



ASSESSMENT OF STUDY HABITS AND LIBRARY RESOURCE USE BY STUDENTS IN A PUBLIC SECONDARY SCHOOL STUDENTS IN OYO STATE, NIGERIA

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Abstract

The library is considered a knowledge repository where print and non-print resources are made available for the benefit of students and teachers. This study examines the influence of study habits on library resource use among public secondary school students in Oyo State, Nigeria. Libraries serve as essential knowledge repositories, yet many students underutilize these resources, contributing to poor academic performance in standardized examinations. Using a sample of 361 students from a population of 1,817, the study applied regression analysis to assess the relationship between study habits and library usage. Results indicate that study habits significantly influence library resource use (Adj. $R^2 = 0.130$, $F(4, 356) = 14.469$, $p < 0.05$), though the effect size suggests that other factors also play a role. The study found that while students exhibit strong study habits ($M = 3.37$, $SD = 0.834$), library resource usage remains low ($M = 2.43$, $SD = 1.2$). To enhance learning outcomes, the study recommends that government agencies support public schools in establishing well-equipped and accessible libraries. These findings underscore the importance of fostering effective study habits alongside improving library services to maximize students' academic success.

Keywords: Study, Study Habit, Library, Library Resources, Library Resources Use

Background of the Study

Library is an organized collection of print and non-print resources required to satisfy users' needs. Libraries are established to serve the user; as such, they are oriented organisation poise to bring information to reach of the students at all times. In light of this, Mallaiah et al. (2018) proposed that libraries are the central and primary place in teaching and research that can meet the varying and growing educational program needs of the students, researchers and other information users. Therefore, for libraries to perform their

duties to their users, there is a need for relevant information resources in the library that are based on the vision and mission statement of the school, as well as the disciplines available in that secondary school. The primary function of a library is to provide access to a wide range of educational materials, including textbooks, reference books, fiction and non-fiction books, magazines and digital resources.

There are different types of libraries, ranging from academic, special, virtual, national, public and school libraries. The emphasis of this study is on school libraries, which are established in primary and secondary schools



and also referred to as media resource centres. The school library is established to meet the needs of the pupils and students in primary and secondary schools. Libraries in schools provide materials that support the curriculum, help students with assignments and encourage a culture of reading from a young age. Secondary school libraries offer a quiet and conducive environment for studying and research. They provide students with a space to focus on their coursework, complete assignments, and prepare for examinations (Oladunjoye et al., 2018; Okeuhie et al., 2021). To achieve effective educational objectives in the school system, a systematic and organised use of resources within and without the school environment is imperative.

According to the findings of Desta and Anagaw (2020), school libraries, like other components of the educational system, operate within a school as a teaching and learning centre that provide an active instructional programme integrated into curriculum content. In addition, it emphasizes on resources based capabilities, abilities and dispositions related to seeking, accessing and using information resources. If these resources are not available and accessible, the use of school library resources by secondary school students will become a problem; because they will not be able to make use of these resources for academic progression. Therefore, effective learning may be crippled by the non-existence of materials carrying information with the sole capacity to impact knowledge (Israel, 2020; Jamogha et al., 2021; Fakunle, 2023). According to Fakunle (2023), there is a strong connection between students' use of the library and their academic performance, but many students have low grades because of poor accessibility to school library resources, which limits their academic performance.

LITERATURE REVIEW

School Library Resource Use

Secondary school libraries host events such as book clubs, author talks, and literary day events. All these activities contribute to the social and cultural development of students, fostering a sense of community and shared interests. Secondary school libraries provide a peaceful and secure environment for students to study, research and read. This is particularly beneficial for those who may not have access to a quiet place at home for personal study. Libraries often have resources to accommodate students with special needs, such as large-print books, audiobooks, and resources for those with learning disabilities. Secondary school libraries prepare students for higher education by introducing them to research skills, academic resources, and the importance of effective information management (Nzewi, 2023). Beyond academic support, libraries instill in students the value of lifelong learning. They encourage students to explore their interests, pursue self-study, and develop the behaviour of curiosity that extends throughout their lives.

School libraries have essential components such as maps, atlases, cartoons, animations and multimedia components that aid learning and make library reader-friendly environments. It supports academic development, promotes reading, nurtures critical thinking and research skills, and enriches the cultural and social experiences of students. It equips students and pupils with the tools and knowledge they need for academic success and personal growth. School libraries promote reading culture among students by providing a diverse collection of books and organizing reading programmes. Many modern secondary school libraries offer access to computers and the internet. This enables students to conduct online research, access digital educational resources, and develop information literacy



skills. However, among several challenges of library usage include insufficient professional librarians, lack of internet facility, inadequate funding, lack of photocopying services, inadequate relevant materials, lack of functional ICT facilities, lack of awareness of the library resources, uncondusive state of the library and poor reading environment (Okonoko et al., 2018).

The utilization of school library resources by secondary school students is a necessity that should interest all stakeholders in the secondary school system (Chukwuji et al., 2017). It must be noted that the degree of usefulness of school library resources depends on its maximum utilisation by students. It could be deduced that non-use of the school library with relevant information resources could affect studies. However, the study of Umuhzoza and Unegbu (2021) establishes that the use of library resources enhances the total use of library resources for teaching and learning. Thus, the use of library resources is the totality of making use of information resources in the library.

Library information resources refer to available materials in print and non-print form that support the curricular and personal needs of library users. These resources have been viewed as the backbone of academic development. It includes any material in the library which is used to provide information to users. It also connotes the presence of books and non-book materials in terms of their availability for use (Esan & Akporhonor, 2021). These resources may include journals (including e-resources), books, magazines, DVDs, audiotapes, film and newspapers. Library information resources are in various forms and can be accessed through various means (Mesagan & Ibrahim, 2021).

Study Habit

Students' general academic well-being and fruitfulness depend on their utilisation of

library resources (Esimone & Osuafor, 2023). Studies have shown that secondary school students have different attitudes toward learning, which can be expressed in hours spent on study, skills, study goals and preference for information sources (Roche et al., 2022; Udo & Ben, 2022; Buco et al., 2023). As a result, the significance of study habits in students' use of library resources cannot be overstated. Study habits play a critical role in the academic achievement of secondary school students. Study habit is the act of in depth reading, taking notes in class and during private study and regular study group meetings to achieve the learning task. According to Aanu and Olatoye (2017), students who don't study sufficiently may find it difficult to pass tests, particularly if there are a lot of topics to cover and not enough time to get ready. According to Fakunle (2023), secondary school students' educational competency is quite low in that emphasis on education has changed from imparting knowledge and skills to support academic success to covering the whole curriculum in order to get students ready for required final examination. Study habit is expected to contribute to the use of library resources by students in secondary schools. Similarly, the quality of education is enhanced when students have good study habits and make good use of library resources (Arilesere & Nwalo, 2020). Study habits are a collection of actions students take to plan their time and environment for methodical study behaviour (Ambar et al., 2020). Similarly, Study habit is the students' ability to manage time and other resources to accomplish an academic task. It refers to the amount and kind of studying routines which a student used during the period of studying, especially in a conducive environment. It is a study routine, including frequent study sessions, review of material and self-esteem (Estrella, 2015; Jato et al., 2021). According to Badau (2018), study habits are one of the



greatest learning factors that hugely influence students' academic achievements, it could make or mar successes in examinations (Kwakye et al., 2020). If undermined by students at all levels it may lead to abysmal performance of students. Sakirudeen and Sanni (2017) and Jato et al. (2021) emphasised that there is need for students to cultivate good study habits that will equip them for excellent use of school library resources. Islam (2021) describes study habits as routine learning practices that take place from the beginning to the finish of all educational courses. It also, refers to repeated practices for students' to finishing their course work (i.e. whole practices during learning activities). In generally, it refers to learner's involvement in consistent studying activities that are characterized by appropriate learning practices which could involve the use of library resources.

Strong study habits are necessary for academic achievement. To succeed, students must first acquire these abilities, put them into practice and form productive study habits. Students who do not have strong study habits lag behind their classmates. In the end, students should determine their preferred method of study, whatever consistently works for them and take appropriate action. Students must know what works and what does not work for them. You can even keep track of your study habits and relate them to associated grades. Then, proactively create a study plan and schedule based on tried-and-true strategies. Unserious students, according to Okolo and Iwighregweta (2020), do not care much about reading habits, thus, they are more likely to perform below average. Consequently, diligent study habits encourage regular attendance and punctuality in the classroom. They benefit from taking notes, developing the material independently, asking pertinent questions in class, and turning in their assignments after reading or studying well for tests and examinations. Students can

improve their marks after the term or semester by developing strong study habits that emanate from the use of library resources. Numerous elements have been identified as having an impact on students' capacity to develop productive study habits.

In the work of Vishwanatha and Shahataj (2023), a significant positive relationship between study habits and the academic achievement of secondary school students was found. It was concluded and recommended that developing effective study habits by students is crucial for their academic achievement and personal growth. It has been observed that students who focus on time management, online learning, motivation, good study environment, and self-directed learning, can cultivate the skills and habits necessary for lifelong learning and success thus, students who had good study habits had higher achievement in academic school performance and vice versa (Rather & Bhat, 2020). In similar works by Bai et al. (2019) and Ambar et al. (2020), it was observed that female students had better academic achievements than their male counterparts in a study carried out in Nigeria and India among secondary students.

Bentil et al. (2021) observed that male students' study habits in a secondary school in Ghana were better than female counterparts. Therefore, study habits of male or female students could not be said to be better gender wise. Kennedy (2021) asserts that while some children can succeed in school with little effort, others cannot. Effective study habits are developed and put into practice by successful students. They plan out the periods during the week that they will study, and they adhere to that plan. It could be inferred that students without a strategy or a routine study habit for their studies typically will perform below other students with routine study schedules. Therefore, students should incorporate study time into their everyday



schedules. Students shouldn't fix their reading schedules to *till-day-break*; this is always stressful and not necessarily effective. Throughout the school year, maintaining strong performance can be achieved by forming routines around healthy study habits cum positive study learning styles.

Many students struggle academically as a result of not knowing how to study well and not utilising the most efficient learning methods. Conversely, academic achievement can be understood as the capacity to learn and retain information as well as the ability to communicate that information orally or in writing. It is essential to assess an individual's full potential and abilities, which are often gauged by examination scores and utilised by educational establishments to assess the type of instruction. Three components make up the concept of study habits: study skill, study attitude, and study method (Dormston, 2020)

Study habit is a general term used for the competencies necessary to effectively comprehend, process, and retain information within a learning context. Study skills are the tools that students need to enable them to study and learn efficiently. According to Dormston (2020), a good study skill involves good listening, practising what you are taught, participating effectively in class, learning to teach others, reading ahead of class, personal study and being organized. Study habits are not innate but developed over time, encompassing various activities such as time management, note-taking, active reading, and memorization techniques among others. Students who lack good study habits tend not to contribute well to class discussions or perform well in them. The practice of studying involves active engagement with information systematically to internalize it and make it retrievable for later use; this requires a good cognitive approach. It is based on the afore mentioned that this study seeks to examine the influence of study habits

on library resources use by students in public secondary schools in Oyo State, Nigeria.

Statement of the Problem

The school library is an important unit in the school system; it is a pivot in the secondary school whereby the school curriculum is supported. It is a means by which secondary schools achieve educational objectives and goals by making library resources which encourage self-development among secondary school students as they use the resources in the library to support their learning in classes. In recent times, it has been observed by Israel (2020) that students in secondary schools do not effectively use the library resources in their learning activities with attendant poor academic performances. This is evident in Senior School Certificate Examinations and Joint Admissions Matriculation Board examinations where the dismayed performance of students has been observed to be very poor (Essien et al., 2024). There is a dearth of studies on the influence of study habits on library resource use among secondary school students. It is based on the premise that there exists a research gap on how study habits and library resources are used by public secondary school students. Therefore, this study investigated the study habit as a predictor of library resource use by public secondary school students in Oyo State, Nigeria.

Objective of the study

The main objective of this study is to investigate the influence of study habits on library resource use by Students in public secondary schools in Oyo State, Nigeria.

The Specific objectives are to:

- i. identify the study habits of students in public Secondary schools in Oyo State, Nigeria;
- ii. find out the extent of use of library resources by students in public



- Secondary schools in Oyo State, Nigeria; and
- iii. find out the influence of study habits on library resources used by students in public Secondary schools in Oyo State, Nigeria.

Research Questions

- i. What are the study habits of students in public Secondary schools in Oyo State, Nigeria?
- ii. To what extent are the library resources used by students in public Secondary schools in Oyo State, Nigeria?

Hypothesis

The null hypotheses will be tested at $\alpha = 0.05$ level of significance

H₀₁ Study habits have no significant influence on library resource use by students in public secondary schools in Oyo State, Nigeria.

Scope

The study focuses on study habits and library use by public secondary schools in Oyo State, Nigeria. Study habits in the context of this study is measured using preparing for examinations, reading ahead of the class, class assignments and personal study. The library resources use was measured using the

extent of library resources use. The study's geographical scope is limited to public secondary schools in the Ibadan North Local Government Area, with eight schools randomly selected from 36 senior secondary schools. The target respondents are 361 final year Senior Secondary Students 3 (SSS 3). The respondents that participated in the study were all registered SSS 3 students of the selected public secondary schools, irrespective of gender, age or religion, because they are considered to have library experience more than other range of students in the secondary school.

Data Collection

The study adopted a survey research design. The study population comprised all 5,325 registered Senior Secondary School 3 students from Ibadan North Local Government Areas with 36 senior secondary schools. Simple random sampling was used to select eight senior secondary schools obtained from the Local Inspectorate of Education office in Ibadan North Local Government which is 22% sampling intensity.

The data was collected using a structured and validated instrument. The research questions were analysed using descriptive statistics, while the hypothesis was analysed using SPSS version 23. The data was collected and analysed using the SPSS.

Analysis and Presentation of Research Questions

Research question one: What are the study habits of students in public Secondary schools in Ibadan North Local Government Area, Oyo State, Nigeria?



Table 1: Responses on Study Habits of Secondary School Students

Study Habits	Strongly Agree (%)	Agree (%)	Disagree (%)	Strongly Disagree (%)	Mean	SD
Preparing for examination					3.37	.823
I regularly read textbooks and reference materials related to my studies.	284(78.7)	55(15.2)	12(3.3)	10(2.8)	3.70	.667
I read every available material that is related to the topic I have been taught	224(62.0)	75(20.8)	43(11.9)	19(5.3)	3.40	.892
I allocate dedicated time for independent reading beyond assigned classwork.	170(47.1)	158(43.8)	27(7.5)	6(1.7)	3.36	.694
I practice with old exam papers to get familiar with the format	193(53.5)	118(32.7)	34(9.4)	16(4.4)	3.35	.827
I study what I got wrongly in a test.	188(52.1)	115(31.9)	36(10)	22(6.1)	3.30	.881
I read over my notes after every lectures/ class	188(52.1)	112(31)	43(11.9)	18(5)	3.30	.866
I stay focused in study groups and avoid procrastination	175(48.5)	107(29.6)	53(14.7)	26(7.2)	3.19	.940
Reading Ahead of the Class					3.36	.821
I attend all scheduled classes and read my notes ahead of class	219(60.7)	117(32.4)	16(4.4)	9(2.5)	3.51	.700
I actively participate in class discussions and activities because I read ahead of the class	206(57.1)	110(30.5)	34(9.4)	11(3)	3.42	.785
I am always prepared for each class by reading based on my curriculum	192(53.2)	121(33.5)	35(9.7)	13(3.6)	3.36	.802
I ask questions based on topic of the day during the teaching period	182(50.4)	120(33.2)	34(9.4)	25(6.9)	3.27	.897
I revise my note before each class	180(49.9)	117(32.4)	36(10)	28(7.8)	3.24	.923
Class Assignments					3.37	0.831
I keep up-to-date in my school assignments	207(57.3)	122(33.8)	16(4.4)	16(4.4)	3.44	0.776
I use assignments to answer questions	200(55.4)	116(32.1)	25(6.9)	20(5.5)	3.37	0.841
I manage my time effectively to do my assignments.	196(54.3)	118(32.7)	27(7.5)	20(5.5)	3.36	0.845
I use a variety of study materials (such as past examination questions, textbook's practice questions) to do my assignments	194(53.7)	120(33.2)	28(7.8)	19(5.3)	3.35	0.838



I create a conducive study environment to study or do assignment	192(53.2)	122(33.8)	25(6.9)	22(6.1)	3.34	0.855
Personal Study					3.37	0.860
I focus on a task at a time for my studies to improve my understanding.	228(63.2)	96(26.6)	26(7.2)	11(3)	3.50	0.761
I create relaxation time to refresh my brain to study further	220(60.9)	96(26.6)	20(5.5)	25(6.9)	3.42	0.878
I have personal study time table for my subjects	200(55.4)	111(30.7)	26(7.2)	24(6.6)	3.35	0.879
I make use of break time privately for my school work.	201(55.7)	99(27.4)	42(11.6)	19(5.3)	3.34	0.879
I spend a little time running around in order to study	174(48.2)	128(35.5)	31(8.6)	28(7.8)	3.24	0.907
Overall mean					3.37	0.834

Source: Researcher’s field work (2024)

The result presented on table 1 displays respondents view on the study habits of secondary school students in Ibadan north LGA, Oyo State. The result revealed that the students study habits include preparing for examination ($M=3.37, SD=.823$), studying for class assignments ($M=3.37, SD=.831$), personal study ($M=3.37, SD=.860$), and reading ahead of the class ($M=3.36, SD=.821$). Under preparing for examination, the respondents agreed that they regularly read textbooks and reference materials related to their studies ($M=3.70$), and that they read every available material that is related to the topic they have been taught ($M=3.40$). They also indicated that they allocate dedicated time for independent reading beyond assigned classwork ($M=3.36$). On studying for class assignments, the respondents agreed that they keep up-to-date in their school assignments ($M=3.44$), and use assignments to answer questions ($M=3.37$), as well as manage their time effectively to do their assignments ($M=3.36$). Under personal study, the respondents indicated also that they focus on one task at a time for their studies to improve their understanding ($M=3.50$), they also create relaxation time to refresh their brain to study further ($M=3.42$), and they indicated that they have personal study time table for their subjects ($M=3.35$). On reading ahead of the class the respondents indicated that they attend all scheduled classes and read their notes ahead of class ($M=3.51$), they actively participate in class discussions and activities because they read ahead of the class ($M=3.42$), and they are always prepared for each class by reading based on curriculum ($M=3.36$)

Research Question Two: To what extent are the library resources used by students in public Secondary schools in Ibadan North Local Government Area, Oyo State, Nigeria?



Table 2: Responses on the frequency of use of library resources

How often do you use the following library resources?	Daily (%)	Weekly (%)	Monthly (%)	Occasionally (%)	Mean	SD
Books (Print textbooks)	160(44.3)	97(26.9)	20(5.5)	84(23.3)	2.92	1.195
Online Archives	114(31.6)	72(19.9)	64(17.7)	111(30.7)	2.52	1.225
Newspaper (Print)	95(26.3)	60(16.6)	76(21.1)	130(36)	2.33	1.213
Databases	90(24.9)	61(16.9)	82(22.7)	128(35.5)	2.31	1.194
Audiovisual Materials (e.g., DVDs, CDs)	76(21.1)	78(21.6)	72(19.9)	135(37.4)	2.26	1.169
Electronic –books	74(20.5)	91(25.2)	41(11.4)	155(42.9)	2.23	1.205
Overall Mean					2.43	1.200

Source: Researcher’s fieldwork (2024)

Decision rule: if mean is 1-1.74 = very low extent, 1.75-2.49 = low extent, 2.5-3.24 = high extent, 3.25-4.00 = very high extent

Table 2 presents the extent of library resource use by senior secondary school students in Ibadan North LGA. The overall mean reveals that library resources are used to a low extent (**Overall Mean = 2.43, SD=1.2**). This implies that senior secondary school class 3 students are not making effective use of the library resources available to them. The result, however, revealed that print textbooks were used to a high extent ($M=2.92$), as well as online archives ($M=2.52$). Newspapers ($M=2.33$), databases ($M=2.31$), audiovisual materials ($M=2.26$) and electronic books ($M=2.23$), were used to a low extent.

Test of Hypotheses

The null hypothesis was tested at 0.05 level of significance.

Hypothesis one: Study habits have no significant influence on the use of library resources by students in public secondary schools in Ibadan North Local Government Area, Oyo State, Nigeria

Table 3: Influence of study habits on use of library resources

Variables	B	Std. Error	B	T	Sig.	R ²	Adj. R ²	F (df)	Anova Sig.
(Constant)	26.152	3.067		8.527	0.000	.140	.130	(4, 356)	0.000
Preparation for Examination	0.574	0.125	0.260	4.584	0.000				
Reading ahead of the Class	0.324	0.236	0.111	1.376	0.170				
Class Assignment	0.244	0.211	0.090	1.157	0.248				
Personal Study	0-.073	0.200	-0.025	-.363	0.716				

Dependent Variable: Use of Library Resources



Table 3 shows the result of the regression analysis to test the influence of study habits on the use of library resources by senior secondary school students in Ibadan North LGA, Oyo State. The result revealed that study habits ($Adj. R^2=.130$, $F(4, 356) = 14.469$, $p<0.05$) had a significant influence on the use of library resources of the students. This means that the study habits could only explain 13% of the influence on the students' use of library resources. However, it can be implied that other variables not included in this model are responsible for the remaining 87%. This result, therefore, implied that study habits had minimal influence on the students' use of the library resources. The study further revealed that preparation for examination ($\beta = 0.260$, $t(356) = 4.584$, $p < 0.05$) had a significant influence on students' use of library resources. However, reading ahead of the class ($\beta = 0.111$, $t(356) = 1.376$, $p > 0.05$), class assignment ($\beta = 0.090$, $t(356) = 1.157$, $p > 0.05$), and personal study ($\beta = 0.025$, $t(356) = -0.363$, $p > 0.05$), were found to not influence students' use of library resources. The null hypothesis is therefore rejected in public secondary schools in Ibadan North Local Government Area, Oyo State, Nigeria.

Discussion of the Findings

Research question one was on the study habits of students in public secondary schools in Ibadan North Local Government Area, Oyo State, Nigeria. The students' study habits were rated very high, with a mean value of 3.37 ± 0.823 . The majority of the students strongly agreed that they read textbooks and reference materials related to their studies, while only a few were of the opinion that the allocation of dedicated time to read is not as important. Since study habits are a collection of actions students take to plan their time and environment for methodical study behaviour (Oyasola and Adegoke, 2022), it means that preparing for

an examination is a factor in the students' use of library resources. The results obtained in this study are similar to those of Monu et al. (2020), Amber et al. (2022), and Oyasola and Adegoke (2022) who found out that preparing for examinations by reading textbooks and reference materials is one of the major study habits of students. Similarly, reading ahead of class (3.36 ± 0.821) and personal study (3.37 ± 0.821) as cultivated study habits were revealed to be another index of study habits of the student. Monu et al. (2020) was of the opinion that students' study habits could influence their use of library resources. It could, therefore, be inferred that all the factors (preparing for examination, reading ahead of class, class assignment and personal study) investigated in this study for study habits are very important and could be considered to combine to the overall effect of study habits of library resources use.

Research Question two examined the extent to which library resources are being used by students in public Secondary schools in Ibadan North Local Government Area, Oyo State, Nigeria. The obtained results clearly showed that the effective use of library resources by public secondary school students is low in the study area. The overall mean (2.43 ± 1.200) obtained in this study is far below the value of 3.36 obtained by Okeuhie et al. 2021 in their investigation of the extent of utilization of library resources among students in British International secondary school library but similar to low value obtained by Ephraim-Emmanuel, Odikeme, Ugwoke and Owede (2021). This shows that students' utilisation of library resources in the British International secondary school is quite higher compared to public secondary school students in Oyo State, Nigeria. This difference may not be unconnected with the status and environment in which the two schools operate. On the other hand, the similarity in the low value obtained in this study and that of Ephraim-Emmanuel et al. 2021 may be due to the non-availability of the needed



library resources by the students and low level of awareness of the resources that are at their disposal for use. It is therefore pertinent that necessary library resources are made available to the students for use and at the same time, the availability of such resources should be made known to the students because user's satisfaction is a pivotal factor motivating library use (Bucu, Pagalilauan & Daquioag, 2023; Owolabi, Abdullahi, Agboola & Ogungbade, 2024).

Hypothesis one: Study habits have no significant influence on the use of library resources by students in public secondary schools in Oyo State, Nigeria

The fact that study habits significantly influence library resource use implies that the higher the level of study habits, the higher the use of library resources, which could necessitate the need for up-to-date resources since this could be linked to academic achievements. Though, the proportion of influence explained by study habit is not high nevertheless, it could lead to more demand of relevant diverse resources to be acquired, improved library instructions and investment in technology and improved infrastructure and service delivery of the library which will eventually promote effective learning strategies, improve academic outcomes and foster lifelong learning process culminating into better library resources and improved study habits (Bucu, et al., 2023).

Recommendations

1. The fact that preparation for examination is a major index of study habits of the students, it will be of great benefit for the management of public secondary school library board to provide relevant library resources that will enhance better utilisation of these resources by students.
2. The public secondary school authorities in Oyo State in collaboration with the Oyo State library board should provide public secondary schools with library resources required by the students, textbooks and online archives materials for use to accomplish their academic goals.
3. Multimedia resources like textbooks, databases, animation graphics, and online resources should be made available to students in public secondary schools in Oyo State, in collaboration with the government and the authorities of secondary school management.

Conclusion

In conclusion, the study was based on the influence of study habits on library resource use by secondary school students in public secondary schools in Oyo State, Nigeria. Effective study habits such as preparation for examinations, reading ahead of class, effective participation in class assignments, and personal study will enable students to efficiently utilise library resources.



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