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Library Environment Affecting the Study Habits and Academic Performance of Students of SJCB

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ABSTRACT

This study assessed the effect of the library environment on the study habits and academic performance of students at Saint Joseph's College of Baguio. A descriptive research design was employed, utilizing a self-made questionnaire to collect data from 240 first-year students enrolled in various programs. The collected data were analyzed using statistical tests, and the findings were drawn upon to draw meaningful conclusions and provide recommendations for future research and institutional practices. The study revealed that the library environment significantly influences students' study habits and academic performance. The assessment of the library environment indicated that factors such as cleanliness, availability of resources, comfortable lighting, and responsive staff had a considerable impact on students' academic endeavors. Moreover, significant differences were observed among different academic programs, emphasizing the need for tailored interventions to cater to program-specific requirements and preferences. However, the study also identified some limitations, such as the small sample size and the single-institution focus, which may limit the generalizability of the findings. Recommendations for future research include expanding the sample size, incorporating longitudinal studies, employing mixed methods approaches, and exploring additional variables that may contribute to the relationship between the library environment and student outcomes. Based on the conclusions and recommendations, it is suggested that educational institutions prioritize the maintenance, improvement, and customization of library resources and services to meet the diverse needs of students. Institutions should use the study findings to inform their policies and practices regarding the library environment, creating a conducive and supportive space that enhances students' study habits and academic performance. This study contributes valuable insights into the significance of the library environment in facilitating students' academic success. By addressing the limitations and implementing the recommendations, future research can further enhance our understanding of the complex dynamics between the library environment, study habits, and academic performance, leading to improved strategies and practices in educational institutions.

INTRODUCTION

Creating a conducive and charming environment for students to help them cultivate good study habits must be the topmost priority of any university in the world. For universities to cultivate these habits, sound and effective libraries come to mind with the primary aim of contributing towards sound academic performance. The essence of the use of libraries is to provide an ideal environment and vital information resources for students to develop and sustain good study habits that are necessary for outstanding academic performance (Jato *et al.*, 2014)

Every student needs to improve his/her performance to become better and achieve greater academic prospects and there are a lot of ways to achieve that. One of the best ways is going to a library. According to Longman Dictionary 6th Edition, "A library is a room or building containing books that can be looked at or borrow." A library is indeed a good place for every person, especially students. It is not only a place to read books, but a library is a place for students to do a lot of activities that are related to their studies. They can read books, find new information, have group meetings and many other things.

Academic libraries play a significant role towards the achievement of the goals of tertiary institutions and hardly would academic institutions be able to provide for the academic, intellectual, and other interests and information needs of students without the services of good libraries. This is because a good library and information services have been noted as essential ingredient for research, successful teaching, and learning (Caroline & Husne, 2018).

Thus, (Jato *et al.*, 2014) affirmed that "it is imperative for the students to nurture good study habits that will prepare them for outstanding performance in their academic endeavor and this is achievable via effective use of a library". Habits are a well-planned and deliberate pattern of study which has attained a form of consistency on the part of the students toward understanding academic subjects and excel at examinations. Therefore, a student's study habit is a life-long continuous and regular performance of the act of reading. In a similar submission, (Gurcu & Husne, 2009) subscribed that "habit of using libraries means continuous and regular use of a library by the individual to meet his/her intellectual requirements". Meeting these intellectual requirements

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reveals that students have gained the habit of reading and developed skills necessary for using libraries. Related library resources to students' learning outcomes and found that the use of library resources was associated significantly with better learning outcomes. The Study habits and academic performance are at times used interchangeably (Haliru *et al.*,2015). Hence, (Danskin & Burnett, 2005) found that students getting higher marks had more effective study habits as compared to students who had ineffective study habits and thus lagged behind in studies. Similarly, (Bashir & Mattoo, 2012) found academically poor achievers to have less effective study habits as compared to academically high achievers. The authors further submit that students who got more scholarships had better study habits than the students who did not have or achieve scholarships. This is why (Moruf, 2015) concluded that library and education are two inseparable vital institutions of socialization in a child developmental process. The author emphasizes that the provision of library services is vital and indispensable to all levels of education. Hence, the essence of libraries is to promote and complement education.

(Monu, 2020) in his study explored the role of academic libraries to achieve academic excellence in academic institution and pointed out that academic library must play very important role because academic institutions are incomplete without a good library. Academic libraries help to impact positivity on academic achievement. It supports various educational programs that develop students' skills in locating and using information. The academic library provides students with lifelong learning skills and develops interest and creativity empowering them to live as responsible citizens. Librarians and library staff do help students to access and use quality information and resources which help them to enhance their study and explain to them how to browse the latest technologies which will help them to improve and strengthen their learning. In general, students are unaware of the value of having a library. Most students rarely know how to use the library to its best capacity, resulting in underutilization. Most students go to the library to hang out with their friends and talk about things that have nothing to do with their classes. Worst case scenario is when students utilize the library as a sleeping and dating location. In a modern educational system where knowledge and its sources are critical to students' performance and academic progress, it is essential that students understand and utilize the benefits that a library can give. When people realize the advantages, their approach changes.

Philippines' educational system is like others. Libraries play a major role as a provider of reliable resources and beneficial information here, just as in other countries. At the same time, due to late development of the country, many students are having trouble comprehending the concept of a modern library. One way to mitigate this

problem is to encourage the students to embrace using the traditional library in their academic studies and explaining its benefits.

The academic library of Saint Joseph's College of Baggao is an institution that supports curricular programs. It caters to the needs of the students and researchers. Through quality services and reliable resources, users have better opportunities to do their assignments, reports, research works, projects, and other academic pursuits. In this light, the researcher decided to conduct this study to find out the effect of library environment on the study habits and academic performance of first year students of SJCB.

METHODOLOGY

Research Design

In this study, the researchers employed a descriptive research method to examine the impact of the library environment on students' study habits and academic performance. The descriptive method allowed for a comprehensive assessment and analysis of the relationship between these variables. By collecting data on the library environment, study habits, and academic performance of students, the researcher aimed to provide a detailed understanding of how the library environment influences students' study habits and, subsequently, their academic performance. This approach enabled the researcher to gather valuable insights and generate a comprehensive overview of the subject matter.

Participants

The study focused on a sample of 240 first-year students from various programs at Saint Joseph's College of Baggao during the academic year 2022-2023. The selection of respondents was conducted using a random sampling method to ensure a representative sample. The random sampling method helped in minimizing bias and ensuring that each student had an equal chance of being included in the study.

Instrumentation

The researchers utilized a self-designed questionnaire that underwent validation by the research adviser and the Director of Research of Saint Joseph's College of Baggao to ensure its content accuracy. The questionnaire was divided into two parts. Part 1 focused on gathering the profile information of the respondents, while Part 2 delved into the factors of the library environment that potentially influence students' study habits and academic performance at SJCB. The inclusion of both parts allowed the researchers to obtain a comprehensive understanding of the participants' characteristics and perceptions regarding the library environment.

RESULTS AND DISCUSSIONS

Table 1: Frequency and Percentage Distribution of Respondents According to program.

| Program | Frequency | Percentage |
|--------------|------------|------------|
| BSED | 27 | 11.3 |
| BEED | 27 | 11.3 |
| ABEC | 19 | 7.9 |
| BSSW | 28 | 11.7 |
| BSIT | 28 | 11.7 |
| BLIS | 27 | 11.3 |
| BSTM | 28 | 11.7 |
| BSBA | 28 | 11.7 |
| BSCRIM | 28 | 11.7 |
| Total | 240 | 100 |

Table 1 provides a comprehensive overview of the frequency and percentage distribution of respondents based on their respective programs. The table includes information on various programs and the corresponding number of respondents enrolled in each program. The total number of respondents for the study is 240. Each program is listed, accompanied by the frequency, which represents the number of respondents from that particular program. The percentage column showcases the proportion of respondents within each program relative to the total number of respondents. Specifically, there are 5 programs accounting for 11.3% each, 3 programs representing 11.3% each as well, and 1 program comprising 7.9% of the total respondents. These percentages sum up to a total of

100%, encompassing the entire respondent population. Thus, the distribution of respondents across different programs indicates that the study has captured a diverse sample representing various academic disciplines. This variety in program representation strengthens the generalizability of the findings, as it reflects a broader range of perspectives and experiences. The implications of this distribution highlight the relevance of the study's findings not only to specific programs but also to the broader student population at Saint Joseph's College of Baggao. It emphasizes the need for comprehensive interventions and strategies that can cater to the diverse needs and academic contexts of students from different programs.

Table 2: Frequency and Percentage Distribution of Respondents According to Gender

| Gender | Frequency | Percentage |
|--------------|------------|------------|
| Female | 145 | 60.4 |
| Male | 95 | 39.6 |
| Total | 240 | 100 |

Table 2 presents the gender distribution of the respondents in the study, comprising a total of 240 students. The table indicates that majority of the respondents are female, accounting for 145 individuals or 60.4% of the total sample. On the other hand, the male respondents represent a minority, with 95 individuals or 39.6% of the total. The gender distribution of the respondents reveals an interesting aspect of the study sample. The higher representation of female students suggests a potential gender disparity in participation or willingness to engage in research studies. This finding could prompt further investigation into the factors influencing research participation among male students. Additionally, it highlights the need for future studies to ensure diverse gender representation to obtain a more comprehensive understanding of the research topic. Moreover, the gender distribution findings could have implications for the interpretation and generalizability of the study's results. It is important to consider potential gender-related nuances when analyzing the impact of the library environment on study habits and academic performance, as different genders may perceive and

respond to the environment differently. By acknowledging and addressing gender-related considerations, researchers and educators can develop targeted interventions and strategies to promote equitable academic outcomes for all students.

Assessment on the factors of library environment that affects the study habits and academic performance of students

Table 3a presents the respondents' assessment of the factors related to the library environment that affect their study habits and academic performance. The ratings for most of the questions in the table are above 4.00, indicating that students perceive a large or very large extent of the library collections' impact on their study habits and academic performance. The highest rating is attributed to question 2.1, which suggests that the library provides accurate and reliable resources. This finding aligns with previous research by (Aina, 2011) which highlighted that the availability of relevant information materials and a conducive learning environment contribute to increased

Table 3: Respondents' Assessment on the factors of library environment that affects the study habits and academic performance of students

| Library Collections | Mean | Descriptive Interpretation |
|---|--------------|----------------------------|
| The library provides accurate and reliable library resources. | 4.43 | Very Large Extent |
| The library provides adequate copies of books of each subject. | 4.10 | Large Extent |
| The library provides updated library resources. | 4.09 | Large Extent |
| The collections of the library meet the information needs of the users. | 4.17 | Large Extent |
| The collections are well organized. | 3.87 | Large Extent |
| The collections are neat and clean. | 3.99 | Large Extent |
| The collections are all in good condition. | 4.01 | Large Extent |
| The magazines and fiction books are good for entertainment. | 4.05 | Large Extent |
| The collections are very accessible to all users. | 4.18 | Large Extent |
| The library ensures safety and security of all the collections | 4.35 | Very Large Extent |
| Overall Mean | 4.124 | Large Extent |

library usage. Another study by (Ababio *et al.*, 2012) also supports these results, indicating that current and relevant materials play a significant role in influencing students' overall perception of the library's service quality. However, the lowest rating is associated with question 2.5, which addresses the organization of collections. This indicates that students perceive the organization

of library collections to be in a large extent but not as strongly as the other factors. Moreover, the findings of this assessment highlight the positive influence of the library collections on students' study habits and academic performance. However, it also suggests the need for improvement in the organization of collections to further enhance the library environment

Table 4: Respondents' Assessment on the factors of library environment that affects the study habits and academic performance of students

| Library Services | Mean | Descriptive Interpretation |
|--|-------------|----------------------------|
| The library facilities are neat and clean. | 4.42 | Very Large Extent |
| The library provides enough tables and chairs for users who wish to use the library | 4.04 | Large Extent |
| Individual carrels are provided to support individual learners. | 4.11 | Large Extent |
| The lighting at the library makes reading comfortable. | 4.15 | Large Extent |
| The library has good air ventilation that makes reading even more relaxing. | 3.97 | Large Extent |
| The internet facility has enough number of computers for users. | 3.75 | Large Extent |
| Borrowing and returning is a service that is convenient for users who wish to extend the usage of a library material | 4.03 | Large Extent |
| The library provides a discussion room that is perfect for group study or meetings. | 4.23 | Very Large Extent |
| The library promotes inclusivity, that is, all students, teachers even visitors are welcome to use the library | 4.27 | Very Large Extent |
| The librarians and library staffs are responsive to the information needs of the users. | 4.44 | Very Large Extent |
| Overall Mean | 4.14 | Large Extent |

and better meet the students' needs. Table 4 presents the respondents' assessment of the factors related to the library environment that impact their study habits and academic performance. Each factor is accompanied by its corresponding mean score and a descriptive interpretation. The mean scores indicate the extent to which the respondents perceive the influence of each factor. The table reveals that most of the factors received ratings above 4.00, indicating that the students

perceive a large or very large extent of library services in relation to their study habits and academic performance. The highest rating, with a mean score of 4.44, is for question 2.20, which states that "the librarians and library staff are responsive to the information needs of the users." This suggests that students highly appreciate the support and assistance provided by the library staff. On the other hand, the lowest rating, with a mean score of 3.75, is for question 2.16, which states that "the internet

facility has enough number of computers for users.” This finding aligns with a study conducted by (Ababio et al., 2012), which investigated students’ satisfaction levels with different service components of the Kumasi Polytechnic Library in Ghana. The study found that students highlighted the need for improvement in areas such as course materials, computers, and internet facilities.

Moreover, the findings indicate that the library services provided at SJC B have a positive impact on the students’ study habits and academic performance. However, there is room for improvement, particularly in areas such as

internet facility availability. The high ratings for most factors suggest that the library is generally meeting the students’ needs and expectations, fostering an inclusive and supportive environment. These findings can inform the development of strategies and initiatives to further enhance library services and better support students’ academic endeavors.

Test of Significant Difference

Table 5 presents the results of a test conducted to determine the significant difference in the perceived

Table 5: Test of Significant Difference on the perceived effect of the respondents on the library environment when grouped according to their program

| Profile | T-Value | P-Value | Decision |
|---------|---------|---------|-----------|
| Program | 5.262 | 0.000 | Reject Ho |

effect of the respondents on the library environment when grouped according to their program. The test used a one-way analysis of variance (ANOVA) to compare the means of different student groups based on their program. The t-value obtained from the analysis is 5.262, indicating the extent to which the means of the different groups differ from each other. The p-value, calculated as 0.000, represents the probability of obtaining the observed result by chance alone.

Based on these results, the decision is to reject the null hypothesis (Ho) since the p-value is less than the predetermined significance level of 0.05. This indicates that there is a statistically significant difference among the group means in terms of their perception of the library environment.

The significant result implies that the variable of program has an effect on the outcome variable that was measured in the study. It suggests that students from different programs have varying perceptions of how the library environment impacts their study habits and academic performance. This finding highlights the importance of considering program-specific factors when designing interventions and strategies to optimize the library environment for students across various academic disciplines.

Multiple Comparison Table

The Multiple Comparison Table presents the results of a post hoc test conducted to examine specific differences between pairs of student groups based on their program, following the significant findings from the one-way ANOVA test. The test aims to determine which groups differ from each other in terms of their means.

The table includes the p-values, which indicate the probability of obtaining the observed differences by chance alone. Additionally, the “Significant” column indicates whether the differences between the groups are statistically significant at the 0.05 level of significance.

Based on the results, there are several pairs of groups that exhibit significant differences:

| Test | P-Value | Significant |
|---------------|---------|-------------|
| BEED vs. BSTM | 0.038 | YES |
| BEED vs. BLIS | 0.037 | YES |
| ABEC vs. BSTM | 0.001 | YES |
| ABEC vs. BSIT | 0.013 | YES |
| ABEC vs. BLIS | 0.001 | YES |

The observed significant differences between specific pairs of programs underscore the varying effects of these programs on the outcome variable measured in the study. This highlights the crucial role of program-specific factors in the analysis of the impact of the library environment on study habits and academic performance. By recognizing these differences, the study offers valuable insights into the distinct experiences and perceptions of students across different programs. This knowledge is instrumental in informing the development of tailored interventions and strategies aimed at optimizing the library environment to cater to the unique needs of each program. Understanding how students from different programs perceive and interact with the library environment is essential for creating targeted initiatives that effectively support their study habits and academic performance. By considering program-specific factors, educational institutions can enhance the overall library experience and promote a more productive and beneficial learning environment for all students.

Table 6 presents the results of an independent sample t-test conducted to examine the significant difference in the perceived effect of the respondents on the library environment when grouped according to their gender. The t-test compares the means of two groups, in this case, male and female students, to determine if there is a statistically significant difference between their perceptions.

The t-value obtained from the analysis is 2.912, which reflects the magnitude of the difference between the means of the two groups. The p-value is calculated

Table 6: Test of Significant Difference on the perceived effect of the respondents on the library environment when grouped according to their Gender

| Independent Sample T-test | | | |
|---------------------------|---------|---------|-----------|
| Profile | T-Value | P-Value | Decision |
| Gender | 2.912 | 0.089 | Accept Ho |

as 0.089, indicating the probability of obtaining the observed result by chance alone. Based on these results, the decision is not significant since the p-value is greater than the predetermined significance level of 0.05. This implies that there is no statistically significant difference between the means of male and female students in terms of their perception of the library environment's effect on their study habits and academic performance.

These findings suggest that gender does not play a significant role in influencing students' perceptions of the library environment. Therefore, when considering interventions and strategies to improve the library environment, gender may not be a crucial factor to address. However, it is important to note that this result is specific to the studied population and context.

CONCLUSIONS

This study examined the effect of the library environment on the study habits and academic performance of students at Saint Joseph's College of Baggao. The findings revealed that the library environment plays a significant role in influencing students' study habits and academic performance. The assessment of the library environment showed that various aspects of library services, such as cleanliness, availability of resources, comfortable lighting, and responsive staff, were perceived to have a substantial impact on students' academic endeavors.

Furthermore, the study highlighted the importance of considering program-specific factors when addressing the library environment's influence on students. Significant differences were observed among different academic programs, suggesting that each program may have unique requirements and preferences when it comes to utilizing library resources and facilities. These findings underscore the need for tailored interventions and strategies to enhance the library environment based on the specific needs and expectations of different academic programs. Interestingly, the study did not find a significant difference in the perceived effect of the library environment based on gender. This implies that both male and female students perceive the library environment similarly in terms of its impact on their study habits and academic performance. However, further research could delve deeper into understanding the potential nuances of gender in relation to the library environment to gain a more comprehensive understanding.

Moreover, this study contributes valuable insights into the significance of the library environment in facilitating students' study habits and academic performance. The findings emphasize the importance of maintaining a conducive and supportive library environment that meets

the diverse needs of students across different academic programs. By addressing these factors, educational institutions can create an environment that fosters effective studying, enhances academic performance, and ultimately supports the overall success of students.

RECOMMENDATIONS

Based on the weaknesses identified in the study, several recommendations can be made to address these limitations and enhance future research in this area.

Future studies should aim to increase the sample size and include a more diverse population of students from multiple institutions. By expanding the sample size, researchers can improve the generalizability of the findings and provide a more comprehensive understanding of the relationship between the library environment, study habits, and academic performance.

Researchers should consider conducting longitudinal studies to examine the long-term effects of the library environment on students' study habits and academic performance. By tracking students' progress over an extended period, researchers can capture any changes or trends in their study habits and academic performance and assess how these relate to the library environment.

It is recommended to employ mixed-methods approaches in future studies. While the current study used a quantitative approach, integrating qualitative methods such as interviews or focus groups can provide a deeper understanding of students' perceptions and experiences regarding the library environment. This can add richness to the findings and offer valuable insights into the specific aspects of the library environment that students find most influential.

Researchers should consider exploring other variables that may contribute to the relationship between the library environment and student outcomes. Factors such as individual learning styles, socio-economic backgrounds, and technological advancements could be examined to provide a more comprehensive understanding of the complex dynamics at play.

Institutions should use the findings from this study and future research to inform their policies and practices regarding the library environment. By prioritizing the maintenance, improvement, and customization of library resources and services to meet the needs of different academic programs, institutions can create an environment that optimizes students' study habits and ultimately enhances their academic performance.

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