counseling does not have a significance association students' use of school Library.

1.1.1 Methodology

This study follows a survey search design The study population comprised of all undergraduate students in Faculty of Education, University of Lagos, Nigeria. Stratified sampling technique was used to select 120 respondents. The choice of this sampling technique provided room for unbiased selection of the respondents. Validity and reliability test of the instrument was done by means of a pilot study which involved administering the questionnaire first to 20 students from other faculties that were later excluded from the main survey. A reliability co-efficient value of 0.70 was consequently used to validate the instrument.

1.1.2 Analysis of Data

H₁: There is no significant association between use of school Library and students' academic achievement.

Results; $X^2_{cal} = 14.18$, $X^2_{tab} = 3.84$, Significant at 0.05, $df = 1$

H₂: School counseling does not have a significance association on students' use of school Library.

Results; $X^2_{cal} = 3.02$, $X^2_{tab} = 1.98$, Significant at 0.05, $df = 118$

1.1.3. Results and Discussion

These results showed that use of school Library in our sample does not differ significantly from the hypothesized values that we supplied students' academic achievement (chi-square with 1 degrees of freedom = 14.18, $p < 0.05$). In other word, the Chi-square calculated (14.18) is significantly greater than Chi-square tabulated (3.84) given 1 degree of freedom at 0.05 level of significance. This led to the rejection of the null hypothesis and the acceptance of the alternative. These findings agrees with the study of Ayodele (2000) and Awoyinfa (2001), both reported that students who have the habit of using the school Library often put up better academic achievement in school. He argued further that, students who use the library write better school assignments, have better academic information, and well in their school work. Although scholars such as Eyo (2001) criticized the findings of Ayodele and Awoyinfa, by maintaining that many students who do not go near the school also perform well in school than those who use the school Library constantly. According to him, it is not in all cases that students' academic achievements are equated to their use of school Library.

Besides, the testing of the second hypothesis revealed that t-calculated (3.02) is significantly greater than the t-tabulated (1.98) given 118 degrees of freedom also led to the rejection of the null hypothesis and the alternative hypothesis accepted. The above finding implies that counseling of students on the use of school Library can assist in better academic achievement. This also corroborates Cotter (2002), who posits that counseling and guiding students towards the use of the school Library will help to imbibe the culture of library use and students' academic achievement. Ahmed (2001) reasoned similarly when he opined that, counseling is a positive tool in assisting individuals who have one problem or the other in academic pursuits. Also, Alli (2000) argued that in many situations, counseling has been used to remedy bad situations. It is however noteworthy that Peretomode (2002) disagreed with the thinking that counseling affects students' use of the Library positively.

1.1.4. Conclusion and Recommendations

This study revealed a significant effect of school Library use on students' academic achievement. The study further revealed that counseling has the potential to influence students' use of the school Library. It can then be deduced from this study that students' academic achievement has two dimensions: one that result from frequent use of school library and other which emphasised that counseling alone can influence academic achievement. The study therefore recommends that good academic achievement of university students particularly those in the faculties of education can be influenced by students' library use and the contributions of professional guidance and counselors. These counselors can include the university teachers and parents alike. There are a number of limitations to address in this analysis. Several of the library use variables had limitations during the time of the study that have since been mitigated. Other variables are limited due to the nature of the collection method.

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