

Study Habit, Use of Library Resources and Students' Achievement in English Language in Katsina State, Nigeria

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Abstract

English language is made compulsory all through students' educational career from primary to tertiary institution in Nigeria. This study investigated how study habit and use of library resources influence students' achievement in English language in Katsina State. A total of 333 randomly selected students participated in the study. The Study Habit Questionnaire, Use of Library Resources Questionnaire, and English Language Achievement Test were the three instruments used to collect the data for this study. The two independent variables (use of library resources and study habit) accounted for 0.7% of the total variance in students' achievement in English language ($R^2 = 0.007$, $P > 0.05$). 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 ($r = + 0.632$, $P < 0.05$). There is no significant difference between male and female students' in use of library resources, study habit and English Achievement ($t = - 1.431, -.370$ and 1.146 respectively, $P > 0.05$).

Keywords: educational, institution, primary, tertiary, variables

Introduction

Over the last few years, the use of Information and Communication Technologies (ICT) has increased exponentially. Hardly is there any area of human endeavors that the use of ICT cannot be employed for efficiency. Many students now search for information online. Many modern libraries have the e-library section. In the recent time, the news of students' failure in English Language as a subject is no more a breaking news (Olatoye, 2005; Gojeh, 2006). Going by the findings of some recent studies, one of the possible reasons for this failure is the fact that school Library and Media Centers are not well-staffed and also not well-funded.

Lance et al. (2000a) reviewed literature on the impact of School Library Programme and Information Literacy on students' achievement. They 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 the parents. A strong computer network connecting the library resources to the classrooms and laboratory has positive impact on students' achievement and test scores with higher usage of library in the school.

Looking at the problems confronting the students in the area of availability of good library and library services in the school, Olatoye and Ogunkola (2008) 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 habit skills. There is no short cut to success, especially that of academic achievement. Poor performance of students in schools has been traced to poor study habit (Bradon, 1996; Olatoye & Ogunkola, 2008; Olatoye, 2009). Several empirical studies have been done on factors affecting students' achievement in English Language. Some of the factors identified among others are lack of comprehensive ability and good study habit by students (Olatoye, 2005; Gojeh, 2006).

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; Daraman, 2000; Ojielo, 2001; Gojeh, 2006). Reasons often canvassed for these phenomena include the notion that the Nigerian people have an elaborate oral tradition which does not support reading. Ojielo (2001) asserted that Nigerians would prefer listening to a story instead of reading it. This is a practice which accounts for the popularity of home video among the people.

In any educational process, communication is essential. It requires a medium without which it cannot take place. This is the reason language becomes essential in education because it is an important medium through which norms, values, and skills are transmitted from generation to generation. The Federal Government of Nigeria has been stressing that language is also a means of preserving the people's culture. In Nigeria, there are three main local languages (Yoruba, Hausa, and Igbo). However, English language is chosen as the official language. This situation implies that all the ethnic groups will be using English language as a medium to communicate. Therefore, English language is made compulsory all through students' educational career from primary to tertiary institution. The place and objectives of English language cannot be substituted in Nigerian school's curriculum. The reason is that all the subjects apart from local languages are taught using English language in schools.

Adegbile (1999) observed that a child/learner can learn most of the facts and ideas when he/she understands the language in which these ideas are expressed. English language is irreplaceable in Nigerian educational curriculum and system. However, English language achievement of Nigerian students has been on a steady drop over the years. This is evident in the results released by National Examination Bodies such as the West African Examination Council (WAEC), 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 English language is poor (Adeosun, 2004; Olatoye, 2005).

Various studies were set out in order to identify the main causes of such poor performance in English language. Most of the researchers came up with various factors that are responsible for the problem. Atanda and Jaiyeoba (2011) emphasized that ineffective use of good instructional materials and lack of proper supervision are 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 favorable home background perform better than those from less favorable home background. Darling-Hammond (2000) revealed that teacher's teaching experience and classroom management are the root cause of students' poor performance in English language. Fakeye (2012) and Dorma (2007) both agreed that lack of experienced teachers is a strong factor causing poor academic achievement in English language.

Anwar (2014) stated that the concept of habit comprises the concept of study attitude, study method, and study skills. Attitude towards study has great influence on academic achievement and good study pattern. He added that successful students adopt positive attitude towards study and do not waste time or energy on irrelevant activities. Mace (2002) defined study as a systematic acquisition of knowledge and an understanding of facts and principles that enable learners to retain and apply knowledge. Okorodudu (2000) pointed out that study involves the sum of all behavioral patterns, determined purpose, and enforced practices that the individual adapts in order to learn and achieve competency. Hornby (2010) defined habit as something that is done 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 or reading for examinations which includes the study techniques, environment they choose to study, time they spend, and pattern of reading. Alex (2011) described habit as something that is done on scheduled, regular, and planned basis. It is done without reservation or excuses. Study habit comprises actions such as reading, note-taking, and holding of study

groups which the students perform regularly and habitually (Jato et al., 2014; Olatoye, 2009).

Tschumper (2006) asserted 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 endeavor to help students develop good study habit and self-concept through career talk, counselling, 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 educational standard in the nation. Anwar (2014) agreed with this opinion and he 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 their academic performance. Psychologists have realized that most students perform poorly in their studies, not because they do not have mental ability to do well but because they do not know or do not use the most effective methods of studying. Udeani (2012) observed that students with good study habit have a reduced level of test anxiety and have subsequently increased their achievement.

The fact cannot be denied that students acquire knowledge only through classroom lectures and textbooks. Students also refer to other books where the library offers great help in the fulfilment of their needs. Library provides liberal chances for acquiring knowledge. It is a building in which 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,

recreational activities, personal interest, and inter-personal relationships of children in school.

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

Shahid (2000) pointed out that students that visited library regularly for studying would be able to have contact with different materials. When such students read, they understand more and thus encouraged to read more. This will develop their attitude to learning and consequently improve their academic achievement. Okeasan & Okpeola (1993) stated that ability to read is the most important mental skill that a person can acquire. People read for ideas and information, to release tensions 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.

With this backdrop, this study sought to investigate how use of library resources and study habit influence students' achievement in English language. Th study determined the (1) combined influence of study habit and use of library on students' achievement in English language, (2) the relative contribution of study habit to students' achievement in English language, and (3) the relative contribution of

use of library resources to students' achievement in English language. It also aimed to find out if there is any significant relationship between each of the independent variables (study habit and use of library resources) and the dependent variable (students' achievement in English Language), and if there is any significant difference between male and female students' study habit, use of library resources, and English Language Achievement.

Materials and Methods

Research design

The descriptive survey research design was employed to carry out this study. The aim of the researchers was to record, analyse, and interpret the existing conditions or variables. The research is non-experimental and therefore variables were not manipulated.

Target population

Target population for the study comprised all the students in Senior Secondary School II in Katsina State, Nigeria. Katsina State is one of the 36 states in Nigeria. It has cultural and educational similarities with the six other states in the North-Western region of Nigeria. For the purpose of this study, Katsina State was divided into 3 zones namely: Daura, Funtua, and Katsina senatorial districts. These are the existing political divisions in the state. A random sample of two public and two private schools were selected from each of the three zones. Six public and six private schools were selected from the entire state. Thus, the number of schools selected was 12. From each school, 28 Senior Secondary School II students taking up English Language were randomly selected to participate in the study (28 students X 12 schools = 336 students). The purpose was to get a total of 336 respondents but at the end three questionnaires were not submitted bringing the total to 333 students who fully participated in the study with informed consent. The average age of the students is 15 years.

Research instruments

Study Habit Questionnaire (SHQ), Use of Library Resources Questionnaire (ULRQ), and English Language Achievement Test (ELAT) were the three instruments used to collect data for this study. The 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/item by ticking any of the four possible responses on the scale. The items on the instruments cover different aspects of the variables being considered. Respondents were asked to indicate their gender and type of school on the questionnaire.

The ELAT is a 40-item achievement test that covers the four core aspects in English Language namely: Comprehension, Lexis and Structure, Vocabulary development and Test of Oral English. Ten items were drawn from each of these core areas.

Examples of items 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.’

Examples on ULRQ:

‘I always like to study in the Library.’

‘I like electronic Library.’

‘I find all Sections of the Library useful.’

The content validity of the two questionnaires and the achievement tests was ensured through experts’ suggestions and guidance. Experts in questionnaire construction helped in critiquing the items. All the achievement tests items were similar to those produced by the West African Examination Council. The items selected were only on the topics covered in all schools selected for the study.

Data analysis

The data collected were analysed using Statistical Package for Social Sciences (SPSS) version 17.0. Multiple regression was carried out to determine the combined influence of study habit and use of library on students' achievement in English Language. Linear regression was the analysis used to determine the relative contribution of study habit and use of library resources to students' achievement in English Language. The Pearson Product-Moment correlation was used to measure the relationship between each of the independent variables (study habit and use of library resources) and the dependent variable (students' achievement in English Language). The t-test was used to find out if there is any significant difference between male and female students' study habit, use of library resources, and English Language Achievement. All the research questions were answered at 0.05 level of significance.

Results and Discussion

Table 1 presents the use of library resources and study habit as predictors of students' achievement in English language. The two independent variables accounted for 0.7% of the total variance in students' achievement in English language ($R^2 = 0.007$, $P > 0.05$). The influence of the two variables put together is not significant. The result 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 English language in Katsina State.

Table 1. Use of Library resources and study habit as predictors of students' achievement in English Language.

	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				
R=0.086		Adjusted R square = 0.001				
R ² = 0.007		Standard error = 5.371				

NS = Not Significant (P>0.05)

Table 2 shows that study habit accounts for 0.1% of the total variance on students' achievement in English language ($R^2 = 0.001$, $P > 0.05$). This percentage is not significant which implies that study habit has low influence on students' achievement in English language. Researchers need to look outwards for variables that account for the remaining 99.9% variance on English language achievement.

Table 2. Study habit as a predictor of students' achievement in English language.

	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				
R= 0.031		Adjusted R square = 0.002				
R ² = 0.001		Standard error = 5.380				

NS = Not Significant (P>0.05)

This study revealed that the use of library resources accounts for 0.07% of total variance in English language achievement ($R^2 = 0.007$, $P > 0.05$) as shown in Table 3. This result showed that use of library resources does not have a significant impact on students' achievement in English language. This implies that researchers still need to look for those variables that contribute to students' achievement in English language in Katsina State.

Table 3. Use of library resources as a predictor for English language 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				
R = 0.081		Adjusted R square = 0.004				
R ² = 0.007		Standard error = 5.365				

NS = Not Significant ($P > 0.05$)

Table 4 shows that there is a significant positive relationship between study habit and use of library resources ($r = + 0.632$, $P < 0.05$). The result 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.

Table 4. Use of library resources as a predictor for English language achievement.

Variables	Study habit	Use of library	English language achievement
Study habit	1.00		
Use of library resources	0.632*	1.00	
English language achievement	0.081	0.031	1.00

*Correlation is significant at the 0.05 level, $p < 0.05$ (2-tailed), $N = 333$

Table 5 shows that there is no significant difference between male and female students in the use of library resources, study habit and English achievement ($t = -1.431, -.370$ 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. The same applies in use of library resources where mean score for females is 37.82 and that of males is 36.78 which shows that female students use library more frequently. Unlike study habit and use of library resources, male students have the higher mean score in achievement in English language 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 English language than their female counterparts. However, all these differences are not statistically significant. Generally, the performance of students in English language is very poor. The maximum obtainable score in the English Language 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.

In this study, it is surprising that study habit does not significantly influence students' academic achievement in English language. Good study habits are study techniques that enhance the students to realize their full potentials. The highlights of such techniques are given by different researchers. For example, De Escobar (2013) listed good study habit as including the ability of students to do homework, 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 observed that the case of achievement in English language in Katsina State is a peculiar one. There is gross shortage of qualified teachers of English language. Most senior secondary schools do not offer Literature-in-English. Many students are yet to even see the importance of learning English language. This study has made us to understand that in addressing the problem of poor performance in English language especially in Katsina State, study habit is not one of the foremost issues.

Table 5. Comparison by gender on each of the variables in the study.

Variables	Gender	N	Mean	Standard deviation	Standard error	Df	t	P	Remark
Study habit	Male	167	38.8862	5.48428	.42439	330	-.370	.370	NS
	Female	165	39.1091	5.49836	.42805				
Use of library resources	Male	167	36.7844	7.13393	.55204	330	-1.431	.073	NS
	Female	165	37.8182	5.97482	.46514				
Achievement in English language	Male	167	15.1976	5.21726	.40372	330	1.146	.366	NS
	Female	165	14.5212	5.53326	.43076				

NS = Not Significant ($P > 0.05$)

Also, the use of library resources does not significantly influence students' academic achievement in English language. 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, encyclopaedia, newspapers, reports that can add to the quality and quantity of information received in the classroom.

Two things may be responsible to the finding that use of library resources does not significantly influence students' academic achievement in English language. 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) emphasized 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 English language. 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 inexhaustible store-house of unrestricted information resources in diverse formats systematically organized for users. Adefarati (2002) highlighted the aims of a school library. The school library has to encourage the development of skill of reading. It is to promote the readers to some literacy appreciation. It has to be a source of subject information center and support the school curriculum. It has to be the clinic for intellectual development. Lance et al. (2000b) showed that middle level class that used library regularly had 18 percent higher achievement scores than their counterparts who did not use the library.

Conclusion and Recommendations

Findings from this study revealed that good study habit and use of library resources do not result in raising students' achievement in English language, however, students that have good study habit are also likely to use library more than those who do not. Two things may be responsible to the finding that use of library resources does not significantly influence students' academic achievement in English language. 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 of poor performance in English language especially in Katsina State, study habit is not one of the foremost issues. The school counsellors should ensure that students are trained in the art of study habit skills. Resources that are relevant to the academic needs of the students should be provided to attract students to use library.

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