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Basheer, S and Razzaq, A

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# Impact of College Library on Student's Academic Achievements

Shehla Basheer

Ambreen Razzaq

MS Graduate

Faculty of Management Sciences

Institute of Business and Technology – Bitek, Pakistan

## 1. Introduction

Increased rate of internal and external environmental turbulence especially in the fields of commerce and economics has created a need for competent commerce graduates. Provision of talented and intelligent professionals in these fields is the responsibility of Governmental Institutions, (colleges & Universities). In the process of developing highly qualified, confident, and academically up rated professionals, roll played by commerce colleges and other educational institutions can never be denied. To increase economic strengths of the country and to reduce its weaknesses, it is also necessary to have a better understanding of available environmental opportunities and alarming external threats, and to build competent young professionals to face all such challenges.

One of the urgent needs of Government Premier Girls College is how to improve the learning of commerce students especially at degree level. It was observed in the year 2009 and 2010 that students' performance in examinations has been consistently low, and students' academic achievement in degree classes is generally poor. Therefore, the problem of low performance of students in the commerce subjects should be given priority attention.

In the current economic condition of our country and turbulent international environment it becomes essential to produce talented commerce professionals. It is therefore necessary to find out the influence of certain factors on students' academic achievement as this can help in proffering solution to the problem of under achievement in their results. It is found among other things that students in college with good library resources and full time librarians performed at high levels than students with minimal or no library resources. A good library that is adequately staffed, resourced and funded could lead to higher students' achievement regardless of the socio-economic or educational levels of the parents. A strong computer network connecting the library resources to the classrooms has an impact on students' achievement. This study therefore investigated combined and relative influence of use of library resources and study habit on students' achievement in academics at degree level at Government Premier Girls College.

The purpose of the study is to see the effects and importance of library and its resources over academic performance of degree level students. It is also to help policy makers of government institutions to emphasize on such matter that have direct influence over quality education

### 1.1 Research questions

In the light of the above discussion and purpose of the study the following queries has been evolved.

1. Do the library resources have influence over academic achievement of B.Com students?
2. Do the library resources helping the students to complete their educational work?

## 2. Literature review

The importance of library and its impact on student learning is visible and illustrated in many studies. The library worth should not be considered or judge in financial manner as it consider as hub to provide information for its users. Lutz & Field (1998) concluded that the major purpose of the university is not profit, except in the ultimate sense of society profit. Success of universities should not be measured in

dollars and cents, therefore libraries also operate to support motive of universities and colleges. But expenditure on libraries must show ROI as they give proper learning opportunities and information to final users. Matthews (2003) showed their judgment about libraries that libraries must demonstrate that they use financial resources effectively and responsibly. As Pike et al. (2006) conducted the research on same perspective and find the strong positive correlations to student engagement and institutional expenditures on academic support (including libraries). The expenditure cut on libraries may have negative consequences for student retention and graduation (Hamrick, et al. 2004). Library is the destination where student feel the information hub for them, where they can extract information in peaceful and easiest way as Heinstrom & Todd (2006) argued that value the library as a quiet comfortable place where student can work in dependently and without distraction. Small & Snyder (2009) showed the priority of students that keep the book collection in order and maintain a quiet place for them to study with light and easy mind frame. Libraries also support institute to achieve its academic mission (Hernon & Altman, 1998; Everest & Payne 2001; Kuh & Gonyea, 2003; Oakleaf, 2011).

An overwhelming majority of students also felt that the school library played a critical role in their learning by usefulness of the information, better writer and reader (Bleidit, 2011). Reading of literature cooperates to in learning of student which enriches their understandings of theories and issues. School libraries promote higher reading achievement through access to books and free reading. (Krashen, 1995). DepEd (2009) & McQuillan & Au (2001) proposed that proficiency in reading leads to better scholastic performance as students are able to comprehend what they are reading which able them to learn and sharpen their skills and knowledge. One other study of New York Comprehensive Center, (2011) explained that those institutes providing the increase access to the library through flexible scheduling found their students 10% better performing in reading and 11% in writing on the particular test as compare to those institutes which providing less access. Bleidt (2011) found the positive relationship between investment in school libraries and student achievement in reading and writing. Kim (2004) also confirmed about the positive relationship between accessibility to books and student enrollment in institution.

The libraries make differences in students' lives (Keeling, et al. 2008). Rodger (2009) found that libraries help users achieve their goals and it is successful if it serves the needs and priorities of its host institution, whatever those may be. Libraries play an important role in student achievement, curriculum development, and instruction (New York Comprehensive Center, 2011). Gardner & Eng (2005) explained that undergraduates demanded access to information 24/7 at the University of Southern California and they also demand convenient, one-stop shopping when it [came] to research. Findings showed that most (99.44%) of the students, who had access to school libraries with credentialed school librarians, felt that the library helped them learn, 85% of the students reported that the school library had helped them do school work better; 89% reported it helped them get better grades on projects and assignments; and over 75% reported that it helped them to get better grades on tests and quizzes, as well as to think critically and be more confident in doing school work. Further they appended the findings that libraries also help them to discover interests and providing them with strategies to study at home. Further, students reported that school libraries helped students find information; stay organized; and provided support to deal with personal concerns or issues and make them better leaner (Todd & Kuhlthau, 2004). School libraries play an important role in lowering achievement gaps and supporting at risk students on their pathways to graduation. They provide both academic and social supports by helping at risk students raise their grades and perform well on assignments, and they motivate students with strategies to continue learning and improving after the school day (New York Comprehensive Center, 2011; Oakleaf, 2011). Korobili & Tilikidou (2005) concluded that use of library resources by Greek marketing students is correlated with prior attendance at a library-research class. Kayongo & Helm (2009) also indicated that library was a very useful resource in their own research programs.

Library staff also influence on student performance as the study of ERIC Development Team (2001) in Colorado confirmed the links between assessment results and library staff involvement in curriculum development and integration, is showed that schools with library staff that participated in curriculum and standards committee meetings with faculty saw increased assessment scores. Other study in Clorado which conducted by Lance & Loertscher (2005) replicated in at least 20 other states, affirmed that the staffing levels, library funding, instructional role of the librarian and collection size and range all make direct impact on student achievement. (as cited in Bleidt, 2011). Institutions' libraries used to improved student

retention and graduation rates (Oakleaf, 2011). He further added that libraries also support student achievement to augment and support their GPA and professional/educational test scores.

### 3. Research framework and hypotheses

The research framework is exposing relationship between various independent variables and dependent variable, as shown in the figure 1. The frame work is designed especially to explain the aims and objectives of the research under discussion. Independent variables comprises of all the aspects which directly effect the achievement(s) of students of degree level classes of Government Premier Girls College.

The study has been focused on accurate and original description (mean) of variables for the problem at hand. After the careful consideration and overview of Williams & Wavell (2001), the following hypotheses construct to test.

H1: Premier College library resources are helping the B-Com students to complete their educational work.

H2: Premier College Library resources have overall positive influence over academic achievement of B.Com students.

#### 3.1 Instrumentation & data collection

Questionnaire items were adopted from study of Williams & Wavell (2001) which explore the Library impacts on students, teachers and librarian's perspective. This study in restricted to the student perspective and adopted (table-2) student survey tool for this independent study which had seventeen (17) items. The questionnaire was self administered and data was collected from 330 regular students of Government Premier Girls College of degree level. The data collection took nine (9) days and data was collected into spare time after the class session. The Cronbach alpha of the all items was .74.

### 4. Analysis of research findings

#### 4.1 Composition of focus group

Table-1 gives a breakdown of the composition of the focus group to illustrate the number of regular students (having at least 75% attendance during the last academic year 2010-2011) and their respective classes. Participating groups of students, teachers, management and library staff contributed well to the overall data gathered which provided a wide spectrum of opinions to crystallize the need and importance of college libraries.

Out of 425 registered students of B.Com Part-I, 234 students were those having 75% class attendance, out of which only 180 students were willing to cooperate in the study. Similarly, from out of 395 students of B.Com Part II only 150 regular students were ready to participate in the study.

Focused group of students are further classified as those, who were the regular library user or otherwise, as shown in Table 1. Library record showed that out of 330 focused students, 290 were the students using the library resources for their learning purpose and the remaining 40 students seldom visited the library. All the students shown in the table 2 belong to B.Com part one and part two.

#### 4.2 Data interpretation

Table 3 shows the overall results about feeling of students regarding college library was negative. 120 out of 290 students does not enjoy the visit of college library, 146 out of 290 students unhappy with visit to college library, 187 out of 290 doesn't find interesting or more in library, 120 out of 290 doest not find new ideas in related library resources and 103 does not feel that their visit to library is worthwhile. So five (5) items of question "how did your visit to the College Library make you feel?" explained with the mean of 135.2 negative responses (no) along with the mean of 82.6 positive responses (yes), with mean of 62.6 ambiguous responses (don't know) and mean of 9.6 non related responses (doesn't apply).

Table 4 explains the overall results about library help regarding educational work were positive, as five (5) items of question "Did your visit help you with your work?" showed the 138.6 overall mean of positive responses, negative responses has 106.2 overall mean, ambiguous responses (don't know) remain 38.2 through the mean and mean of 5.0 was non related responses (doesn't apply). 64 out of 290 students think they learned a new skill e.g. research, computer, study skills in college library and 176 think that there is

nothing to learn for them in college library. In 212 out of 290 students are able to use skills or knowledge which they already know, 159 out of 290 getting task better because of college library visit. 141 out of 290 assume that college library increase their knowledge and understand and 117 out of 290 find college library suitable to get aware from the other sources of information. These finding accept the hypothesis 1.

Table 5 illustrates the positive and healthy habit of student, to involve in talk to others while using the library, as 158.75 overall mean of four (4) items of the question “Did you talk to others while in the School Library?” shows negative responses (yes). 192 out of 290 student respondents said ‘yes’ while ask them that they usually help someone else in library. 183 respondents out of 290 choose ‘yes’ while ask they learn from someone else except librarian. 159 out of 290 picked ‘yes’ in responding about discuss their findings with someone else. In last item, 101 students out 290 choose ‘yes’ while inquire about they meet new people in library, in meanwhile, 186 choose ‘no’ in respond to same question. 81.75 overall mean relate to ‘no’ regarding the same question, while 37 and 12.5 overall mean concern to ambiguous response (don’t know) and unrelated response (doesn’t apply) respectively.

The table 6 regarding the question “Did the College Library have any other effect?” demonstrates the almost same means for student responses ‘yes’ and ‘no’ with the means of 124 and 125 respectively. While ‘don’t know’ and ‘doesn’t apply’ has the mean of 26.33 and 14 respectively. In item 1 response, 156 out of 290 respondents showed negative response, that library give him/ her confident to help himself/ herself. In regarding of save time, 135 out of 290 showed the positive response that library save their time, while 120 choose negative response. In last item, 138 out of 290 opt positive response that their visit helped in some other way e.g. saved money, helped teaching, helped efficiency, increased opportunities.

Table 7 shows the overall results of all seventeen (17) items which consist on four main questions. The results illustrated that according to students, library of premier college doesn’t make positive impact on their academic achievements as mean of 131.24 respond negatively. Mean of 106.24 students believe that library making positive impact on their academic achievements. Ambiguous response (don’t know) and unrelated response (doesn’t apply) stand with the means of 41.03 and 10.28 respectively. Hence the hypothesis 2 is rejected.

#### 4.3 Result of Hypotheses

H1- Premier College library resources are helping the B-Com students to complete their educational work

**Accepted**

H2- Premier College Library resources have overall positive influence over academic achievement of B.Com students

**Rejected**

#### 5. Conclusion

College library of premier college have not positively impact on the student academic achievement of B.Com students as students doesn’t enjoy visiting it and feeling unhappy with unfavorable environment and limited resources which limit their way of thinking. They found limited learning environment and they can apply those skills which they already have. Library used to be as the meeting place to meet new people and give make under confident regarding the learning and academic achievement perspective.

Library support students in the way that they able to complete their study task by the library limited resources. They can able to save time and save other valuable resources by using the library resources.

Library of premier college unable to provide luminosity feelings to their students which lead them to used the library as social place where they can meet and chat their colleagues. Students are unable to find the effectiveness of library which limit their constructive skills. These all elements are essential parts which can play the essentials to any students’ academic achievements. According to students, library helps them in completing their routine and semester projects and educational works.

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Figure-1: Research Framework

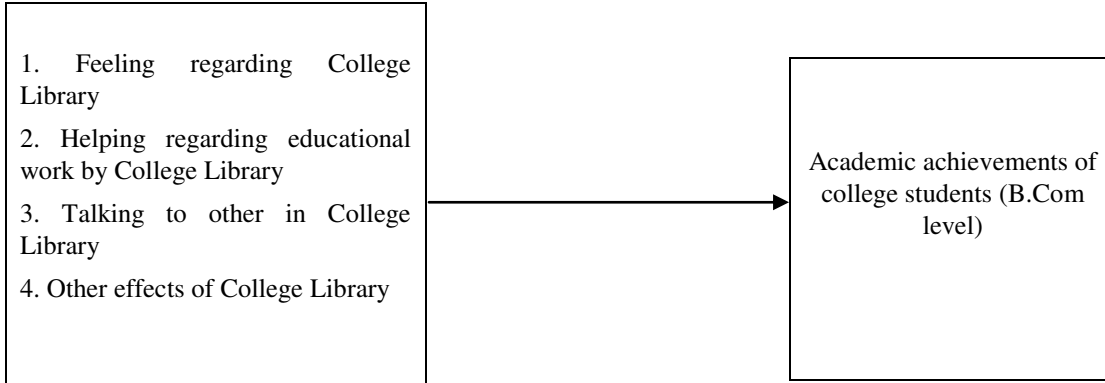


Table 1: Composition of focus group

LEVEL OF CLASS	Number of students/section A	Number of students/section B
<b>B.Com Part I</b>	<b>90</b>	<b>90</b>
<b>B.Com Part II</b>	<b>75</b>	<b>75</b>

Table 2: Classification of students on the basis of library usage by them

Level of class	Number of students using the library	Number of students not using the library
<b>B.Com Part I</b>	<b>158</b>	<b>22</b>
<b>B.Com Part II</b>	<b>132</b>	<b>18</b>
<b>Total students</b>	<b>290</b>	<b>40</b>

Table 3: How did your visit to the College Library make you feel?

Items	Yes	No	Don't Know	Doesn't Apply
I enjoyed this visit to the College Library.	106	120	55	9
I was happy with my visit (e.g. less people, enough information, get help)	109	146	23	12
It made me want to find out more	65	187	32	6
It gave me a new idea(s)	71	120	82	17
I felt my visit was worthwhile	62	103	121	4
<b>How did your visit to the College Library make you</b>	<b>82.6</b>	<b>135.2</b>	<b>62.6</b>	<b>9.6</b>

feel?				
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Table 4: Did your visit help you with your work?

Items	Yes	No	Don't Know	Doesn't Apply
I think I learned a new skill e.g. research, computer, study skills	64	176	46	4
I was able to use skills or knowledge I already knew	212	56	16	6
I was able to get on with a task better because of the visit	159	87	26	8
It helped increase my knowledge and understanding	141	69	76	4
It made me aware of other sources of information	117	143	27	3
<b>Did your visit help you with your work?</b>	<b>138.6</b>	<b>106.2</b>	<b>38.2</b>	<b>5.0</b>

Table 5: Did you talk to others while in the School Library?

Items	Yes	No	Don't Know	Doesn't Apply
I helped someone else	192	38	34	26
I learned from someone else (NOT the librarian)	183	59	36	12
I discussed what I found or did with someone else	159	44	76	11
I met new people	101	186	2	1
<b>Did you talk to others while in the School Library?</b>	<b>158.75</b>	<b>81.75</b>	<b>37</b>	<b>12.5</b>

Table 6: Did the College Library have any other effect?

Items	Yes	No	Don't Know	Doesn't Apply
It gave me the confidence to help myself	99	156	32	3
It saved me time	135	120	21	14
My visit helped in some other way e.g. saved money, helped teaching, helped efficiency, increased opportunities (if yes, please explain way.....)	138	99	26	25
<b>Did the College Library have any other effect?</b>	<b>124</b>	<b>125</b>	<b>26.33</b>	<b>14</b>

Table 7: Overall results

Main questions	Yes	No	Don't Know	Doesn't Apply
How did your visit to the College Library make you feel?	82.6	135.2	62.6	9.6
Did your visit help you with your work?	138.6	106.2	38.2	5.0
Did you talk to others while in the School Library?	158.75	81.75	37	12.5
Did the College Library have any other effect?	124	125	26.33	14
<b>Total</b>	<b>106.74</b>	<b>131.24</b>	<b>41.03</b>	<b>10.28</b>