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Do Study Habits Have Any Relationship With The Use Of Library Information Resources By Undergraduates In Two Universities In Oyo State, Nigeria? An Empirical Study

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ABSTRACT

The use of library information resources has the potentials of enhancing the quality of research and learning in universities. Despite the importance of the use of library information resources, observations have shown that the use of library information resources seems to be dwindling in some university libraries in Nigeria. Factors identified to have been responsible for this could be poor study habits. A literature search has shown that study habits and use of library information resources have not been adequately researched within the Nigerian context. Thus, the study examined the relationship between study habits and use of library information resources by undergraduates in University of Ibadan (UI) and Lead City University (LCU). Descriptive survey research design was adopted. The population comprised 16,069 undergraduates in the two selected universities. The multistage sampling method was used to select a sample size of 428. The questionnaire was the instrument used for data collection. The results indicated that undergraduates at UI, 156 (48.3%) and LCU, 36(53.7%) made use of library information resources to prepare their class assignments. Level of study habits were found to be high at UI (mean = 115) and LCU (mean = 121). Findings revealed that there was a significant relationship between study habits and use of library information resources at UI (r = 0.420**) and LCU(r = 0.413**). Part of the recommendations was that, to sustain the use of library information resources for academic activities, awareness of the available library information resources by library personnel should be sustained.

Keywords: Study habits, library information resources, undergraduates, Nigeria

1. INTRODUCTION

Universities are higher institutions that promote scholarship and conduct of research in all fields of learning and human endeavour; and ultimately relate all their activities to the social, cultural and economic needs of mankind (Enahoro & Badmus, 2013). Universities provide courses of instruction and other facilities for the acquisition of knowledge in all fields, to encourage the advancement of learning, culture and character. They remain the most valued institutions owing to their contributions to human resource development. They refer to higher institutions of learning and research established to grant academic degrees in a variety of subjects

and disciplines. Universities contribute to the learning process by spending considerable proportions of their budgets to provide library information resources for staff, non- staff, postgraduates and undergraduates.

Undergraduates are students pursuing a bachelor's degree programme in the university. They are university students who are studying for their first degree. They are non-graduates and need library information resources to promote and enhance their course of study. They are inclined to access information through convenient sources for their academic and social endeavours because they cannot acquire knowledge only through classroom lectures and textbooks. These information resources that are necessary for acquisition of knowledge in various disciplines and can meet their information needs can be provided by libraries.

The library is a repository of knowledge and a dynamic social institution, an indispensable resource for reliable information meant to preserve the recorded knowledge of man for use. Aguolu(1989) in Hammed (2010), the library is a collection of records of human culture in diverse formats and languages, preserved, organised and interpreted to meet the broad and varying needs of individual for information, knowledge, recreation and aesthetic enjoyment. Mabawonku (2004) averred that the library is important for individuals' intellectual development and growth. The library houses human and material resources, and material resources could be library information resources.

Library information resources are the raw materials that libraries acquire, catalogue, stock and make available to their users, as well as use to provide various library services. Library information resources are information materials from which library users receive ideas, meaningful messages, enlightenment and direction that will enable them to accomplish tasks, take decisions and solve problems (Adomi, 2012). They are the essential commodities needed for the improved productivity of all members of an academic community. Oyewusi and Oyeboade (2009) defined library information resources as collections of texts, bibliographic information sources and information technology such as those that support browsing, authoring and communication, like the computer with internet connectivity. They are the collection of non-human educational materials in the library relevant to the information needs of users.

Library information resources can be classified into print and non-print formats. Print formats are the information materials whose information contents are printed on paper using ink, whether bound together or not, in the form of books, journals, magazines, pamphlets,

newsletters, government documents, theses and reference sources. Non-print information resources are those which depend on the senses of sight or hearing to convey meaning. They are products of advanced technology, some of which require special equipment to operate. Examples include compact disk read only memory, microfilms, microfiches, disc records, filmstrips, slides, audiotapes, videotapes, among others. Libraries can contribute to the advancement of knowledge not only through the provision of information resources but also by ensuring effective use of library information resources.

The use of library information resources can be defined as the location and consultation of information resources by users to support their scholarly endeavours. It is the extent to which undergraduates access and benefit from the available information resources in the library. Library information resources can be effectively used if they are sufficient in quality, depth, diversity and currency. It refers to the degree to which library information resources are consulted in carrying out learning and research activities. Igun and Adogbeji (2007) defined use of library information resources as the act of taking advantage of information resources available in the library for learning and research purposes. The above definitions point to the fact that library information resources fulfill their roles and contribute to solving the problem of information needs through their use.

Through the use of library information resources, library users avail themselves of the information in them for different purposes. Purpose of use can be defined as the aim or reason for making use of library information resources. It could be for economic, social, political, recreation and educational purposes. The use of library information resources is meant to provide information to users. Therefore, the frequency at which undergraduates make use of library information resources depends on their need for it. According to Idubor (2015), the frequency of use can be defined as how long the user has been engaged in the use of library information resources in a given day, week or month. It refers to the number of times library information resources are used. The location of use of library information resources denotes the exact position or site where information resources can be used. It refers to the particular point or place for consulting library information resources.

The use of library information resources is very essential in the attainment of academic institutions' overall objectives, which usually revolve around the development of national human resources. Effective use of library information resources is expected to enhance the quality of

research and learning in universities. It helps users to acquire new knowledge and skills, as well as expand the existing ones. It also ensures that the function of the library as the backbone of academic activities in universities is attained. Library information resources, when adequately used, would produce great critical thinkers and well taught undergraduates. The use of library information resources helps undergraduates to obtain information which make them the best students in their classes and help them find answers to questions which they either feel too shy to ask their lecturers. It helps users to update their knowledge and skills. Undergraduates that make use of library information resources to complement what is being taught in class in order to broaden their knowledge might have good study habits.

Study habits can be defined as well-planned and deliberate patterns of learning, which have attained a form of consistency on the part of the learner towards understanding academic subjects and passing examinations (Osah- Edoh & Alutu, 2012). They refer to the sum total of activities carried out during the learning process. Study habits are mainly external factors that facilitate the study process such as sound study routines which include how often a student engages in study sessions, reviewing materials, self-evaluation, rehearsal, explaining materials, and studying in a conducive environment (Crede& Kuncel, 2008). They are the actions taken by undergraduates with regard to studying in a conducive environment, concentration, time management, note-taking and resources used among others.

Study is more effective if it occurs in a conducive environment that allows for full concentration (Zimmerman, 2015). There must be a place set aside specifically for study. The environment of study should be a well-ventilated, noise - free and well lighted room or open place with a desk and a chair. Some learners, depending on their study habits may walk over to the library to study alone or may study with friends in an environment that has many distracters. Learners who study alone in a conducive environment are unlikely to have distracters and tend to perform better in their studies. Oladele (2015) suggested that to avoid external distracters, learners could choose a quiet place of study which can stimulate them to study and concentrate.

Concentration is the ability to direct ones attention on the task at hand which is necessary for effective study. The skill of concentration demands focus on a given activity per time. The depth of understanding of undergraduates reveals the depth of their concentration. That is, the deeper the understanding, the deeper the concentration. Time management can be defined as the skills, tools, and techniques used by undergraduates to effectively plan their time and to

accomplish specific tasks like completing assignments, revising for exams, and writing term papers. As noted by Ozsoy, Memis and Temur (2009), time management is crucial to studying because it helps learners decide the amount of time required for studying while also acting as a control measure on time allocated to different academic activities.

Note-taking is the skill used in writing down pieces of information in a systematic way, indicating the dates, main ideas, logical sequence and proper documentation as the lecturer teaches. It increases students' success in academics because they are able to store notes for revision and future reference. The note-taking skill is helpful in jotting down key points and summaries of the topics or subject being read, thus, saving the time students would spend going through the bulky information material. Resources used which is one of the indicators of study habits, could be human and material resources. Other actions related to study habits are: attending classes regularly, following a timetable, having proper rest periods and studying with the aim of getting the meaning rather cramming.

Good study habits refer to knowing where and how to obtain important information and the ability to make intelligent use of it (Aquino, 2011).Good study habits increase self-dignity and examination malpractice will be an issue of the past. They enable undergraduates to spend their time more productively and efficiently. Learners that develop good study habits feel positive about themselves and their abilities. They can preserve knowledge for a longer time. Poor study habits are one of the major causes of poor academic performance among undergraduates. They include inefficient time management, lack of planning and concentration, poor skills in reading, ineffective test taking techniques, failure to inform lecturers of the difficulties with school work and ask for help (Osah-Edoh & Alutu, 2012). While poor study habits hinders the achievement of set goals, good study habits are good predictors of learning outcomes in universities.

Successful completion of university education has always been the concern of undergraduates. One means of ensuring successful completion is by the use of library information resources to complement the learning. This could enhance undergraduates study habits. There are few researches on study habits and use of library information resources by undergraduates. It is on this premise that this study is being carried out to examine study habits and use of library information resources by undergraduates in two universities in Oyo State, Nigeria.

2. STATEMENT OF THE PROBLEM

The use of library information resources helps undergraduates to acquire new knowledge as well as broaden the existing ones. Despite the importance of the use of library information resources, observations have shown that it is as if the use of library information resources is dwindling even in university libraries. In addition, undergraduates also develop poor study habits. There are also few studies on study habits and use of library information resources. Therefore, the issue of study habits and use of library information resources by undergraduates in two universities in Oyo state, Nigeria becomes imperative.

3. RESEARCH QUESTIONS

1. What is the purpose of use of library information resources by undergraduates in two universities in Oyo State, Nigeria?
2. What is the frequency of use of library information resources by undergraduates in two universities in Oyo State, Nigeria?
3. What is the location of use of library information resources by undergraduates in two universities in Oyo State, Nigeria?
4. What are the study habits of undergraduates in two universities in Oyo State, Nigeria?

4. HYPOTHESIS

The following null hypothesis was tested in the study at 0.05 level of significance:

i. There is no significant relationship between study habits and use of library information resources by undergraduates in two universities in Oyo State, Nigeria.

5. LITERATURE REVIEW

5.1. Use of library information resources by undergraduates

The findings of the study on use of library resources by undergraduates at Universities in Ghana investigated by Agyekum and Filson (2012), revealed that, most of the undergraduates use library information resources to supplement their class notes, assignments and for examination preparation. In the Nigerian context, Adeniran (2013) conducted a research on the use of electronic resources by undergraduates at Redeemers University. The findings revealed that students were aware of the Internet, compact disk read only memory (CD-ROM), online public access catalogue (OPAC) and electronic journals (e-journals). The purpose of using these

electronic resources included for research and assignment completion. A study was carried out by Majid and Tan (2012) on use of library information resources by computer engineering undergraduates at Nanyang Technological University, Singapore. The researchers investigated the types of information sources used by the students, their preferred information formats, the importance of and reasons for using certain information sources, and the use of various electronic information sources. The study revealed that print materials were the most preferred format among the students. A total of (94.1 %) of the respondents considered books as the most important print format used, and 86 % of the respondents considered the electronic information sources as an important information format. On the other hand, the use of databases and electronic journals was quite low among the computer engineering students.

A study conducted by Hussain and Kumar (2010) at the University of Ghana, Ghana, on use of information resources and services by undergraduates showed that most of the undergraduates frequently use books, newspapers and periodicals. It is in line with Ugah (2008), who stated that textbooks account for most library visit. Oyedun (2012) conducted a study on use of library information resources by undergraduates at the Federal University of Technology, Minna. The findings revealed that respondents made use of library books, journals, newspapers, indexes and abstracts frequently. Government publications and microform were the least used.

5.2. **Study habits of undergraduates**

Neelam, Deekisha and Sachan (2015) carried out an analysis on study habits of undergraduates at CAFF in Fiji National University. The study revealed that 42% of the respondents most preferred time for studying was from 9am to 12 am, 27% from 6 am to 12 pm, 38% of the students study mostly during the study break which is available just before the final examination of the term while 52 (26%) study mostly during day before examination, 18% study every day and every weekend, 61% study for 5-9 hours , 10% watch television, 23% listen to music during the study break, 11% talk with friends and 40 (20%) spend time with family. This time is just available before the final examination and if not properly utilised affects academic performance of the students. The result also revealed that, 52% of the undergraduates prepared short notes, 29% studied the entire lecture notes to prepare for the final examination and 19% prepared highlighted topics or subtopics or they only prepared major points for the final examination. Most students preferred to read subjects that are slated for examinations.

A study aim to evaluate the study habits of business students at Gulf University, Sultanate of Oman was conducted by Pumaat (2016). The findings revealed that the students frequently do their assignments and study at home, prepare their assignments before the final submission time, frequently prioritise their college works than other works, study before the examination day, spend more time in studying, and do advance reading during vacant time. However, the students sometimes do assignments and study in the college and at work. On the study habits along study environment, the students frequently have a clean place of study and their supplies are within reach, quiet and comfortable place of study, and they prefer to study alone. Nevertheless, the students sometimes study with a radio, record player or television and they study continuously without standing, walking, taking snacks, phone calls and watching television.

Mbah (2010) conducted a study to examine students study habits at the University of Buea, Cameroon. The study revealed that 55% of the students prefer to seriously study during the weekdays, 47% study for not more than two hours although 36% study from three to four hours. It was also revealed that most students (36%) read the subject that appeal to them at the time of studying, 34% study using reading timetables, 25% prepare their own timetable, which indicates the course or subject to read at any particular time, and they read at home in their rooms , and 21% study in quiet places. Only 13% made use of the information resources, and 12% read anywhere.

The findings on study habits of undergraduates in selected federal universities in south-west, Nigeria investigated by Onuoha, Uloma and Subair (2013) revealed that respondents do spend their free time studying and usually organise their studies. A little below average (48.9%) prepare time tables for studying and majority did not have fixed periods for studying. Lectures and memorisation were the most used methods for knowledge assimilation while the least used were administration of self-test and setting specific goals for studying. This is in partial agreement with Nneji (1998) who stated that memorisation and self-test were the least used methods for knowledge assimilation. The findings were not in line with the assertions of Effiong, Aakege and Anthony (2012) who stated that undergraduates used mainly summarisation and self-test as methods of knowledge assimilation. With regard to study environments, it was clear that respondents have the habit of studying in quiet places. The need for a quiet place is important considering the fact that concentration is necessary in order to interpret and internalise

what is being studied. Nearly half of the respondents in this study also affirmed that they make use of the library for studying.

5.3 Study habits and use of library information resources by undergraduates

A study on use of library information resources and study habits of undergraduates at the Faculty of Education in Olabisi Onabanjo University Ago Iwoye, Ogun State was investigated by Aanu and Olatoye (2011). The use of library information resources significantly correlated with that of study habits. This implies that there is a significant relationship between the two variables. Thus, the higher the student's use of library information resources, the higher the intensity of the study habits. The stronger the study habits, the higher the use of library information resources.

6. CONCEPTUAL MODEL

The conceptual model (Fig. 1) shows the relationship between independent variable and dependent variable. Independent variable is study habits while the dependent variable is use of library information resources. Undergraduates that have good study habits will make use of different types of library information resources for different purposes at regular interval despite the location. An undergraduate that manages his or her time properly, study in a conducive environment, concentrates well, take notes and uses different information resources, could be motivated to make use of library information resources.

Independent Variable Dependent Variable

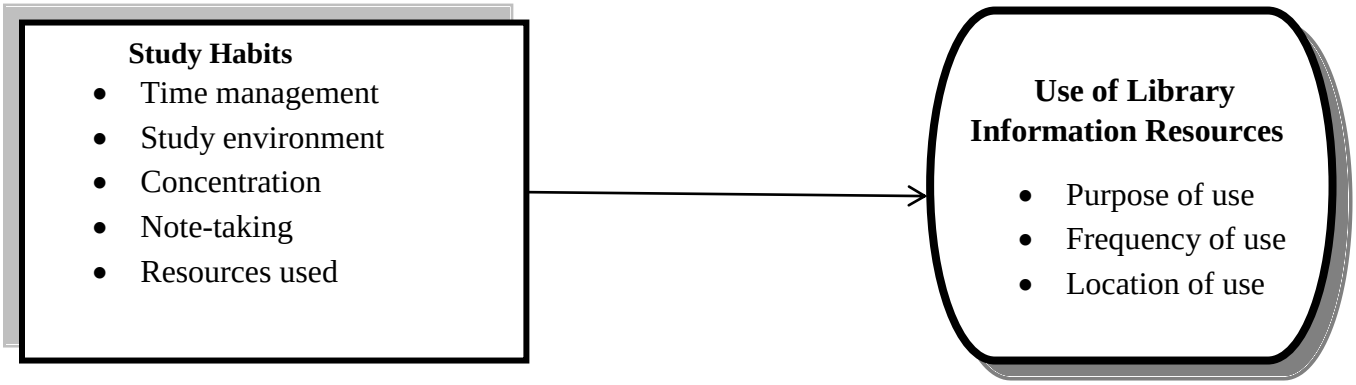


Fig 1. A self-constructed model showing the relationship between study habits and use of library information resources

7. METHODOLOGY

Descriptive survey research design was used for this study. The population of the study comprised undergraduates at the University of Ibadan and Lead City University, Ibadan, Nigeria. According to the data collected from the Management Information System Unit of the University of Ibadan, there are 14,228 undergraduate students in 14 faculties. The population of undergraduates in the four faculties at Lead City University is 1,841 which is in accordance with the data collected from the Admission Office of the University. In order to determine the sample size, the multistage random sampling technique was used. At the first stage, four faculties that are common to both universities were purposively selected for ease of comparison. The second stage of sampling involved the purposive selection of departments that were common among the selected faculties at the two universities. The multistage sampling method was used to select eleven departments that were common to the two universities. Eleven departments in each of the universities constituted twenty-two departments in all for the study. This gave a total number of 4,281 undergraduates. At the last stage, a sampling fraction of 10% was used. This gave a sample size of 428. The questionnaire was the research instrument used for data collection. Data were analysed with the use of the Statistical Package for the Social Sciences (SPPS) and presented in the form of descriptive statistics of frequency counts and percentages.

Table 1a Sample size

			Faculty of Education			Faculty of Law	Faculty of Sciences				Faculty of Social Sciences			Total	Sample size of 10%
			Departments			Department	Departments				Departments				
S/N	**University**	**Gender**	**Educational Manage-Ment**	**Guidance and Counselling**	**Library, Archival and Information Studies**	**Law**	**Chemistry**	**Computer Science**	**Microbiology**	**Physics**	**Economics**	**Psychology**	**Sociol-ogy**		
1.	University of Ibadan	Males	116	95	95	314	223	210	119	120	160	135	118	1,705	171
		Females	131	186	108	430	150	100	97	65	134	151	225	1,777	178
		Total	**247**	**281**	**203**	**744**	**373**	**310**	**216**	**185**	**294**	**286**	**343**	**3,482**	**348**

Table 1b: Sample size

			Faculty of Education			Faculty of Law	Faculty of Sciences				Faculty of Social Sciences			Total	Sample size of 10%
			Departments			Department	Departments				Departments				
S/N	**Universities**	**Gender**	**Educational Manage-Ment**	**Guidance and Counselling**	**Library, Archival and Information Studies**	**Law**	**Chemistry**	**Computer Science**	**Microbiology**	**Physics**	**Economics**	**Psychology**	**Sociol-ogy**		
2.	Lead City University	Males	10	9	25	212	7	65	32	9	22	37	26	454	45
		Females	20	12	12	130	5	38	42	4	29	23	30	345	35
		Total	**30**	**21**	**37**	**342**	**12**	**103**	**74**	**13**	**51**	**60**	**56**	**799**	**80**

8. RESULTS

A total of 428 copies of the questionnaire were administered to the undergraduates in the twenty-two selected departments at the University of Ibadan and Lead City University, out of which 388 copies were returned and found useful for analysis giving a response rate of 91%.

8.1.Demographic Characteristics of Respondents

The demographic characteristics such as age, gender, educational qualifications and academic status of the respondents were analysed using descriptive statistics (frequency counts and percentages) and the result is as presented in Table 2.

Table 2. Demographic information of respondents

Demographic Characteristics	University of Ibadan		Lead City University	
	Frequency	**Percentage**	**Frequency**	**Percentage**
Age				
16 -20	145	45.2	34	50.7
21 - 24	138	43.0	22	32.8
25 – 30	30	9.3	9	13.4
31-35	4	1.2	1	1.5
36-40	3	0.9	1	1.5
41 and above	1	0.3	-	-
Total				
Gender				
Male	166	51.7	25	37.3
Female	155	48.3	42	62.7
Total				
Level				
100	51	15.9	30	44.8
200	76	23.7	12	17.9
300	131	40.8	12	17.9
400	54	16.8	6	9.0
500	9	2.8	7	10.4
Total	**321**	**100**	**67**	**100**

The results of the demographic characteristics of the respondents and findings as presented in Table 4.2 revealed that most of the undergraduates 145 (45.2%) were between 16-20 years of age, while only one individual 1 (0.3%) was within the age range of 41 and older. Similarly, in Lead City University, most of the respondents 34 (50.7%) were between 16-20 years of age and only one individual 1(1.5%) was between 31-35 years of age. This indicates

that most of the undergraduates in the two universities were either in their early or late teens. Findings also indicated that in University of Ibadan, male undergraduates 166(51.7%) participated in the study and 155(48.3%) female participated as well. While in Lead City University, it was the other way round as the number of female undergraduates that responded to filling the questionnaire 42 (62.7%) was higher than the males 25 (37.3%). In addition, most of the respondents in University of Ibadan 131 (40.6%) were in 300 level, and the least 9 (2.8%) were in 500 level. Whereas, in Lead City University, a significant number of the undergraduates 30 (44.8%) were in 100 level and 7 (10.4%) were in 500 level.

8.2. Research Question One: What is the purpose of use of library information resources by undergraduates in two Universities in Oyo State?

In order to ascertain respondents' purpose of use of library information resources by undergraduates as indicated in research question one, respondents were asked to indicate their level of agreement with items having to do with purpose of use of library information resources. For ease of presentation, strongly agree and agree were merged to become agreed while strongly disagree and disagree were merged to become disagree. The result is presented in Table 3.

Table 3. Purpose of use of library information resources by undergraduates in two universities in Oyo State Nigeria

S/N	Items	University of Ibadan						Lead City University					
		SA		SD		M	STD	SA		SD		M	STD
		F	%	F	%			F	%	F	%		
i.	I use LIR to update my knowledge in subject areas of interest	172	86.2	51	15.8	3.20	.829	64	95.5	3	4.5	3.52	.682
ii.	I use LIR for recreation	126	38.7	.197	60.9	2.28	.828	47	70.1	20	29.9	2.84	.771
iii.	I use LIR to prepare my class note	183	56.7	140	43.3	2.62	.870	47	70.2	20	29.9	2.90	.923
iv.	I use LIR to do class assignments	248	73.8	75	23.2	2.93	.872	58	86.5	9	13.4	3.37	.795
v	I use LIR to prepare for my examination	254	78.7	69	21.4	3.14	.886	59	88.0	8	12.0	3.37	.775
Overall Mean						**14.17**	**4.285**					**16.00**	**3.946**

Key: SA-Strongly Agree; A- Agree ; D-Disagree ; SD- Strongly Disagree ; M- Mean ; STD= Standard Deviation

The result on the purpose of use of library information resources by undergraduates in two universities in Oyo State, Nigeria is as presented in Table 4.3. The findings indicated that most of the respondents in UI 248(73.8%) noted that they made use of library information resources to prepare for their class assignments. The analysis further indicated that 172(86.2%) out of 388 respondents for the study made use of library information resources to update their knowledge in the subject areas of their interest. The same pattern of response was recorded in LCU, where most of the undergraduates 64 (95.5%) strongly agreed that they made use of library information resources to update their knowledge in their subject areas of interest and 58 (86.5%) made use of library information resources to do their class assignments.

8.3. Research question two: What is the frequency of use of library information resources by undergraduates in two universities in Oyo State, Nigeria?

The research question 2 aims at establishing the frequency of use of library information resources by the respondents in the two universities. In doing this, responses relating to rate of

re-occurrence of use of library information resources for research activities were taken and the results are summarised in Table 4a and 4b respectively.

Table 4a. Frequency of use of library information resources by undergraduates

S/N	Items	University of Ibadan											
		D		W		M		O		N		M	STD
		F	%	F	%	F	%	F	%	F	%		
i.	Textbooks	83	25.7	76	23.5	22	6.8	102	31.6	40	12.4	3.19	1.43
ii.	Journals	14	4.3	38	11.8	42	13.0	125	38.7	104	32.2	2.17	1.13
iii.	Theses	10	3.1	23	7.1	23	7.1	115	35.6	152	47.1	1.84	1.04
iv.	Dictionaries	86	26.6	53	16.4	13	4.0	92	28.5	79	24.5	2.92	1.58
v.	Encyclopedias	36	11.1	45	13.9	32	9.9	116	35.9	94	29.1	2.42	1.33
vi.	Indexes and Abstracts	16	5.0	37	11.5	30	9.3	119	36.8	121	37.5	2.10	1.17
vii.	Bibliographies	13	4.0	29	9.0	29	9.0	125	38.7	127	39.3	2.06	2.00
viii.	Biographies	12	3.7	31	9.6	39	12.1	124	38.4	117	36.2	2.06	2.00
ix.	Novels	37	11.5	48	14.9	48	14.9	104	32.2	86	26.6	2.52	1.33
x.	Story books	38	11.8	37	11.5	46	14.2	103	31.9	99	30.7	2.42	1.34
xi.	Maps and Atlases	31	9.6	22	6.8	28	8.7	116	35.9	126	39.0	2.12	1.27
xii.	Computer with internet connectivity	113	35.0	46	14.2	17	5.3	60	18.6	87	26.9	3.12	1.67
xiii.	Online public access catalogue	62	19.2	25	7.7	34	10.5	93	28.8	109	33.7	2.50	1.50
xiv.	Databases	51	15.8	37	11.5	31	9.6	98	30.3	106	32.8	2.47	1.45
xv.	Newspapers	53	16.4	43	13.3	32	9.9	86	28.6	109	33.7	2.52	1.48
xvi.	CD ROM	23	7.1	23	7.1	37	11.5	90	27.9	150	46.4	2.01	1.22
Overall Mean												38.44	22.94

Key: D-Daily; W-Weekly; M-Monthly; O-Occasionally; N-Never; M-Mean; and STD-Standard Deviation

The result on the frequency of use of library information resources by undergraduates in UI is as presented in Table 4.4a. From the findings, 113 (35.0%) respondents in UI made use of computer with internet connectivity on a daily basis with the lowest mean score (mean = 3.12. STD = 1.67) than their counterpart in LCU. Other resources like bibliographies, biographies, indexes and abstracts were used occasionally 125 (38.7%), 124 (38.4%) and 119 (36.8%) respectively. In addition, as many as 152 (47.1%) and 150 (46.4%) respondents were of the view that they never made use of theses and CD-ROM.

Table 4b. Frequency of use of library information resources by undergraduates

S/N	Items	Lead City University											
		D		W		M			O	N		M	STD
		F	%	F	%	F	%	F	%	F	%		
i.	Textbooks	33	49.3	18	26.9	-	-	14	20.9	2	3.0	3.99	1.27
ii.	Journals	3	4.5	13	19.4	8	11.9	29	43.3	14	20.9	2.43	1.16
iii.	Theses	6	9.0	5	7.5	6	9.0	31	46.3	19	28.4	2.22	1.20
iv.	Dictionaries	20	29.9	12	17.9	2	3.0	26	38.8	7	10.4	3.18	1.48
v.	Encyclopedias	16	23.9	10	14.9	4	6.0	31	46.3	6	9.0	2.99	140
vi.	Indexes and Abstracts	6	9.0	9	13.4	5	7.5	32	47.8	15	22.4	2.39	1.23
vii.	Bibliographies	5	7.5	9	13.4	9	13.4	29	43.3	15	22.4	2.40	1.19
viii.	Biographies	7	10.4	6	9.0	10	14.9	30	44.8	14	20.9	2.43	1.22
ix.	Novels	9	13.4	11	16.4	10	14.9	26	38.8	11	16.4	2.72	1.30
x.	Story books	9	13.4	8	11.9	4	6.0	30	44.8	16	23.9	2.46	1.34
xi.	Maps and Atlases	4	6.0	4	6.0	3	4.5	26	38.8	30	44.8	1.90	1.13
xii.	Computer with internet connectivity	27	40.3	11	16.4	2	3.0	21	31.3	6	9.0	3.48	1.50
xiii.	Online public access catalogue	17	25.4	10	14.9	9	13.4	21	31.3	10	14.9	3.04	1.45
xiv.	Databases	14	20.9	12	17.9	8	11.9	22	32.8	11	16.4	2.94	1.42
xv.	Newspapers	14	20.9	5	7.5	4	6.0	31	46.3	13	19.4	2.64	1.43
xvi.	CD ROM	3	4.5	7	10.4	8	11.9	27	40.3	22	32.8	2.13	1.12
Overall Mean												43.34	159.44

Key: D-Daily; W-Weekly; M-Monthly; O-Occasionally; N-Never; M-Mean; and STD Standard Deviation.

The result in Table 4b revealed that most of the undergraduates 33 (49.3%) and 27 (40.3%) pointed out that they made use of textbooks and computer with internet connectivity on daily basis. Findings also showed that indexes and abstracts were used occasionally by most of the undergraduates 32 (47.8%). Theses and encyclopedias were also used occasionally by a higher number of respondents 31 (46.3%). Also, a significant number of undergraduates 30 (44.8%) noted that they never made use of maps and atlases. The results from the two universities have showed that computer with internet connectivity seems to be an indispensible tool to the undergraduate.

8.4. Research question three: What is the location of use of library information resources by undergraduates in two universities in Oyo State, Nigeria?

The results of the location of use of library information resources by the undergraduates in UI and LCU is as presented in Table 5.

Table 5. Location of use of library information resources by undergraduates

S/N	Items	University of Ibadan				Lead City University			
		SA F %	SD F %	M	STD	SA F %	SD F %	M	STD
i.	I make use of LIR in the library	251 (77.7)	81(50.2)	3.00	.921	63 (94.0)	4 (6.0)	3.52	.612
ii.	I make use LIR in my hostel	181 (55.0)	142 (44.0)	2.58	.934	33 (49.2)	34 (50.7)	2.49	.927
iii.	I make use LIR in the class	164 (50.8)	150 (46.4)	2.47	.871	35 (5.2)	32 (47.7)	2.57	.973
iv.	I make use LIR at home	176 (54.5)	61 (18.9)	2.52	.979	16 (23.9)	129 (43.3)	2.60	1.07
Overall Mean				**10.57**	**3.71**			**11.18**	**3.58**

Key: SA-Strongly Agree; A- Agree; D-Disagree; SD-Strongly Disagree; M-Mean; and STD-Standard Deviation

The results in Table 5 indicated that most of the undergraduates in UI 251(77.7%) noted that they made use of the library information resources in the library, while 164 (50.8%) indicated that they used these information resources in the class. As for the respondents in LCU, just like their counterparts in UI, most of them 39 (58.2%) alluded to the fact that they also made use of library information resources in the library and 22 (32.8%) made use of these information resources in their classes. On the contrary, a significant number of the undergraduates 24 (35.8%) disagreed that they did not make use of library information resources in their hostels.

8.5. Research question four: What are the study habits of undergraduates in two universities in Oyo State, Nigeria?

The results in Table 6a and Table 6b show the level of study habits of undergraduates in University of Ibadan (UI) and Lead City University (LCU). In order to determine the level of study habits of undergraduates in UI and LCU, a test of norm was conducted. The scale between 1-50 shows that the level of study habits is low, the scale between 51-100 indicates that the level of study habits is moderate and the scale between 101-150 shows that the level of study habits of the respondents is high. Thus, for respondents in UI, the overall mean for study habits as indicated by the responses of the undergraduate students is 115 which fall between the scale

"101-150". Therefore it could be deduced that the level of study habits of undergraduates in UI is high (Table 6a).

Table 6a Study habits of undergraduates

S/N	Items Study Environment	University of Ibadan							
		SA		SD		UD		M	STD
		F	%	F	%	F	%		
i.	I have a study area where I always go to study	243	75.2	73	22.6	7	2.2	4.02	.978
ii.	I study in an area free of noise and distractions.	274	84.8	44	13.7	5	1.5	4.15	.889
iii.	I study in the room or hostel	254	78.6	66	20.4	3	0.9	4.02	.852
iv.	I do not feel comfortable studying on bed	195	60.3	120	37.1	8	2.5	3.68	1.02
v.	I study in a comfortable environment	269	83.2	43	13.3	11	3.4	4.12	.980
vi.	I study in the classroom after lectures	126	39.1	175	54.2	22	6.8	3.19	1.07
vii.	I study in the library	218	66.7	38.7	28.8	12	3.7	3.76	1.11
	Time Management								
viii.	I do my serious studies at weekdays	227	70.3	76	23.6	20	6.2	3.82	1.11
ix.	I always plan ahead of my studies to make use of time	248	76.8	64	19.8	11	3.4	3.98	.989
x.	I do not spend much time on social activities at the expense of my studies.	229	70.9	83	25.6	11	3.4	3.79	.996
xi.	I use my free time between classes for reading or reviewing	212	65.6	101	31.3	10	3.1	3.69	.985
xii.	I am able to study up to three hours or more in a day.	235	72.8	75	23.2	13	4.0	3.84	1.00
xiii.	I do have a personal study time table	190	58.8	119	36.5	14	4.3	3.64	1.05
xiv.	I spend a lot of time in library for study purpose	158	48.9	153	47.3	12	3.7	3.45	1.05
xv.	I get very little done for the length of time spent in studying	144	17.6	167	51.7	12	3.7	3.34	1.03
xvi.	I balance my study time with recreation and leisure	238	73.7	72	22.3	13	4.0	3.82	.988
	Concentration								
xvii.	I study with my friends but w9ith less verbal conversation	170	52.7	148	45.8	5	1.5	3.50	.982
xviii.	I do not bother myself with personal problems while studying	198	61.3	114	35.3	11	3.4	3.60	.981
xix.	I never doze off while studying	122	37.8	194	60.1	7	2.2	3.24	.986
xx.	I am never attracted to the television set and other family activities when studying	166	51.4	147	45.5	10	3.1	3.47	1.08
xxi.	I clear all other materials from my study table before studying	220	68.1	87	26.9	16	5.0	3.78	1.06
	Note Taking								
xxii.	I take down important notes during discussion	287	88.9	33	10.2	3	0.9	4.26	.757
xxiii.	I highlight important words or phrases in my book when studying.	288	89.2	30	9.3	5	1.5	4.28	.850
xxiv.	I use my own words when taking down notes	280	86.7	38	11.7	5	1.5	4.20	.805
xxv.	I note down new words in order to improve my vocabulary	254	78.6	57	17.6	12	3.7	4.01	.986
xxvi.	I read over my notes after every lectures	220	68.1	39	27.5	14	4.3	3.76	.982
	Resources used								
xxvii.	I use textbooks and other printed information materials in the library to study	247	76.5	73	22.6	3	0.9	3.94	.876
xxvii.	I use electronic resources to retrieve information	262	81.1	56	17.3	5	1.5	4.06	.861
xix.	I use human resources available when needed in asking questions and help	282	87.3	36	11.1	5	1.5	4.15	.812
xxx.	I use lecture notes and lecture handouts to study	306	94.7	16	4.9	1	0.3	4.44	.659
	Overall Mean							**115**	**28.774**

Key: SA-Strongly Agree; A- Agree; D-Disagree; SD-Strongly Disagree; M-Mean; and STD-Standard Deviation

The findings on the study habits of undergraduates in UI (see Table 6a) revealed that the statements with the highest mean in terms of study habits of the undergraduates included, the use of lecture notes and lecture handouts to study (mean = 4.44), highlighting important words or

phrases in the book when studying (mean = 4.28), taking down important notes during discussion (mean = 4.26), use of human resources available when needed in asking questions and help (mean = 4.15) and studying in a comfortable environment (mean = 4.12).

Table 6b Study habits of undergraduates

S/N	Items Study Environment	Lead City University							
		SA		SD		UD		M	STD
		F	%	F	%	F	%		
ii.	I study in an area free of noise and distractions.	55	82.1	11	16.4	1	1.5	4.31	.925
iii.	I study in the room or hostel	58	86.6	44.8	7	2	3.0	4.18	.952
iv.	I do not feel comfortable studying on bed	44	65.7	28.4	21	2	3.0	3.88	1.11
v.	I study in a comfortable environment	54	80.6	37.3	12	1	1.5	4.15	.957
vi.	I study in the classroom after lectures	42	62.6	31.3	24	1	1.5	3.76	1.10
vii.	I study in the library	51	76.1	38.8	15	1	1.5	4.01	1.00
	Time Management								
viii.	I do my serious studies at weekdays	48	71.6	14	20.8	5	7.5	3.84	1.25
ix.	I always plan ahead of my studies to make use of time	59	88.1	7	10.5	1	1.5	4.27	.809
x.	I do not spend much time on social activities at the expense of my studies.	47	70.2	19	28.4	1	1.5	3.90	.940
xi.	I use my free time between classes for reading or reviewing	49	73.4	17	25.4	1	1.5	3.81	.875
xii.	I am able to study up to three hours or more in a day.	54	80.6	12	17.9	1	1.5	4.06	.886
xiii.	I do have a personal study time table	47	70.1	17	25.4	3	4.5	3.87	1.10
xiv.	I spend a lot of time in library for study purpose	39	58.3	26	38.8	2	3.0	3.75	1.04
xv.	I get very little done for the length of time spent in studying	32	4.7	30	4.8	5	7.5	3.28	1.08
xvi.	I balance my study time with recreation and leisure	53	79.1	17.9	8	2	3.0	3.99	.977
	Concentration								
xvi.	I study with my friends but with less verbal conversation	45	67.2	22	32.8	-	-	3.67	.975
xviii.	I do not bother myself with personal problems while studying	46	68.6	21	31.4	-	-	3.91	.949
xix.	I never doze off while studying	31	46.3	33	49.2	`3	4.5	3.42	1.05
xx.	I am never attracted to the television set and other family activities when studying	32	47.7	32	47.7	3	4.5	3.42	1.06
xxi.	I clear all other materials from my study table before studying	52	77.6	13	19.4	2	3.0	4.03	.953
	Note Taking								
xxii	I take down important notes during discussion	63	94	3	4.5	1	1.5	4.52	.725
xxiii.	I highlight important words or phrases in my book when studying.	63	94	3	4.5	1	1.5	4.51	.766
xxiv.	I use my own words when taking down notes	57	85	9	13.4	1	1.5	4.34	.863
xxv.	I note down new words in order to improve my vocabulary	64	95.5	3	4.5	-	-	4.49	.587
xxvi.	I read over my notes after every lectures	51	76.1	16	23.9	-	-	3.94	.776
	Resources used								
xxvii.	I use textbooks and other printed information materials in the library to study	59	88.1	4	6.0	4	6.0	4.24	1.02
xxvii	I use electronic resources to retrieve information	59	88.1	6	9	2	3.0	4.24	.889
xxix.	I use human resources available when needed in asking questions and help	59	88.1	6	9	2	3.0	4.25	.897
xxx.	I use lecture notes and lecture handouts to study	64	95.5	2	3	1	1.5	4.49	.749
	Overall Mean							**121**	**28.077**

Key: SA-Strongly Agree; A- Agree; D-Disagree; SD-Strongly Disagree; M-Mean; and STD-Standard Deviation

The result on the level of study habits of undergraduates in LCU is as presented in Table 6b. The overall mean for study habits as revealed by the responses of the undergraduates is 121 which fall between the scale "101-150". As a result, just like their colleagues in UI, undergraduates in LCU also had a high level of study habits. Specifically, the statements with the highest mean in terms of study habits of the undergraduates in LCU included, taking down important notes during discussion (mean = 4.52), highlighting important words or phrases in books during studying (mean = 4.51), using lecture notes and lecture handouts to study (mean = 4.49), having a study area where study takes place always (mean = 4.30) and planning ahead of studies to make wise use of time (mean = 4.27).

9. TEST OF HYPOTHESIS

This section of the research reports the results of the null hypothesis formulated to guide the study. The hypothesis was tested at 0.05 level of significance and the result is presented in the table below.

9.1. Hypothesis one: There is no significant relationship between study habits and use of library information resources by undergraduates in two universities in Oyo State, Nigeria

The hypothesis was tested using Pearson Product Moment Correlation and the results for the two universities are presented in Tables 9a and 9b respectively.

Table 9a Relationship between study habits and use of library information resources by undergraduates in University of Ibadan

Variables	Mean	Std. Deviation	N	r	df	Sig (p)	Remark
Study habits	115.02	13.130	321	.420**	322	000	Sig.
Use of library information resources	14.22	3.269	321				

It could be observed from Table 9a that there is a significant positive relationship between study habits and use of library information resources by undergraduates in University of Ibadan ($r = .420^{**}$; df =322; $p < 0.01$) This means that as the level of study habits increases, the utilization of library information resources by the undergraduates also increases. Thus, the null hypothesis is rejected and the alternative hypothesis that states that; there is a significant

relationship between study habits and use of library information resources by undergraduates in University of Ibadan is accepted.

Table 9b Relationship between study habits and use of library information resources by undergraduates in Lead City University

The result in Table 9b is on the relationship between study habits and use of library information resources by undergraduates in Lead City University.

Variables	Mean	Std. Deviation	N	r	df	Sig (p)	Remark
Study habits	120.82	11.358	321	.413**	322	000	Sig.
Use of library information Resources	16.00	2.322	321				

The findings in Table 9bis the same with the findings in Table 4.9a which revealed that there is a significant positive relationship between study habits and use of library information resources by undergraduates in Lead City University ($r = .413^{**}$; $df = 66$; $p < 0.01$).Study habits of undergraduates increases with the use of library information resources. Thus, the null hypothesis is rejected and the alternative hypothesis that states that; there is a significant relationship between study habits and use of library information resources by undergraduates in University of Ibadan and Lead City University is accepted.

10. Discussion of findings

10.1. Purpose of use of library information resources by undergraduates

Results showed that most undergraduates from the two universities noted that they made use of library information resources essentially to complete their class assignments and also to update their knowledge. This indicates that the library information resources seem to still be contributing meaningfully to the academic activities of the undergraduates despite the pressure exerted by different search engines. This depicts the recognition of the vital role the university libraries still play in the ivory towers. Even though undergraduates access information through the Internet, the university library serves as a complement.

This supports the findings of Agyekum and Filson (2011) who reported that most of the undergraduates made use of library information resources to supplement their class notes, assignments and for examination preparation. The report is in conformity with the findings of

Adeniran (2013) who noted that undergraduates made use of electronic resources for assignment completion and research purposes.

10.2. Frequency of use of library information resources by undergraduates

Findings revealed that most of the respondents in the two universities affirmed that they made use of computer with internet connectivity and textbooks on daily basis. Indexes and abstracts were occasionally used. There is a possibility that undergraduates could use the Internet to access social media platform for academic discussion with their friends and at times their lecturers. In addition to computer with internet connectivity, textbooks also play an important part. Most of the times, lecturers refer to these textbooks and encourage students to make use of them in the library. There is no doubt that such recommended textbooks will be heavily utilised by undergraduates in the library. As for indexes and abstracts, only undergraduates in their final year who are writing projects may be familiar with these information resources.

This agrees with the findings of Majid and Tan (2012) who discovered that the most frequently used library information resources are textbooks and electronic information resources. Relating to the frequency of use of library information resources, Hussain and Kumar (2010) stated that most of the undergraduates frequently use books, newspapers and periodicals. Ugah, (2008) and Oyedun (2012) also concurred that most undergraduates visit the library to make use of textbooks.

10.3. Location of use of library information resources by undergraduates

Most of the respondents affirmed that they made use of library information resources within the library and at times in their classrooms. This is expected as the university library provides an environment where undergraduates can use the various information resources in a conducive environment with appropriate furniture. It is also possible that even the books that were borrowed by the undergraduates may not be used in their places of abodes as they might be distracted with other things. The result obtained from this study is in variance with the findings of Muteshewa (2004) who opined that library information resources can be provided electronically through telecommunication technologies that can be accessed anywhere and at any time.

10.4. Study habits of undergraduates

Findings showed that majority of the respondents had a good and high level of study habits. This indicates that the environment in which they study was conducive, time management was not an issue, they tried as much as possible to concentrate, took necessary note and they used relevant resources. The undergraduates may be motivated to develop this level of study habits because of the type of university that they are. For the undergraduates at UI, they may come to the realisation that to succeed in the university, there is no other way than to study. While their counterparts in LCU may also be moved to develop a good level of study habits because of financial capacity that studying in a private university requires among other reasons. This aligns with the results presented by Pumaat (2016) who noted that majority of the undergraduates that were sampled had good study habits as they created time to complete their assignments as well as study at home.

10.5. Study habits and use of library information resources by undergraduates

Results revealed that in the two universities, there was a significant positive relationship between study habits and use of library information resources by undergraduates. As such, it is expected that the more the students develop good study habits, the more they should be favourably disposed towards the use of library information resources. An undergraduate who despises study will find it very difficult to use information resources in the library. This concurs with the study by Aanu & Olatoye (2011) that discovered that the use of library information resources significantly correlated with that of study habits.

11. CONCLUSION

Successful completion of university education has always been the concern of undergraduates. One means of ensuring successful completion is by the use of available library information resources to complement learning. Thereby, university libraries must strive to acquire and disseminate the right information resources for effective use by undergraduates. The ability to make use of the available library information resources could also enhance the undergraduates study habits and lead to achieving excellence in learning. Thus, the higher the student's use of library information resources, the higher the intensity of the study habits. Therefore, study habits could be said to have contributed immensely to the use of library information resources by undergraduates in universities.

12. RECOMMENDATIONS

In view of the findings, the following recommendations are made:

1. In order to sustain undergraduates' study habits**,** priority should be given to academic activities through time management. This could be achieved if the undergraduates can study in the library for a long period of time and spend little time on social activities.
2. To sustain the use of library information resources for academic activities, awareness should be sustained on the available print and non-print library information resources by library personnel. Strict attendance of orientation programmes must be maintained by undergraduates in order to be enlightened on means of effective use of the available library information resources.

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