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## Attitude as Predictor of Academic Achievement of Students in Introduction to Library Studies in Federal Colleges of Education in Southern Nigeria

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**ATTITUDE AS PREDICTOR OF ACADEMIC ACHIEVEMENT OF STUDENTS IN  
INTRODUCTION TO LIBRARY STUDIES IN FEDERAL COLLEGES OF  
EDUCATION IN SOUTHERN NIGERIA**

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**BABS FAFUNWA LIBRARY,  
ADEYEMI FEDERAL UNIVERSITY OF EDUCATION,  
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**Abstract**

Poor academic achievement in Introduction to Library Studies, GSE 112, due to attitude has been a challenge in Nigeria. Therefore, this study investigated attitude as predictor of academic achievement in GSE 112 among students in federal colleges of education in Southern Nigeria. The study adopted purposive sampling technique to select five conventional colleges of education in Southern Nigeria. Simple random sampling technique was used to administer questionnaire to 20% of student population (1340) in each of the five colleges while total enumeration technique was used to distribute questionnaire to all forty-two (42) librarians teaching GSE 112. The sample size was 1382. Two research instruments which comprised questionnaire and achievement test were used. Two research questions and two hypotheses guided the study. The study found that students' attitude towards GSE 112 was positive while their academic achievement in GSE 112 was on the average. Also, there was no significant relationship between students' attitude and academic achievement in GSE 112. Furthermore, there was no significant difference in the attitude of male and female students towards GSE 112. It was recommended that current information resources should be procured in the library while students' positive attitude should be sustained.

**Keywords:** Attitude, Academic Achievement, Nigeria

## **Background of the Study**

Teaching Introduction to Library Studies (GSE 112) is to enable students to make adequate use of the library and its resources for academic and personal development in colleges of education in Nigeria. The establishment of the library whether in public, school or academic environment is expected to be sustained by user education to enable them understand and know how to make use of the library properly. Maisango (2012) stressed that user education is the formal introduction of the physical structure of the library, its functions and the services it offers to the users. The programme is expected to include practical demonstrations for clearer understanding of the library and its resources. GSE 112, as stipulated by the National Commission for Colleges of Education, NCCE, is one of the general courses in higher institutions in Nigeria which is introduced to acquaint undergraduates with the window of opportunities available in using the institution library.

Academic achievement of students in GSE 112 in colleges of education in Nigeria is expected to be high if some factors are taken into considerations by the management of the colleges of education. Ademola (2014) described academic achievement as the results of tests conducted using standard scales got from a comprehensive scheme of work for. By implication, students' academic achievement means, the achievement or learning outcome recorded by students after they have been tested on a course. The test could be in the form of school periodic test, examination or questionnaire test. The philosophy behind achievement test is to measure the level of retention of a topic by students and also to assist the teacher in finding reasons behind poor performance and to know what to do to save the situation. It is important that achievement test covers what has been taught and is of standard.

In a survey conducted by Ogunniyi (2006), it was discovered that the academic achievement of students from the University of Ibadan and Delta State library schools were at average level. Similar study conducted by Okoroafor (2009) in the University of Ibadan and Babcock University library schools found that the academic achievement of undergraduates in cataloguing courses in the two library schools were average and most of the respondents performed better in other courses than in cataloguing courses. Furthermore, it was observed by the researchers that students' achievement in Introduction to Library Studies in some colleges of education in Nigeria is low while in some cases some students are not able to score the minimum of 40% to

enable them graduate at the end of their programme. This worrisome situation may be due to attitude.

Attitude can be defined as a predisposition of an individual or group of people towards a thing, subject, people etc which may be negative or positive. Nasr and Asghar (2011) cited George (2006) to define attitude as an emotional trend in response to affairs, persons, locating, events or ideas. Gross (2009) defined attitude as the general enduring positive or negative feelings about some person, object or issue. It is a disposition toward objects, persons, places, ideas, services and so on. Therefore, phrases as “I like science” or “I enjoy science course” enumerate as attitude. Students who have negative attitude towards a particular course or subject may likely perform lower than the one that has a positive attitude towards the same course or subject. Ogunniyi (2015) citing Mohammed and Waheed (2011) confirmed that there was relationship between students’ attitude and their academic achievement. In the same vein, Ogunniyi (2015) found that there is significant relationship between attitude and undergraduates’ academic achievement in cataloguing. Furthermore, Olagoke (2016) cited Martin et al (2000) emphasized that there was a clear positive association between students’ attitude towards sciences and science achievement. Ahmad and Asghar (2011) quoting Shrigley (1990) noted that attitude and ability scores can be expected to correlate moderately.

Also there was a moderate correlation between attitude towards science subjects and achievement. Further to these, they discovered that among 185 secondary school students of Isfahan, Iran, by attitude; when students sense that biology make a fun atmosphere in class, school and home, their positive attitudes towards biology have increased and this resulted in better achievement in biology. Equally, Sakariyau, Taiwo & Ajagbe (2016) investigated secondary school students’ attitude to towards sciences in Ogun State Nigeria and reported that students’ attitude towards sciences was positive and also influenced their academic achievement. It was also reported that male and female students have similar attitude towards science subjects in the state. Finally, Olagoke (2016) found that a low, positive and significant relationship existed between students’ attitude and achievement in Basic Science. According to him, most of the students appeared to have developed positive attitude towards learning Basic Science, and this was in line with the findings of Osborne and Collins (2000) which showed a significant and positive relationship between attitude of students and academic achievement.

Ogunniyi (2015) found that undergraduates' attitude towards cataloguing and classification in library schools in Southern Nigeria was negative. On the sources of students' attitude towards a particular course, Yusuf (2014) citing Onoshkpopokaiye (2011) stated that students draw from teachers' disposition to form their own attitude which may eventually affect their learning outcomes. Students' positive attitude may be enhanced by teachers' positive attitude towards teaching of cataloguing and classification. From the foregoing, it may be stated that students with positive attitude towards Introduction to Library Studies may likely have better academic achievement in the course than those with negative attitude. It is in this direction, that this study investigated attitude as a predictor of academic achievement in GSE 112 in colleges of education in Southern Nigeria

### **Statement of the problem**

Poor academic achievement of students in Introduction to Library Studies (GSE 112) in colleges of education in Southern Nigeria is the major concern of this study. It may be noted that some final year students in colleges of education were not able to graduate as a result of poor performance in GSE 112 with other courses. This poor performance in Introduction to Library Studies may be due to attitude which need to be addressed in improving academic achievement of students in the course. Attitude of students towards introduction to library studies whether positive or negative may be a determinant factor for recording high or poor academic achievement in the course. Students who have negative attitude towards Introduction to Library Studies may have low academic achievement in the course while positive attitude towards the course may enhance high academic performance in the course. The study therefore, investigated attitude as a predictor of students' academic achievement in Introduction to Library Studies in federal colleges of education in Southern Nigeria.

### **Objectives of the study**

The main objective of the study was to investigate attitude as a predictor of academic achievement of students in Introduction to Library Studies, GSE 112, in federal colleges of education in Southern Nigeria. The specific objectives of the study are to:

- i. examine the attitude of students towards Introduction to Library Studies in federal colleges of education in Southern Nigeria;

- ii. find out the difference between the attitude of male and female students towards Introduction to Library Studies in federal colleges of education in Southern Nigeria;
- iii. ascertain the academic achievement of students in Introduction to Library Studies in federal colleges of education in Southern Nigeria; and
- iv. determine the relationship between students' attitude and academic achievement in Introduction to Library Studies in federal colleges of education in Southern Nigeria.

### **Research Questions**

The following research questions guided the study:

1. What is the attitude of student towards Introduction to Library Studies in federal colleges of education in Southern Nigeria?
2. What is the academic achievement of students in Introduction to Library Studies in federal colleges of education in Southern Nigeria?

### **Hypotheses**

The following null hypotheses was tested at 0.05 level of significance:

- HO1: There is no significant relationship between attitude and students' academic achievement in Introduction to Library Studies in federal colleges of education in Southern Nigeria.
- HO2: There is no significant difference between male and female students' attitude towards Introduction to Library Studies in federal colleges of education in Southern Nigeria.

### **Methodology**

#### **Research Design**

Descriptive research design of the correlational type was used for this study. The design was correlation type which aimed at discovering the relationship between attitude and academic achievement of students in Introduction to Library Studies.

#### **Population of the Study**

The population of this study consist 10,439 Nigeria Certificate in Education (NCE) 2 students and 83 lecturers teaching Introduction to Library Studies in colleges of education in Southern Nigeria. This is shown in Table 1.

**Table 1: Population of all Federal Colleges of Education in Southern Nigeria**

<b>Geographical Zone</b>	<b>Name of the College</b>	<b>Type</b>	<b>NCE2 Students</b>	<b>No of GSE 112 Lectures</b>
<b>South –East</b>	Alvan Ikoku College of Education, Owerri, Imo State	Conventional	621	7
	Federal College of Education, Eha-Amufu, Enugu State	Conventional	868	10
	Federal College of Education, (Technical) Umunize, Anambra State	Specialized	893	6
<b>South-South</b>	Federal College of Education, (Technical) Asaba, Delta State	Specialized	224	12
	Federal College of Education, Obudu, Cross River State	Conventional	2232	13
	Federal College of Education, (Technical) Omoku, Rivers State	Specialized	220	1
<b>South-West</b>	Adeyemi College of Education, Ondo, Ondo State	Conventional	1,254	6
	Federal College of Education, (Special) Oyo, Oyo State	Specialized	1774	16
	Federal College of Education, Abeokuta, Ogun State	Conventional	1729	6
	Federal College of Education, Technical, Akoka Lagos State	Specialized	624	02
<b>Total</b>			10,439	83

**Source: Preliminary Survey from the Federal College of Education, Nigeria.**

### Sampling Technique and Sample Size

The study adopted purposive sampling technique to select five (5) conventional federal colleges of education across Southern Nigeria as depicts in Table 2. Conventional colleges of education offer pure courses without specializing on special course(s) like the technical colleges of education. Simple random sampling technique was used to administer questionnaire to 20% of the students in each of the five colleges of education being investigated totaling 1340, while total enumeration sampling technique was used to distribute questionnaire to all the 42 lecturers teaching Introduction to Library Studies. Therefore, the study sample size was 1382.

**Table 2: Sample Size of the Study**

<b>Geographical Zone</b>	<b>Name of the College</b>	<b>NCE2 Students</b>	<b>20%</b>	<b>No of GSE 112 Lectures</b>
<b>South –East</b>	Alvan Ikoku College of Education, Owerri, Imo State	621	124	7
	Federal College of Education, Eha-Amufu, Enugu State	868	174	10
<b>South-South</b>	Federal College of Education, Obudu, Cross River State	2232	446	13
<b>South-West</b>	Adeyemi College of Education, Ondo, Ondo State	1254	250	6
	Federal College of Education, Abeokuta, Ogun State	1729	346	6
<b>Total</b>		6704	1340	42

**Source: Preliminary survey from the Federal Colleges of Education, Nigeria**

### Data Collection Instruments

Research instruments used for data collection in this study were questionnaire for students and librarians and also achievement test for students.

### Questionnaire for NCE students

The questionnaire was titled “Introduction to Library Studies and Student Attitude Questionnaire (ILSAQ) and it has two sections.



**Section A: Demographic Information:** This section was designed to collect demographic information of the students which include, name of institution, level of study, age and gender.

**Section B: Students' Attitude towards Introduction to Library Studies:** This section listed ten (10) items to be responded to on four-point scale of Strongly Agree, Agree, Disagree and Strongly Disagree to determine students' attitude towards introduction to library studies.

#### **Questionnaire for Lecturers:**

This questionnaire has three sections and it was titled "Introduction to Library Studies, Student Attitude and Achievement Questionnaire (ILSAAQ).

**Section A: Demographic information:** The section consisted the name of the college, rank, qualification(s), degree in education, gender and work experience of lecturers teaching Introduction to Library Studies.

**Section B: Attitude of Students towards Introduction to Library Studies:** This section listed positive and negative to answer lecturer's response to gauge the attitude of majority of their students towards Introduction to Library Studies in colleges of education.

**Section C: Achievement of Students in GSE 112:** There were two questions in this section. The first question was on the average performance of students in Introduction to Library Studies with options of excellent, good, average, poor and very poor. The second question was on the average number of carryover students per session in Introduction to Library Studies with the following answer. 1-9%, 10-19%, 20-29%, 30-39%, 40-49%, 50% and above.

#### **Achievement Test in Introduction to Library Studies**

The achievement test measured the performance of students in Introduction to Library Studies which consisted of twenty questions with options a-d. The overall test score is 100% (20 x5 = 100).

#### **Validation and Reliability of the Instruments**

The content validity of the instruments was established by a critical review by experts consisting three librarians and a lecturer in the College Library and School of Education, Adeyemi College of Education, Ondo. All the suggestions from these experts were effected in the questionnaire. The instruments were tested to ensure their reliability. Spearman Brown formula and Kudar Richardson formula 20 were used to test the reliability coefficient of the questionnaire and achievement test respectively. The reliability coefficient for students revealed the following

values: attitude of students towards introduction to library studies 0.88, while achievement test in introduction to library studies was 0.52.

### **Data Collection Procedure**

Research instruments were administered by the research assistants with the supervision of the researchers. The purpose of the instruments was explained to the students before they were administered. Use of textbook(s) in answering the achievement test was discouraged. Filled questionnaire and achievement test were collected after the end of filling them. Lecturers' questionnaire were administered to them in their offices.

### **Method of Data Analysis**

Descriptive statistics, including frequencies, percentage, mean and standard deviation were used to answer research questions, while, inferential statistics such as Pearson's Product Moment Correlation Coefficient were used to analyze data for hypotheses.

### **Results and Discussion of Findings**

#### **Administration of Questionnaire and Response Rate**

**Table 3: Students' Questionnaire Distribution and Response Rate**

<b>S/N</b>	<b>Name of College</b>	<b>No. Administered</b>	<b>No. Returned</b>	<b>No. Valid</b>	<b>Percentage</b>
1	Alvan Ikoku College of Education, Owerri, Imo State	124	100	100	80.6
2	Federal College of Education, Eha Amufu, Enugu State	174	139	139	80.0
3	Federal College of Education, Obudu, Cross River	446	399	399	89.5
4	Adeyemi College of Education, Ondo	250	230	230	92.0
5	Federal College of Education, Osiele, Abeokuta Ogun State	346	319	319	92.2
<b>Total</b>		<b>1340</b>	<b>1187</b>	<b>1187</b>	<b>86.9</b>

Table 3 reveals that out of 1340 copies of the questionnaire administered to the students offering Introduction to Library Studies in the Federal College of Education in Southern Nigeria, 1187(90.58%) were retrieved and used for the analysis.

**Table 4: Lecturers' Questionnaire Distribution and Response Rate**

S/N	Name of College	No. Administered	No. Returned	No. Valid	Percentage
1	Alvan Ikoku College of Education, Owerri, Imo State	7	7	7	100.0
2	Federal College of Education, Eha Amufu, Enugu State	10	9	9	90.0
3	Federal College of Education, Obudu, Cross River	13	13	13	100.0
4	Adeyemi College of Education, Ondo	6	6	6	100.0
5	Federal College of Education, Osiele, Abeokuta Ogun State	6	6	6	100.0
<b>Total</b>		<b>42</b>	<b>41</b>	<b>41</b>	<b>98.0</b>

Table 4 shows that out of 42 copies of the questionnaire administered to the librarians in the Federal College of Education in Southern Nigeria, 41(98%) were retrieved and found usable for the analysis.

### Demographic Information of Respondents

**Table 5: Gender Distribution of Librarians and Students**

Librarians' Gender	Frequency	Percentage
Male	22	53.7
Female	19	46.3
<b>Total</b>	<b>41</b>	<b>100.0</b>
Students' Gender		
Male	442	37.2
Female	745	62.8
<b>Total</b>	<b>1187</b>	<b>100</b>

Table 5 shows 41 librarians and 1187 students participated in the study. Out of the 41 librarians, 53.7% was male while the remaining who constitutes 46.3% was also female. For the

students 37.2% were male while the remaining who constitutes 62.8% were female. The result from this table implies that the male librarians were more than the female librarians in this study and among the students the female were more than the male students.

**Answers to the Research Questions**

**Research Question 1:** What is the attitude of students towards Introduction to Library Studies in Federal Colleges of Education in Southern Nigeria?

**Table 6: Students’ Attitude towards Introduction to Library Studies**

S/No	Item	SA	A	D	SD	Mean	Std. D
1	Introduction to Library Studies (GSE 112) is an interesting course	303	731	0	153	2.99	.87
2	I really like GSE 112	593	306	0	288	3.01	1.21
3	I am not always under terrible strain in GSE 112 class	549	411	74	153	3.14	1.01
4	GSE 112 is fascinating and fun	394	566	74	153	3.01	.95
5	GSE 112 is stimulating	408	552	79	148	3.02	.96
6	The course makes me feel uncomfortable, restless and irritable	0	425	621	141	2.23	.64
7	I have always enjoyed studying GSE 112 in the College	684	232	271	0	3.34	.82
8	When I hear the word GSE 112, I have a feeling of dislike	0	429	433	325	2.09	.79
9	In general, I have a good feeling towards GSE 112	153	605	429	0	2.76	.66
10	I feel a definite negative reaction to GSE 112, its not enjoyable	0	303	441	443	1.88	.78
<b>Weighted Average</b>						<b>2.75</b>	

**Key:** SA = Strongly Agree, A = Agree, D = Disagree, SD = Strongly Disagree

**Decision Value:** 0.00 - 2.44 = Negative, 2.45 - 4.00 = Positive

Table 6 shows the attitude of students toward Introduction to Library Studies in colleges of education in Southern Nigeria. The table shows that the students agreed that: Introduction to Library Studies (GSE 112) is an interesting course ( $\bar{x} = 2.99$ ), they really like GSE 112 ( $\bar{x} = 3.01$ ),

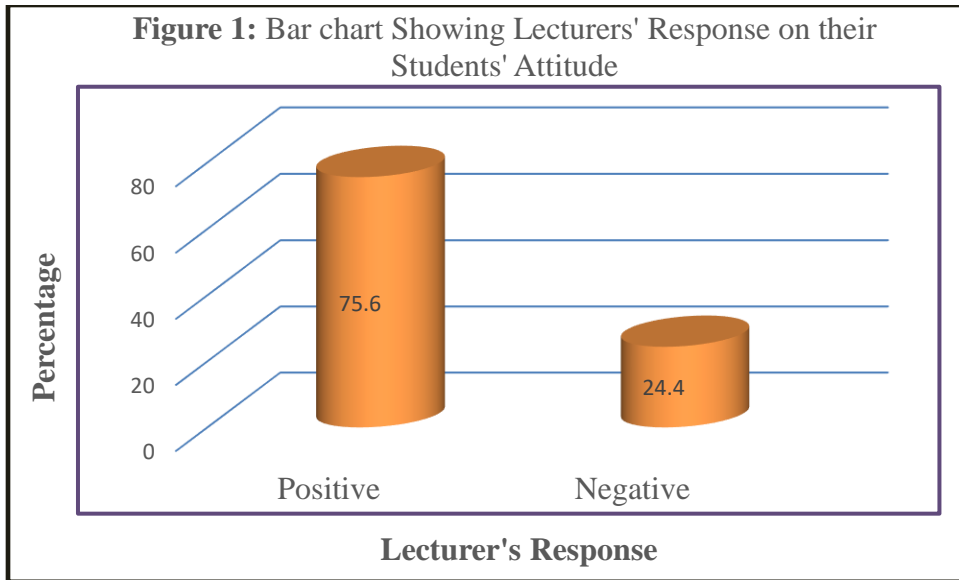
they are not always under terrible strain in GSE 112 class ( $\bar{x} = 3.14$ ), GSE 112 is fascinating and fun ( $\bar{x} = 3.01$ ), GSE 112 is stimulating ( $\bar{x} = 3.02$ ), they have always enjoyed studying GSE 112 in the College ( $\bar{x} = 3.34$ ) and that they have a good feeling towards GSE 112 generally ( $\bar{x} = 2.76$ ). Furthermore, the table also shows that the students disagreed to the following: the course makes them feel uncomfortable, restless and irritable ( $\bar{x} = 2.23$ ), when they hear the word GSE 112, they have a feeling of dislike ( $\bar{x} = 2.09$ ) and feel a definite negative reaction to GSE 112, its not enjoyable ( $\bar{x} = 1.88$ ). Meanwhile, based on the value of the weighted average (2.75 out of 4.00 maximum value obtainable) which falls within the decision value for positive, it can be inferred that the attitude of students towards Introduction to Library Studies in federal colleges of education in Southern Nigeria is positive.

Also, the lecturers were asked to indicate the attitude of the majority of their students towards Introduction to Library Studies. A total of 41 lecturers responded to this question and the results are presented in Table 7.

**Table 7: Indication of the Attitude of Students by the Lecturers**

<b>Response</b>	<b>Frequency</b>	<b>Percentage</b>
Positive	39	75.6
Negative	2	24.4
<b>Total</b>	<b>41</b>	<b>100.0</b>

As shown in Table 7, 39(75.6%) of the lecturers indicated positive attitude of their students and 2(24.4%) indicated that their students have negative attitude towards Introduction to Library Studies. Figure 1 further presents the result in a bar chart.



**Research Question 2:** What is the academic achievement of students in Introduction to Library Studies in Federal Colleges of Education in Southern Nigeria?

**Table 8: Level of Academic Achievement of Students in Introduction to Library Studies**

Score	Frequency	Percentage	Mean	Std. Deviation
0 – 39	206	17.4		
40-49	127	10.7		
50-59	148	12.5	59.36	21.13
60-69	212	17.9		
70 and above	494	41.6		
<b>Total</b>	<b>1187</b>	<b>100</b>		

**N = 1187**

**Highest Mark Obtainable =100**

**Decision Value: Low 0.00-39.00. Average 40.00-69.00, High 70.00-100.00.**

Table 8 shows the level of academic performance of students in tertiary institutions. The result from the above table shows that 17.4% of the students scored between 0 and 39, 10.7% scored 40–49, 12.5% scored 50–59, 17.9% scored 60–69 while the remaining students who constituted 41.6% scored 70 and above. The overall mean score of the students is 59.36 (a value

within the range of decision value for average) with standard deviation value of 21.13. Based on this result and in line with the decision value, it can be inferred that the level of academic achievement of students in Introduction to Library Studies in federal colleges of education in Southern Nigeria is average.

The lecturers were also asked about the average performance of their students in Introduction to Library Studies. Their response is presented in the Table 9.

**Table 9: Lecturers’ Assessment of Academic Achievement of Students in GSE 112**

<b>Response</b>	<b>Frequency</b>	<b>Percentage</b>
Excellent	2	4.9
Good	22	53.7
Average	17	41.5
Poor	0	0
Very Poor	0	0
<b>Total</b>	<b>41</b>	<b>100.0</b>

The lecturers that indicated that their students performed excellently were 2(4.9%), those that indicated good were 22(53.7%) while those that indicated average performance were 17(41.5%). However, the table also shows that none of the lecturers indicated poor and very poor performance.

**H<sub>01</sub>:** There is no significant relationship between attitude and students’ academic achievement in Introduction to Library Studies in Southern Nigeria.

**Table 10: Relationship between Attitude and Students’ Academic Achievement**

<b>Variable</b>	<b>Mean</b>	<b>Std. D</b>	<b>N</b>	<b>r</b>	<b>Sig(p)</b>	<b>Remark</b>
Students’ Attitude	29.49	7.54	1187	-.036	.213	Not Significant
Academic Achievement	59.36	21.13				

Table 4.19 shows the relationship between attitude and students' academic achievement in Introduction to Library Studies. The table shows a negative and not significant relationship exists between students' attitude and their academic achievement ( $N = 1187$ ;  $r = -.036$ ;  $p > 0.05$ ). Therefore, the relationship between attitude and students' academic achievement in Introduction to Library Studies in Southern Nigeria is not significant. Hence, hypothesis 3 is accepted.

**Ho2:** There is no significant difference between male and female students attitude towards Introduction to Library Studies in Federal Colleges of Education in Southern Nigeria.

**Table 11: Summary of T-test Showing Male and Female Students' Attitude towards Introduction to Library Studies**

Test Variable (Attitude)	Grouping Variable (Gender)	N	Mean	Std. D	Df	T	Sig.	Remark
ATTITUDE TOWARDS INTRODUCTION TO LIBRARY STUDIES	Male	442	29.77	11.61	1185	.944	.345	Not Significant
	Female	745	29.34	3.25				

Table 4.20 shows that the difference in the attitude of male and female students towards Introduction to Library Studies in federal colleges of education in Southern Nigeria. The table shows that the mean score for male students is 29.77, while that of the female students is 29.34. The values of the mean scores do not reveal an appreciable difference. Therefore, there is no significant difference in the attitude of male and female students towards Introduction to Library Studies in Federal Colleges of Education in Southern Nigeria ( $df = 1185$ ;  $t = .944$ ;  $p > 0.05$ ). Hence, hypothesis 4 is accepted.



## **Discussion of Findings**

The study focused on attitude as predictors of students' achievement in Introduction to Library Studies, GSE 112, in federal college of education in Southern Nigeria. The study found that students' attitude towards Introduction to Library Studies was positive. This is contrary to Yusuf (2014) and Ogunniyi (2015) findings that students have negative attitude towards cataloguing and classification, which are topics under GSE 112. Positive attitude towards GSE 112 may affect their academic achievement in the course. The study discovered that academic achievement of student was at average level which is in accordance with Ogunniyi (2015) finding on academic achievement of undergraduates in library schools in Southern Nigeria. The finding is a serious issue which must be properly taken care of in order to achieve high academic achievement of students in introduction to library studies in colleges of education in Nigeria.

The study found that there was no significant relationship between students' attitude and academic achievement in Introduction to Library Studies in federal colleges of education in Southern Nigeria. Contrariwise, Ogunniyi (2015) discovered that there was no correlation between attitude and academic achievement of undergraduates in cataloguing in library schools in Southern Nigeria. Other studies affirming correlation between attitude and students' academic achievement are: relationship between attitude of students and their academic achievement in mathematics (Michelli 2013), in calculus (Li, 2012) and in biology (Adodo and Oyeniyi 2013). The study discovered that there was no significant difference in the attitude of male and female students towards Introduction to Library Studies in federal colleges of education in Southern Nigeria. The finding may not be unconnected with majority of the students' attitude been positive towards the course.

## **Conclusion**

The study established that students' attitude towards Introduction to Library Studies was positive. Also, the level of academic achievement of students in Introduction to Library Studies achievement test was at average level while there was no significant relationship between students' attitude and academic achievement in Introduction to Library Studies in federal colleges of education in Southern Nigeria. Finally, there was no significant difference in the attitude of male and female students towards Introduction to Library Studies in federal colleges of education in Southern Nigeria.

## Recommendations

Based on the findings of the study, the following recommendations were made to improve students' academic achievement in Introduction to Library Studies in federal colleges of education in Nigeria:

1. Students' positive attitude should be sustained by lecturers by enlightening them on the importance of the course;
2. Large classes should be divided into smaller groups; this strategy will enable lecturers to be able to manage their classes effectively; and
3. Current and relevant information resources should be provided and made available in the library for students' use because availability of information resources is likely to enable them to have positive attitude towards the course.

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