

STUDY HABIT, USE OF LIBRARY RESOURCES AND STUDENTS' ACHIEVEMENT IN JUNIOR SECONDARY SCHOOL BUSINESS STUDIES IN OGUN STATE, NIGERIA

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Abstract

This study investigated how study habit and use of library resources influence students' achievement in Business Studies in Ogun State, Nigeria. Three hundred and thirty-three students were randomly selected to participate in the study. Three instruments were used to collect data for this study. They are: Study Habit Questionnaire, Use of Library Resources Questionnaire and Business Studies Achievement Test. The two independent variables (use of library resources and study habit) account for 0.7% of the total variance in students' achievement in Business Studies ($R^2 = 0.007, P < 0.05$). The influence of the two variables put together is not significant. However, there is a significant positive relationship between study habit and use of library resources ($r = +0.632, P < 0.05$). This implies that; the higher the level of study habit, the higher the use of library resources. Likewise, lower the level of study habit, the lower the use of library resources. There is no significant difference between male and female students' in use of library resources, study habit and Business Studies Achievement ($t = -1.431, -370$ and 1.146 respectively. $P > 0.05$). It was recommended that the school counselors should ensure that students are trained in the art of study habit skills. Also, Resources that are relevant to the academic needs of the students should be provided to attract students to use library.

Introduction

Business Studies is one of the prevocational subjects offered at the Junior Secondary level of Education in Nigeria. It is an integrated subject comprising concepts in Commerce, Office Practice, Shorthand, Typewriting and Book-keeping. One of the cardinal objectives of Business Studies is to enable the students acquire basic skills for use in business occupation. The teaching of business studies provides a solid foundation for the economic and entrepreneurship development of a country.

However, Business Studies achievement of Nigerian schools' students has been on a steady decline over the years. This is evident in the results released by national examination bodies such as National Examination Council (NECO) and National Business and Technical Examination Board (NABTEB). Studies conducted by many researchers and reports in National dailies have always shown that students' achievement in Business Studies is poor (Adeosun, 2004; Olatoye, 2005).

Various studies were set out in order to identify main causes of under-achievement in Business Studies. Most of the researchers came up with various factors that are responsible for the problem. Atanda and Jaiyeoba, (2011) emphasized ineffective use of good instructional materials and lack of proper supervision as the main factors contributing to such poor performance. Fakeye (2010) pointed out that home background has a tremendous effect on students' academic performance. He further explained that children from favourable home background perform better than those from less favourable home background. Darling-Hammend (2000) revealed that teachers' teaching experience and teacher's classroom management were the root cause of students' poor performance in Business Studies. Fakeye (2012) and Dorma (2007) both agreed that lack of experienced teachers is a strong factor causing poor academic achievement in Business Studies.

Over the last few years, the use of Information and Communication Technologies has increased exponentially. Hardly is there any area of human endeavour that the use of ICT cannot be employed for greater efficiency. Many students now search for information online and many modern libraries have e-library sections. In recent times, the news of students' failure in Business Studies as a subject is not a breaking news in spite of the opportunities ICT could afford students (Olatoye, 2005; Gojeh, 2004). Going by findings of some recent studies, one of the possible reasons for this failure is the fact that school libraries and media centres are neither well-staffed nor well-funded. Lance, Rodney and Hamilton-Pennell (2000) found among other things that students in schools with good library resources and full-time librarians performed at higher levels than students in schools with minimal or no library resources.

Lonsdale (2003) reported that a good library that is adequately staffed, resourced and funded could lead to higher students' achievement regardless of the socio-economic or educational levels of their parents. A strong computer network connecting the library resources to the classrooms and laboratory has impact on students' achievement and test scores are higher when there is higher usage of library in the school. Olatoye and Ogunkola (2009) reported a close link between study habit and students' use of library resources. It is one thing for library resources to be available, it is another thing for students to make use of them through good study skills. There is no short cut to success, especially that of academic achievement. It is either a student studies very well and as a result passes or he or she neglects to study and fails.

Many scholars have lamented the poor attitude of Nigerians to recreational reading as well as the declining reading culture among teachers and students (Obah, 1980; Daramani, 2000, Ojielo, 2001, Gojeh, 2004). Reasons often canvassed for these phenomena include the notion that Nigerians have an elaborate oral tradition which does not support reading. Orjielo (2001) assert that Nigerians would prefer listening to a story than reading it; a practice which accounts for the popularity of home video among the people.

Anwar (2013) states that the concept of habit comprises study attitude, study method and study skills. Attitude towards study has great influence on academic achievement and good study pattern. The author adds that successful students adopt positive attitude towards study and do not waste time or energy on irrelevant activities. Macc (2002) defined study habit as a systematic acquisition of knowledge and an understanding of facts and principles that enable learners to retain and apply knowledge. Okorodudu (1995) points out that study habit involves the sum of all behavioural patterns, determined purpose and enforced practices that the individual adopts in order to learn and achieve competency.

Hornby (2010) defines habits as something that you do often and almost without thinking, especially something that is hard to stop doing. Therefore, study habit is the technique or way which individual learner adopts in the process of acquiring knowledge and reading for examinations which includes study techniques, an environment they choose to study and a pattern of reading. A habit is a tendency or a practice that is hard to give up Alex (2011) described habit as something that is done on scheduled, regular and planned basis. It is done without any reservation or excuses. Study habit comprises of actions such as reading, note-taking, holding of study groups which the students perform regularly and habitually (Jato Oguniyi & Olubiyo, 2014; Olatoye, 2009).

Tschumper (2006) asserts that the study skills of secondary school students are very poor and that poor academic performance is traced to poor study habit. Study habit has a great effect on students' academic achievement (Olatoye, 2009). Teachers and other stakeholders should therefore endeavour to help students to develop good study habit and self-concept through career talk, counseling and motivation which will in turn help to improve their academic achievement. Osa-Edoh and Alutu, (2012) reported a high relationship between students' study habits and students' academic performance. They added that lack of proper study habit is one of the root causes of declining of educational standard in the nation. Anwar (2013) agreed with this opinion and further explained that factors like family background, socio-economic status and environment also contribute to study habit. Thus these factors determine each individual's study habit. He suggested that students should be guided on necessary study skills and techniques that will help them improve on their academic performance.

The fact that students acquire knowledge only through classroom lectures and textbooks cannot be denied. Students also refer to other books where the library offers great help in the fulfillment of their needs, wishes and ambitions. Library provides avenue for acquiring knowledge. Library is a building in which a collection of learning materials like books, CDs, newspapers, magazines, and journals are kept for people to read, study and borrow (Hornby, 2010). According to Fayose (1995), a school library is that part of school where collection of books, periodicals, magazines and newspapers, films and filmstrips, videotapes, recordings of all types, slides, computers, study kits and other information resources are housed for use by teachers and students for learning.

The role played by library in ensuring effective teaching and learning processes cannot be over emphasized and that discourages. However, researchers such as Horava (2005) pointed out that some libraries are poorly equipped and that discourages students not to make use of them. Jubb and Green (2007) emphasized that academic libraries have played vital roles in supporting research in all subject areas. Libraries make access to information fast and easy. Guskin (1996) observes that the use of library improves active learning. Thus, it also helps students to develop the ability to think critically and work well independently or in groups. According to him a school without a library is just like a person without a brain. Yusuf and Iwu (2010) in their research found that 88% of students visit the library for examination reading while 92.8% of students go to the library for photocopying and many students do not visit the library for studying sake or research if there is no urgent need to do so.

Shahid (2000) points out those students that visited library regularly for studying would be able to have contact with different materials. When such students read, they understand more and are thus encouraged to read more. This will develop their attitude to

learning and consequently improve their academic achievement. Okeason and Okpeota (1993) state that ability to read is the most important mental skill that a person can acquire. People read for ideas and information, to release tensions of life and for opportunities to tap varieties of experience. Reading ability and mental capacity that go with it are essential for passing examinations and solving office problems when engaged after leaving school. Against this backdrop, this study sought to investigate how use of library resources and study habit influence students' achievement in Business Studies.

Research Questions

The following research questions were answered in this study:

1. What is the combined influence of study habit and use of library on students' achievement in Business Studies?
2. What is the relative contribution of study habit to students' achievement in Business Studies?
3. What is the relative contribution of use of library resources to students' achievement in Business Studies?
4. Is there any significant relationship between each of the independent variables (study habit and use of library resources) and the dependent variable (students' achievement in Business Studies).
5. Is there any significant difference between male and female students' (i) Study habit (ii) Use of Library resources and (iii) Business Studies achievement?

Research Method

Descriptive survey research design was employed to carry out this study. The population for the study comprised all the students in Junior Secondary School III in Ogun State, Nigeria. Ogun State is one of the 36 states in Nigeria. It has cultural and educational similarities with the six other states in the South Western region of Nigeria. For the purpose of this study, Ogun State was divided into 3 zones namely; Ogun Central, Ogun East, Ogun West senatorial districts. This is the existing political division in the state. Random sample of two public and two private schools were selected from each of the three zones. Thus six public and six private schools were selected from the entire state totalling 12 schools in all. From each school, twenty eight (28) Junior Secondary School II students offering Business Studies were randomly selected to participate in the study (28 students x 12 schools = 336 students). Though the purpose was to get a total of 336 respondents but at the end three questionnaires were not submitted bringing the total down to 333 students that fully participated in the study. The average age of the students is 15 years.

Three instruments were used to collect data for this study. They are:

- Study Habit Questionnaire (SHQ)
- Use of Library Resources Questionnaire (ULRQ)
- Business Studies Achievement Test (BSAT)

SHQ and ULRQ were designed by the researchers. Each of these questionnaires has 12 items with a four-point Likert-type scale; Strongly Agree, Agree, Disagree and Strongly Disagree. The respondents were asked to indicate their feelings to each statement/items by ticking any of the four possible responses on the scale. The items on the instruments cover

different aspects of the variable being considered. Respondents were asked to indicate their gender and type of school on the questionnaire.

BSAT contained selected concept in Business Studies is a 50-item achievement test that covers the five core aspects in Business Studies namely: Commerce, Office Practice, Shorthand, Book keeping and Typewriting. Ten items were drawn from each of these core areas.

Examples of its on SHQ

'I always do my assignments on time'

'I read my books every day'

'I have a personal time-table which I try to follow'

Results

Research Questions 1: what is the combined influence of study habit and use of library resources on students' achievement in Business Studies.

Table 1: Use of Library resources and study habit as predictors of students' achievement in Business Studies.

	Sum of Squares	DF	Mean Square	F	Sig	Remark
Regression	70.443	2	35.221	1.221	0.296	NS
Residual	9522.050	330	28.855			
Total	9592.492	332				

NS= Not Significant (P.0.05)

Table 1 above reveals that two independent variables (use of library resources and study habit) account for 0.7% of the total variance in student's' achievement in Business Studies ($R^2=0.007$, P.0.05). The influence of the two variables put together is not significant. This implies that other factors which account for more than 99% of the remaining variance were not considered in this study. Thus, study habit and use of library resources are not predictors of students' achievement in Business Studies in Ogun State.

Research Question 2: What is the relative contribution of study habit to students' achievement in Business Studies?

Table 2: Study habit as a predictor of students' achievement in Business Studies

	Sum of Squares	DF	Mean Square	F	Sig	Remark
Regression	9.064	1	9.064	0.313	0.576	NS
Residual	9583.429	331	28.953			
Total	9592.492	332				

NS= Not Significant (P.0.05)

Table 2 shows that study habit accounts for 0.1% of the total variance on students' achievement in Business Studies (R Square = 0.001, P.0.05). This percentage is not

significant. This implies that study habit has low influence on students' achievement in Business Studies. Researchers need to look outwards for variables that account for the remaining 99.9% variance on Business Studies achievement.

Research Question 3: What is the relative contribution of use of library resources to students' achievement in Business Studies?

Table 3: Use of library resources as a predictor for Business Studies achievement.

	Sum of Squares	DF	Mean Square	F	Sig	Remark
Regression	63.597	1	63.597	2.209	0.138	NS
Residual	9528.896	331	28.788			
Total	9592.492	332				

NS= Not Significant (P>0.05)

The above reveals that use of library resources accounts for 0.07% of total variance in Business Studies achievement ($R^2 = 0.007$, $P > 0.05$). This shows that use of library resources does not have significant impact on students' achievement in Business Studies. This implies that researchers still need to look for those variables that contribute to students' achievement in Business Studies in Ogun State.

Research Question 4: Is there any significant relationship between each of the independent variables (use of library resources and study habit) and dependent variable (students' achievement in Business Studies)?

Table 4: Relationship between each of the independent variables (Use of library resources, study habit and Business Studies achievement)

Variables	Study habit	Use of Library	Business Studies achievement
Study Habit	1.00		
Use of Library resources	0.632	1.00	
Business Studies achievement	0.081	0.031	1.00

*Correlation is significant at the 0.05 level. P,0.05 (2-tailed), N=333

Table 4 shows that there is a significant positive relationship between study habit and use of library resources ($r = + 0.632$, $P, 0.05$). This implies that, the higher the level of study habit, the higher the use of library resources. Likewise, the lower the level of study habit, the lower the use of library resources.

Research Question 5: Is there any significant difference between male and female students' (i) Use of library resources (ii) Study habit and (iii) Achievement in Business Studies?

Table 5: Comparison by gender on each of the variables in the study (Use of library resources, study habit and achievement in Business Studies)

Variables	Gender	N	Mean	Std. Dev	Std Error	Df	T	P	Remark
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Study	Male	167	38.8862	5.48428	.42439	330	-370	.370	NS
Habit	Female	165	39.1091	5.49836	.42805				
Use of	Male	167	36.7844	7.13393	.55204	330	-1.431	.073	NS
Lib.	Female	165	37.8182	5.97482	.46514				
Resources									
Acht. In	Male	167	15.1976	5.21726	.40372				
Business	Female	165	14.5212	5.53326	.43076				
Studies									

NS= Not Significant (P.0.05)

Table 5 shows that $t=.431$, $-.370$ and 1.146 respectively, $P. 0.05$). With the mean score of 39.11 , female students have better study habit than their male counterparts that had 38.89 mean score. This same applies in use of library resources where mean score for females is 37.82 and the of males is 36.78 which shows that female students use library more frequently. Unlike study habit and use for library recourse, male students have the higher mean score in Achievement in Business Studies which is 15.19 (37.98%) while that of female is 14.52 (36.3%) which shows that male students performed better when it comes to achievement in Business Studies than their female counterparts. However, all these differences are not statistically significant. Generally, the performance of students in Business Studies is very poor. The maximum obtainable score in the Business Studies Achievement test is 40 . The mean scores of 15.2 and 14.5 for male and female students respectively are very low. However, it is important to note that there is no significant difference between male and female students in each of these three variables namely: Study habit, use of Library resources and Achievement in Business Studies.

Discussion of Findings

In this study, it is surprising that study habit does not significantly influence students' academic achievement in Business Studies. Good study habits are study techniques that enhance students' chance to realize their full potentials. The highlights of such techniques are given by different researchers. For example, De Escobar (2011) listed good study habit to include ability of students to do home-work, give priority to important tasks and prepare for test ahead of time. It is therefore surprising that a positive variable like this does not significantly influence academic achievement. This is contrary to expectation. The authors observe that the case of achievement in Business Studies in Ogun State is a peculiar one. There is gross shortage of qualified teachers of Business Studies. Many students are yet to even understand the importance of learning Business Studies. This study has made us to realise that in addressing the problem of performance in Business Studies especially in Ogun State, study habit is not one of the foremost issues.

Also, use of library resources does not significantly influence students' academic achievement in Business Studies. Busayo (2011) asserted that school library is an integral part of educational system that cannot be ignored without hurting the quality of education in schools. The school library should normally contain resource materials that can assist students to excel in their academic endeavours. The school library should have past question papers, past students' projects, journals, encyclopedia, newspapers, reports that can add to the quality and quantity of information received in the classroom. Two things may be responsible for the finding that use of library resources does not significantly influence students' academic achievement in Business Studies. It is either the libraries are not well-

equipped to attract students to them or students have alternatives such as reading rooms, some quiet places or smart phones where they study or get information. Afolabi and Olatoye (2006) emphasize the need for teacher education programme to include e-learning so as to be able to assist the students in accessing materials for learning.

Use of library resources and study habit are closely related. It was expected that each of these two variables would have positive significant relationship with students' academic achievement in Business Studies. This is because school library is very important in shaping students' study habit as regarding reading for pleasure, to pass examinations and to obtain information on different aspects of life (George, 2011). It is an inexhaustible store-house of unrestricted information resources in diverse formats systematically organized for users.

Conclusion

There has been a concern by educational stakeholders on how use of library resources and study habit can influence student achievement in Business Studies. Many have also expressed concern on how to improve reading culture which is closely associated with use of library resources and study habit among secondary school students. Although findings from this study reveal that good study habit and use of library resources will not result in raising students' achievement in Business Studies, students that have good study habit are also likely to use library more than those who do not. As earlier mentioned, two things may be responsible to the finding that use of library resources does not significantly influence students' academic achievement in Business Studies. Its either the libraries are not well equipped to attract students to them or students have alternatives such as reading rooms, some quiet places or smart phones where they study or get information. Thus, this study has provided a reason for low patronage of library by students especially when examination is not near. This study has made us to understand that in addressing the problem or poor performance in Business Studies especially in Ogun State, study habit is not one of the foremost issues.

Recommendations

Based on the conclusion above, the following recommendations are made:

1. The school counsellors should ensure that students are trained in the art of study habit skills. Study habit has positive significant relationship with use of library resources.
2. Resources that are relevant to the academic needs of the students should be provided to attract students to use library.

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