Effect of Library Use and Students' Academic Achievements at University Level

Khadija Sittar*, Sumaira Munawar**, Ijaz Ahmad***

*Assistant Professor, Department of Education, Lahore Leads University, Lahore, Punjab, Pakistan. drkhadijasittar@leads.edu.pk

**Assistant Professor, Department of Education, Lahore Leads University, Lahore, Punjab, Pakistan. hod.education@leads.edu.pk

***Professor, Department of Education, Lahore Leads University, Lahore, Punjab, Pakistan. ijazahmad56@gmail.com

A B S T R A C T

Libraries are also crucial in enhancing the academic development of students through availing varied learning materials, technologies, and academic facilities. This research looked at how academic performance of students in the university level is influenced by library use. The quantitative research design was utilized, and a survey design was adopted to gathering data about a randomly chosen group of 350 undergraduate and graduate students at Lahore Leads University. Students were measured by using a self-developed questionnaire to determine their perception towards using a library, learning experiences and how it impacts their academic performance. Descriptive and inferential statistics were used to analyze the data with SPSS. The results showed that students were in strong agreement on the fact that frequent library attendance has a positive influence on their academic performance, grades, research skills and a favorable environment to study. Students also testified that library assistance, opportunity to access academic journals, workshops and online materials, helped a lot in strengthening their learning experiences. Nevertheless, other students reported an ambivalent attitude towards the access to books and sufficiency of libraries. All in all, the findings showed that there was a positive relationship between academic achievement and library use. The study concludes that the university libraries are still important learning centres despite the emergence of digital resources. It is suggested to increase academic achievement in students through enhancing digital collections, improving physical facilities and providing information literacy programs. The study assists in the comprehension of how positive academic results could be achieved in higher learning with the help of the effective use of libraries.

Introduction

Libraries are a part and parcel of the academic life of college students. They are storage of knowledge, offer users numerous resources and are conducive places where one can study and learn. To create library service and improve academic activities of students, it is necessary to know how students use libraries. Research Outline This research proposal involves a study to be conducted to relate the use and preference of libraries among undergraduate students in the university. In the past decades, university libraries have been radically transformed to meet the evolving learning requirements and technological

advancements. And it is not even to say with the internet and digital resources that university students now can access loads of material that could only be found in the collection of physical libraries in the past. The assessment of how students engage with the physical and digital libraries is important to meet academic demands" (Wong & Radford, 2019). In order to better the university students, academic experience, and if we may say increase the libraries and library services needs to be known how the university students make use of libraries. Despite its limitations, this research proposal presents a comprehensive analysis of the university student users' preferences, usage, constraints, and impact of technology on libraries. Library administrators as well as the academic community will benefit from understanding what was found in this research study (Johnson & Smith, 2020). From school to public to academic libraries, there are many ways to tabulate the effect of library services on academic performance. These methods can change depending on the individual research being done.

Numerous research demonstrated the connection between information literacy initiatives and academic success. According to Hicks (2018), "information literacy knows when and why you need information, where to find it, and how to evaluate, use, and communicate it in an ethical manner" is the definition of information literacy (IL). Information literacy is a component of what students learn. Generally speaking, it involves system organization, resource location using information tools, and orientation to library resources, services, and facilities (Luo, 2017). Results of study Lee, and Lammers, (2019) indicate that library teaching is not necessary, despite the fact that many instructors believe graduate students have mastered the fundamentals of research from their undergraduate years.

Cohen (2017) study was one of the first to examine the relationship between academic success and information literacy. Given that the grade point average at the conclusion of the semester was the criterion employed, she looked into the link between library orientation and academic achievement for first-year college students enrolled in English classes. She had measured the use of library skills using the Library Orientation Test (LOT). The link was found using multiple regression analysis. She discovered that LOT seemed to be a reliable indicator of college achievement. A research of the tools and techniques utilized in information teaching offered at Jordan's private university libraries was carried out by (Xie, & Cool, 2018).

Various teaching strategies were shown to be ineffective in teaching information literacy in a variety of ways. To examine the data, he employed the Statistical Package of Social Sciences (SPSS). He discovered that 85.7% of the libraries that responded did not provide credit or non-credit courses that focused on using libraries and did not include any exercises or units in the curricula. Allocating specialized credit or non-credit courses that will encourage and boost library use has been advised. An expansion of a recent study conducted by Wong and Cmor in July 2011 looked into the possibility of a relationship between students' academic success in higher education settings and their attendance in libraries.

According to the study, there is a greater likelihood that offering more than one or two library workshops will have a favorable effect on the final GPA. The findings show that, assuming a set amount of workshops is offered, library teaching and academic achievement are directly correlated. In terms of graduate students, a programme for library education has been developed by Mahendra and Costello (2020). Many professors held the view that graduate students already knew the fundamentals of conducting research and composing a thesis. In the end, just 14% of the students had any prior library teaching at the graduate level. It has been suggested that as a prerequisite for their master's degree, students should enroll in the Research Foundation course.

A survey of the literature is the first step in the library instruction process. During a 50-minute visit, the librarian will discuss material organization, research techniques, and information retrieval with the students. Students are welcome to sign up for one-on-one consultations at any time during their research process after the session. Since then, this approach has flourished, but two benefits have emerged from in-class library instruction:

i. Every graduate student has the opportunity to learn about fundamental library techniques and
ii. It works well.

The use of automated library systems is another sign of library use that might influence academic progress. Van Dijk (2006) performed a recent research. He looked into how Nigerian university students used automated electronic information services in relation to their academic achievement. In several Nigerian universities, automated library services have modernised internet usage. The goal of Ossai-Ugbah's study was to determine how automated library services and use affected users. He developed four null hypotheses and tested their significance using the Chi-square test of significance. The findings indicate a noteworthy correlation between the academic achievement of pupils who have automated library access and those who do not. This implies that the methods for obtaining information are evolving along with the ways in which it is accessed (Anderson & Perez, 2021).

Association of Library Use and Academic Performance

This has been the subject of much research and scholarly inquiry on the correlation between academic performance and library usage. Libraries are critical to academic success, helping students to access information, think critically and address their education. Time passed in libraries per se is the other potential high-impact factor in a number of studies examining the use academic libraries and students" grades and academic success but as Gullikson examines the literature on library use and academics success, time spent in library does not have a consistent or obvious effect in the research (Bopp & Smith, 2020). The question of where the link between library use and academic outcomes lies is not a simple one and it is essential to understand the impact of a number of different variables including the types of libraries used, how often and what types of materials are used, the availability and level of library services and programmes on academic performance among students attained analysis of the correlation between the library use and students" performance. Research has suggested that learners who make use of library resources and services have higher academic outcomes across all education levels**.** For instance, studies have shown a positive relationship between library use and academic success such as GPA, scores on standardised tests and graduation rates (Larson & Kowalsky 2018; Johnson & Smith 2020). Moreover, for children to build their information literacy skills - skills they need to do homework and research and to judge the accuracy of information (Anderson & Perez, 2021) - libraries are key.

Statement of the Problem

It has been noted that the university library is consistently overflowing during test periods but has minimal usage after exams conclude. However, in order to receive the kind of high-quality education that the library is meant to provide, one must first have the necessary abilities and knowledge to consistently use the resource efficiently. Few studies have examined the effects of library course usage on students' use of faculty of education libraries' information resources, despite some user education research on undergraduates' use of academic libraries and their resources. Undergraduates may find pertinent materials through library usage, which has been observed to rely on the user's educational background. So that the researcher explore the Effects of Library Use on Students' Academic Achievement at University level.

Objectives of the Study

The objectives of the study were followings:

1. to find the effects of library use on students' academic achievement at university level.

Significance of the Study

One of the basic responsibilities for libraries in educational institutions is to provide access to different types of information, including multimedia products, books, periodicals, and databases for their users. As a resource for students who want to delve deeper into course material, research, and explore academic topics, these sites work really well. Moreover, libraries often have access to archive materials and specialized collections that can facilitate academic work and interdisciplinary research. With respect to the promotion of a reading culture and literacy, libraries are needed in the schools. To encourage reading and learning to children of all ages by libraries throughout the world, reading programs, story time and other children programs. Libraries enable students to become lifelong learners capable of surviving in a constantly complicated and information rich world as they develop literacy, intellectual and technology skills. Libraries are not just storage facilities of knowledge but also learning places in which students are able to acquire skills that will enable them to learn throughout their life. The librarians are significant when it comes to information literacy teaching of the students as it enables them to scrutinize, synthesize, and put into practice information derived about various sources critically. Furthermore, libraries are the places for group study, research support, and academia for scholarly workshops to learning atmosphere with the prospect of intellectual growth and aca in conclusion, libraries are important contributors to education, serving as a catalyst for learning, discovery, and academic achievement. As a repository, the library is critical to shaping the educational experiences of the students and to the improvement of the academic atmosphere of schools for its resources, literacy and lifelong learning skills.

Research Method and Procedure

Research Design

The review of the literature shows that it was necessary to conduct a study about use of library at University Level. The study was quantitative in nature and Survey method was used to collect the data. Characteristics of population are being studied in Descriptive research. The population for this study consisted of all graduate and undergraduate students (1500) of Lahore Leads University. Sampling involves selecting a subset of the population for data collection, as it is often impractical to study the entire population. In this study, a well-designed sampling strategy is essential to ensure the representativeness of the sample. The 350 undergraduate and graduate students of Lahore Leads University were randomly

selected as the sample of the study. According to Krejcie & Morgan (1970), if total population is 1500 then 306 sample size is representative of population.

Instrumentation

Self-developed questionnaire was used for collected data. The questionnaire was consisted two parts. First part was consisted of demographic variable and second part was consisted on library use. The data were collected from Lahore Leads University. Researcher distributed the questionnaire personally and then collected from the teachers. All the respondents were clearly informed that the activity of the data collection was only for the purpose of research.

Data Analysis

The data was analyzed through SPSS (Statistical Packages for social Sciences). Descriptive and inferential statistics were used to calculate the data. In descriptive statistics was used to calculated the Mean, Standard Deviation and frequency.

Results

Table 1

University students' perception regarding Academic Performance Library Use for Academic Performance

Sr. no	Statements	Mean	Std. Deviation
1	I believe that using the library has a positive impact on my academic performance.	3.75	.823
2	I have noticed an improvement in my grades since I started using the library more frequently.	3.82	.738
3	I feel more confident in my ability to succeed academically because of my library use	3.81	.766
4	The resources and services provided by the library have helped me achieve my academic goals	3.86	.684
5	The library resources contribute significantly to my academic success.	3.94	.640
6	I find it easy to locate the information I need in the library.	4.09	3.034
7	Regular use of the library has improved my research skills.	4.02	.610
8	The library's facilities are well-equipped for my academic needs.	3.21	.732
9	The library provides a conducive environment for studying.	4.05	.845
10	Overall, my academic performance has improved due to my use of the library	3.71	.995

1. University students (Mean=3.75, *SD*=.823) were agree on the statement "I believe that using the library has a positive impact on my academic performance.
2. University students (Mean=3.82, *SD*=.738) were agree on the statement "I have noticed an improvement in my grades since I started using the library more frequently.
3. University students (Mean=3.81, *SD*=.766) were agree on the statement "I feel more confident in my ability to succeed academically because of my library use.
4. University students (Mean=3.86, *SD*=.684) were agree on the statement "The resources and services provided by the library have helped me achieve my academic goals.
5. University students (Mean=3.94, *SD*=.640) were agree on the statement "The library resources contribute significantly to my academic success.
6. University students (Mean=4.09, *SD*=.3.034) were agree on the statement "I find it easy to locate the information I need in the library.
7. University students (Mean=4.02, *SD*=.610) were agree on the statement "Regular use of the library has improved my research skills.
8. University students (Mean=3.21, *SD*=.732) were neutral on the statement "The library's facilities are well-equipped for my academic needs.
9. University students (Mean=4.05, *SD*=.845) were agree on the statement "The library provides a conducive environment for studying.
10. University students (Mean=3.71, *SD*=.995) were agree on the statement "Overall, my academic performance has improved due to my use of the library.

Table 2
University students' perception regarding Library use for learning experience

Sr. no	Statements	Mean	Std. Deviation
11	Access to a variety of books in the library enhances my learning experience.	3.63	1.099
12	The library staff is helpful in assisting me with my academic needs.	3.88	.941
13	I feel more confident in my studies when I utilize library resources.	3.81	.872
14	The library has a good collection of academic journals relevant to my field of study.	3.84	1.083
15	The library's technology resources (computers, printers, etc.) are useful for my coursework.	3.75	1.012
16	Utilizing the library has positively impacted my grades.	3.77	1.100
17	The library's study spaces are comfortable and well-maintained.	3.77	.979
18	I often collaborate with peers in the library for group projects or study sessions.	3.87	.854
19	The library's extended hours are beneficial for my study schedule.	3.86	.929
20	The library's workshops and tutorials have helped improve my academic skills.	4.03	.866
21	I prefer using the library for studying over other places on campus.	3.80	1.107

11. University students (Mean=3.63, *SD*=1.099) were neutral on the statement "Access to a variety of books in the library enhances my learning experience.
12. University students (Mean=3.88, *SD*=.941) were agree on the statement "The library staff is helpful in assisting me with my academic needs.
13. University students (Mean=3.81, *SD*=.872) were agree on the statement "I feel more confident in my studies when I utilize library resources.
14. University students (Mean=3.84, *SD*=1.083) were agree on the statement "The library has a good collection of academic journals relevant to my field of study.
15. University students (Mean=3.75, *SD*=1.012) were agree on the statement "The library's technology resources (computers, printers, etc.) are useful for my coursework
16. University students (Mean=3.77, *SD*=.979) were agree on the statement "The library's study spaces are comfortable and well-maintained.
17. University students (Mean=3.77, *SD*=1.100) were agree on the statement "Utilizing the library has positively impacted my grades.
18. University students (Mean=3.87, *SD*=.854) were agree on the statement "I often collaborate with peers in the library for group projects or study sessions.
19. University students (Mean=3.86, *SD*=.929) were agree on the statement "The library's extended hours are beneficial for my study schedule.
20. University students (Mean=4.03, *SD*=.866) were agree on the statement "The library's workshops and tutorials have helped improve my academic skills.

Discussion

Universities have been in the habit of developing libraries as reservoirs of knowledge, which provide the student with a treasure trove of resources that can stimulate his or her academic quest. However, in the modern environment, when the digital resources are easily accessed, one may wonder about the further existence of physical libraries. Do students of the university improve in their academic performance by going to the library frequently? Various works indicate a positive relationship between the library use and academic performance. Anyadike (2000) discovered that students at the university who used the library materials regularly had a higher academic performance than those who used them less (Anyadike, 2000). This is probably as a result of the enhanced learning environment the libraries offer. Academic journals, databases, and books are a curated collection of academic materials which provide the students with an opportunity to deepen the quality and credibility of the research (Bruce, 2017). Other than resources, libraries provide a special study environment. The quiet environment and specially shared study rooms help

in concentration and attention thus helping the students to get engrossed in the difficult areas. Moreover, librarians are the indispensable navigators, who can help students to find their way in the ocean of information, improve their research abilities, and find good sources (Brown and Malenfant, 2018).. Such individual attention enables students to become self-reliant learners, which is a very important aspect of academic success in the long-term of their university lives.

Nonetheless, a recent work by Brown and Malenfant (2018) proposed a more complex point of view (Onuoha, 2000). The results of their studies indicate that there might be no correlation between physical visits of the library and academic performance. Although use of library resources (e.g. databases and online journals) showed a positive correlation with GPA, the number of visits made to libraries and satisfaction with library space did not always correlate with higher grades. This could have been attributed to the growing access to electronic materials, hence, allowing students to search at home.

Conclusion

The library is no longer the vision of a house of books. It is a fruitful ground on which students sow the seeds of learning. There is nothing better than the digital media, but nothing like the library experience may be seen: the atmosphere of inspired silence, access to checked knowledge, and the support of a friendly librarian. The multitude of resources will assist in transforming students into dependent learners to independent learners as they will be motivated to be curious and think critically and such mentalities will take them through their lives. The library is the one thing that cannot be done without in the university life and builds a love towards learning that will be used even after the textbooks have been read and parts of it discarded.

Recommendation

The following are some of the recommendations:

1. Buy laptops, or tablets which may be loaned to those students that do not have devices. The digital library resources are therefore made easily available to all students.
2. Always Enhance the digital library of your institution. Install subscription to the latest academic e-journals and databases. Think about collaboration with digital learning sites in order to provide students with a complete set of digital learning tools.
3. Transform the library into an active learning facility. Assign a few silent spaces where students can work more seriously and the space where they can work on group projects and discuss. Offer seminars, search skills training, information and web sources searching.

References

Anderson, K. M., & Perez, L. G. (2021). Leveraging virtual libraries for student success: A case study of online learning environments. *Journal of Library & Information Services in Distance Learning, 15*(2), 87-102.

Anyadike, C. I. (2000). Library use and students' academic achievement: Implication for counseling. *Library Review, 49*(6), 331-335.

Bissell, A., & Bulger, M. (2018). Learning from the early adopters: Open educational resources in use across higher education. *EDUCAUSE Review, 53*(4), 38-51.

Bopp, R. E., & Smith, L. C. (2020). *Reference and information services: An introduction (5th ed.).* ABC-CLIO.

Brown, M. C., & Malenfant, J. (2018). The Library's Impact on University Students' Academic Success and Learning. portal: *Libraries and the Academy, 18*(2), 283-305.

Bruce, C. (2017). *Seven faces of information literacy in higher education. In Perspectives on information literacy for teaching and learning* (pp. 35-58). Chandos Publishing.

Cohen, L. J. (2017). *Creating your library brand.* American Library Association.

Hicks, A. (2018). Information ethics in the twenty-first century. *Library Hi Tech, 36*(3), 528-540.

Johnson, D., & Smith, A. (2020). Promoting information literacy in academic libraries: A systematic review. *Journal of Academic Librarianship, 46*(3), 301-315.

Larson, L. C., & Kowalsky, M. (2018). The impact of school libraries on academic achievement. *School Library Research, 21*(1), 1-23.

Lee, J. J., & Lammers, H. B. (2019). I*mmersive virtual reality and augmented reality: Principles and applications.* Springer.

Luo, L. (2017). Digital library development and systems. *Journal of Information Science, 43*(1), 27-44.

Mahendra, R., & Costello, J. (2020). Leveraging virtual libraries for inclusive education: A case study of higher education institutions in the United States. *The Internet and Higher Education*, 47, 100760.

Onuoha, M. (2000). Utilization of the library and its effect on academic achievement of undergraduates in

selected university libraries in South-South, Nigeria. *Library Review, 49*(7), 422-429.

Van Dijk, J. (2006). Digital divide research, achievements and shortcomings. *Poetics, 34*(4-5), 221-235.

Wong, W. K., & Radford, M. L. (2019). The digital divide: Socioeconomic status and access to library resources. *Library Quarterly, 89*(2), 123-145.

Xie, H., & Cool, C. (2018). Information literacy in digital environments: A holistic view. *Journal of Academic Librarianship, 44*(1), 28-33.