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Editorial

The vision of this journal is to launch African researchers in particular into the global market place where intellectual democracy and superiority reign supreme. This is why the journal carefully filters and publishes meaningful and relevant articles that are empirical or theoretical. The journal also publishes book reviews, letters to the editor, news items and brief communications. It equally welcomes advertisements. It is published yearly in May and November. The articles published here reflect the diverse interests and the current directions of scholarship in the disciplines of library, archival and information science in this part of the world.

Appreciation and Pledge

Children do not drop from heaven. They are always parented and nurtured to maturity. We (members of Oyo State Chapter of the Nigerian Library Association) in the library, archival and information professions stand in ovation to the great scholars, professionals and the great minds that started this scholarly and noble journal. We also salute their offsprings who took over from them as editors. As your editorial grand-children who are relying on your support, we pledge to always add positive innovation and creativity to ensure professional and regular publishing of the journal. Thank you for the vision and mission for the journal.

Effects of Study Habits, Information Accessibility and Use on Learning Outcomes of Postgraduate Students in University of Ibadan, Nigeria

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Abstract

This study examined effects of study habits, information accessibility and use on learning outcomes of postgraduate students in University of Ibadan, Nigeria. There were 64 males and 36 females in the sample. Out of this, 23 women and 39 men were married. Subjects responded to questions on information accessibility/use, study habits and learning outcomes. It was hypothesised and found from the Analysis of Variance (ANOVA) and mean that there is significant difference between information use and study habits based on sex. Likewise, information accessibility has influence on the study habits of University of Ibadan postgraduate students.

Finally, it was found that study habits, information accessibility/use and learning outcomes revealed significant differences based on marital status of the respondents. The paper concluded that the respondents are affected differently by timing, stress-coping ability, previous experience and background knowledge of their discipline cum determination to succeed.

Introduction

Finding out what has been learnt is of vital interest not only on the individual but on the group level as well. It has been observed that a lot has been written on students' habits and methods of study, information provision, accessibility and use. However, an attempt was made to investigate the effects of the aforementioned on learning outcomes of postgraduate students in University of Ibadan, Nigeria.

One of the greatest problems in institutional forms of learning is that

student's study for the tests and examinations, instead of studying to grasp the object of learning and studying for life. The surface approach to learning in which the learners are focusing on surface characteristics of the situation, on the very wording of a text being read, of the argument put forward, on figures in a problem, on formulas to be used for solving the problem is a reflection of this.

A student's ability to develop his mind depends considerably on his study. This means several things. In the first place he must realise that it is he who is mainly

responsible for his success at the University. The role of his lecturers is to support him, but not to do it for him. The student must think for himself and come to his own conclusions. He should neither accept without thinking the work of other academics, nor should he adopt a viewpoint, which he cannot support with good evidence or sound arguments. As postgraduate students, they must learn to be accurate in their thinking and in their choice of words. They must distinguish between what is subjective and what is objective.

Consequently, the age-going argument that the University of Ibadan postgraduate studies have no equal in the whole nation, considering the organisation of programmes, implementation of policies and provision of educational facilities, actually spurred this research study. Some people were of the opinion that despite the "so-called" stimulating learning environment, the learning outcomes negate this claim.

To pilot this study, the following hypotheses were tested:

- H₁: There is significant difference between information use and study habits based on sex.
- H₂: There is no significant difference between information accessibility and study habits.
- H₃: There is no significant difference among study habits, information accessibility cum use and learning outcomes based on marital status.

Objectives of the Study

The objectives of this study include the following:

- To find out the effects of study habits on learning outcomes of postgraduate students in University of Ibadan, Nigeria.
- To determine the effects of information accessibility on learning outcomes of postgraduate students in University of Ibadan, Nigeria.
- To reveal the effects of information use (if any) on learning outcomes of postgraduate students in University of Ibadan, Nigeria.

Limitations

This study covers all the faculties and colleges in the University. However, the study is limited to only the postgraduate students ranging from postgraduate diploma to doctoral students.

Methodology

Literature Search

University as described by Jasper is "A community of scholars and students engaged in the task of seeking the truth". In order to arrive at the real truth, many researches, views, and opinions already documented are needed.

In another contribution on the significance of university libraries, the American Council on Education (ACE) in 1966 reports that "The library is the heart of the University, no other single non-human factor is as closely related to the quality of graduate education". If the library is the heart of the University so is the information stored therein. This confirms the assertion that was submitted by Packman that "The University is a mirror of the whole world of education, learning and productivity". The University as distinct

from other types of higher educational institutions place emphasis and priority on graduate education and research.

Information Resources and Services in the University

It is surprising that libraries are established to provide the materials for teaching and research. Postgraduate students' are in dire need of library resources and it is necessary that such materials are provided in support of educational functioning for the institutions. According to Aboyade (1982), the bibliographical apparatus-books, journals, newspapers, manuscripts, film recordings and other items necessary for the educational objectives of the University should be provided for student users. Anayahoha (1990) shared this opinion when he stated that the University is to provide materials for the use of its populace. The provision of information resources for the students was highly emphasised by Thompson (1987) that the materials should be highly accessible and easily available for use by all members of the University community.

Students and the Use of University Library

It is generally believed that people tend to use the library when materials needed are available and retrievable with minimum efforts. Nevertheless, the postgraduate work is more or less of research work and teaching according to Fletcher (1994), postgraduate education combines advanced teaching and research in a special way and the postgraduate school is the place where research workers of a country are trained.

While writing about the obligations of the postgraduate students, Aboyade (1982),

says that he is engaged in an inquiry spread over a year or more in which he is left on his own but under the supervision of a faculty member. This assertion gives a basic description of the role of a postgraduate student, however, he discovered some lapses in his ability to use the library, as he stated:

"He is not well versed in using the library during his undergraduate years if not for the manipulation of the card catalogue which is the only library tool he is probably familiar with"

From this opinion, the student does not know the effective use of the library, however he is "accessible to stacks, where he browses among the collections in his subject area and picks books in a haphazard manner. This study tries to confirm whether this assumption is reliable.

Postgraduate education involves and demands much greater resources as studies have shown that "postgraduate students use between three to five times as many books as undergraduate students as nearly most research demands major information resources". In spite of this revelation and the fact that the target audience is supposed to use the information in a more refined and excellent ways, many of them do not use the library at all and others use them only minimally.

It must be noted that students constitute the largest group of information users and research is very vital to both undergraduate and postgraduate students but the latter are expected to use the materials more intensively. The information users are then faced with at least one of the three major problems namely:

- (a) identification of those materials which gives the information necessary to the original work;
- (b) location which involves locating the whereabouts of such materials; and
- (c) accessibility that involves finding or access to the materials.

Complementing these is the need to determine what information to search for as Wood (1988) rightly puts it "The ability to know what you want to find out and what you already know will help to determine the extent of your search".

Attitudes and Behaviour Patterns of Students to Information Resources and Services

A vital purpose for conducting user study is similar to market research in business. Attempts should be made to discover patterns of use and levels of awareness of postgraduate students towards information resources and services to determine their success or failure and discover what adjustments are needed.

Postgraduate students lay much emphasis on research and they are supposed to have mastered the use of information, also their performance ratio of utilisation is supposed to be higher when compared with undergraduates. According to Isnard (1994) there are users who read vigorously for no utilisation purpose, some who cram for examinations and information and those who read occasionally and seek specific data mainly. These are the bases on which most students operate when using the information media, however, postgraduate students are supposed to conduct "conscious premeditated inquiry or

investigation which seeks to increase one's knowledge of a given situation". In Kenneth Dike Library of the University of Ibadan, there is a special section of the Library called Research or Reference Library designed purposely for advanced study specifically for the faculty, research scholars, postgraduate students and others who are research inclined. This confirms Isnard's assertion.

In his reaction to the behaviours of users to information, Ford (1973) is of the opinion that "it is imperative to comprehend the behavioural attributes of the users because it will encourage the information providers in rightly assisting them to utilise the library resources.

Some users portend negative attitude about information resources and services whenever their needs are not met, instead of seeking help they are discouraged. Such users can develop better study skills.

Koh (1999) stressed the need for greater study skills and knowledge in information utilisation. She gave weaknesses generally affecting information users thus:

- (a) inability of users to pursue the search for material for information if these were not readily available; and
- (b) inexperience or complete inability in compiling bibliographic and making foot note references.

The submissions above pointed to the fact that it is necessary to conduct survey on effect of study habits, information accessibility and use on learning outcomes of postgraduate students in order to ensure that the services and resources provided by the library are not in vain and useless.

Instrumentation

Questionnaire

The use of questionnaire was employed for this work. It was preferred to other methods, as it was found to be more effective. The questionnaire was drawn by the researcher to generate data on certain variables such as study habit, information availability, information accessibility and their effects on the learning outcomes of postgraduate students in University of Ibadan. The nature of the questionnaire was determined by the aims and hypotheses of this research work. The language and vocabulary used in the questionnaire are simple enough for the respondents.

Validity of the Instrument

For this study, test-retest technique was used in determining the reliability of the instruments. Twenty of the questionnaire for the study were firstly administered to the

sampled population. Few days later, there was a second administration on the same subject. The correlation obtained for the test was 0.90. This implies that the instrument is highly reliable.

Method of Data Analysis

Specifically in this study, T-test/ANOVA was used. The mean was calculated and used for the processing of the data. The following would be used to calculate the level of significance:

Ho: significance 5%

Hi: no significance

T cal > tab STHH/INF.U

T cal > tab STHH/INF.U

Findings

The generated data were carefully processed and analysed. Consequently, the results revealed the following.

Table 1: Testing Significant Difference Between Information Use and Study Habit Based on Sex

ANOVA a,b,c

Sex of the Respondent	Main effects (continued)	Sum of square	Df	Mean square	F	Sig.
STHH			6			.590
		1.167	3	.194	.777	.310
Information Use		.910			1.21	
			3	.303	2	.824
			6			.590
		227	92			
			98	7.5526	.302	
		1.167		.02	.777	
	Model	23.015		.194		
	Residual	24.182		.250		
	Total			.247		

(a) Sex of the respondent by STHH, information use

(b) All effects entered simultaneously.

(c) Due to empty cells or a singular matrix, higher order interactions have been suppressed.

Using the statistical table, f -calculated is less than f -tabulated (i.e. $f_{cal} < f_{tab}$) as shown on table 1, the null hypothesis is then

accepted. This implies that there is significant difference between information use and study habits based on sex of the respondents.

From table 2, t -calculated is greater than t -

Table 2: Testing Significant Difference Between Information Accessibility and Study Habits

T-Test

Paired Samples Correlation

		N	Correlation	Sig.
Pair 1	Information accessibility & STHH	99	-.044	.666

Paired Samples Test

	Paired Differences					t	df	Sig. (2-tailed)
	Mean	Std deviation	Std Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
Paired 1 Information accessibility - STHH	9293	1.1888	.1195	.6922	1.1664	.778	98	.000

tabulated. Therefore, null hypothesis which states that there is no significant difference between information accessibility and study habits is rejected. It can be deduced that information accessibility has influence on the

study habits of postgraduate students of University of Ibadan. If this is so, learning outcomes is greatly affected. This supports Aboyade's (1982) claim.

Table 3 shows the regression model summary

Table 3: Testing any Correlations Significance among Study Habits Learning Outcomes, Information Accessibility and Use Based on Marital Status

Regression

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.162a	.026	-.015	.48

(a) Predictors: (Constant), STHH, PEE< Information accessibility, Information use

ANOVA b

Model	Sum of squares	df	Mean square	F	Sig.
1 Regression	.576	4	.144	.634	.640a
Residual	21.422	94			
Total	22.000	98			

(a) Predictors: (constant, PEE, Information accessibility, Information use.

(b) Dependent variable: marital status.

and ANOVA of testing significant difference among study habits, information use, information accessibility and learning outcomes. From the ANOVA table of the regression, f-calculated is less than f-tabulated. That is, study habits, information accessibility, information use and learning outcomes revealed significant differences based on marital status of the respondents.

Conclusion

Sequel upon a careful and thorough analysis of data, the findings presented in the various tables showed that the respondents are affected differently. This is in line with Isnard's (1994) assertion, Koh (1999) and Aboyade (1982) shared similar views. While some students cannot identify needed materials, locating such materials constituted to some students' inability to maximise the use. The other category of

postgraduate students could not have access to useful materials wherever and whenever available. Other variables affecting learning outcomes of the postgraduate students in University of Ibadan includes timing, stress-coping ability, previous experience and background knowledge of their courses of study cum determination to excel.

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