

LEARNING IN TRANSITION: A COMPREHENSIVE ANALYSIS OF STUDY BEHAVIORS AT FUNAAB

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Abstract

This study examines the evolving study behaviors of students within the context of academic libraries. Modern students exhibit a wide range of behaviors while studying, including listening to music on their cell phones, watching films, playing games, chatting with friends, eating and drinking, and even engaging in flirtatious behaviors, all within the confines of the library. This shift in study habits raises questions about how academic libraries can adapt to this new trend while continuing to provide effective and efficient library services to their community.

As students increasingly engage in non-traditional study activities in the library, the primary concern is whether these behaviors impact their ability to engage in meaningful study. In other words, can students maintain academic productivity while indulging in these diverse activities? This study delves into the various study behaviors exhibited by students and explores their implications for academic library management.

In the modern era, academic libraries have traditionally been tasked with two crucial functions: supporting the curriculum of the educational institution and facilitating the research of both faculty and students. Therefore, it becomes imperative for academic libraries to understand and adapt to the changing study behaviors of their users. This research aims to shed light on the strategies that libraries can employ to meet the evolving needs of their patrons.

Introduction

Study behaviors of students had changed compared with what we were used to know, students now read while listening to music on their cell phones, watching films, playing games on their cell phones and laptops, chatting with friends, talking face to face, eating and drinking, flirting behavior (excessive eye contact, smiling and

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touching) and talking on cell phones while in the library. All these study behaviors are not accepted in the library, but, these are study behaviors students are now exhibiting in the library while studying, with this new trend of study behaviors, students still engaged in meaningful study, but, how will library cope with this situation?. Academic libraries have always had a mandate to provide effective and efficient library services to all members of their community- students and faculty members. An academic library is a library that is attached to a higher education institution which serves two complementary purposes to support the school's curriculum, and to support the research of the university faculty and students.

Academic libraries are at the forefront of providing information services to their respective communities which comprises of students, lecturers, and researchers in order to support their teaching, learning and research needs. Scholars have emphasized on the crucial role of academic libraries in research and scholarship in institutions of higher learning. Many a times academic libraries are referred to as the heart or nerve centres of institutions of higher learning where all academic activities revolved (Abubakar, 2011).

Academic library's main function is to support their parent organization in achieving the organizational objectives. As the name suggest academic libraries are involved in providing support for research and educational activities in universities, institutions, and other academic organizations. It involves content development, acquisition, technical services, providing institutional repositories, inter-library loan, and document delivery services etc. some academic libraries also establish writing centres and centres for information literacy too (Kumar, 2014).

Academic libraries have a pivotal role in the transmission of information and knowledge in higher educational institutions. They are to facilitate the teaching, learning and research functions of their respective institutions. Academic libraries managers are expected to acquire, preserve and disseminate information resources that would satisfy the needs of both present and future users (Maidabino, 2010).

Students should have a sense of fulfillment which arises as a result of what they have been able to achieve through library service. The importance of satisfaction in libraries is stressed by Wang and Shieh (2006), who maintain that libraries should be concerned with bringing satisfactory services when offering information and data to readers. We need to know something about study behaviors as observed and expressed by students, before we can realistically quantify the extent of these behaviors and if these support academic engagement.

Literature Review

Hu and Kuh (2002) refer to engagement as essentially the quality of effort that students devote to educationally purposeful activities. These activities are generally ones that contribute directly to desired academic outcomes. Also Milem and Berger (1997) further acknowledge that both activities in the social domain as well as the academic domain are important for enhancing student engagement. Examples of engaging behaviors were: reading, writing, consulting notes, texts, articles, collaborating with fellow students while working on assignments, studying for tests and examinations. Some behaviors are more obviously of a social nature, examples: chatting with other students, flirting behavior, joking, resting or napping, eating or drinking and communicating on cell phones. Some behaviors are mostly leisure in nature: playing games, talking on cell phones, listening to music on portable devices or on laptop or computers.

Suarez (2007), quoting Bennett (2005) makes the point that we need to ask the right questions by refocusing on the modes of student learning rather than on library operations when librarians attend to planning exercises. The quality of learning, how students learn, and how libraries can capitalize on this knowledge is more important than measuring frequency and ease of use of standard library services.

In addition, learning environments and their influence on students' engagement and learning have been studied by educators who have been interested in the interrelationships between study behaviors, approaches to study,

and student learning and the acknowledgement that there are multiple variables that influence these environment (Entwistle and Peterson, 2004).

Duck and Koeske (2005) were of the opinion that most students of the millennial generation expect academic libraries to be comfortable, have refreshments in the library, and provide library resources from off campus as well as having wireless networking on campus.

Furthermore, O'Conner (2005) studied student intellectual life from an anthropology perspective. He found a large part of this research included the library as a primary place where students spent a significant portion of their time on campus when they were not in class. Students studied a lot in the academic library and O'Conner found that a well-designed library supported scholarly activities and social context where students felt comfortable, secure and cared about.

Suarez (2007) observed in his study that behaviors that students exhibit in the library appear to be practical activities and goal-oriented behaviors. These behaviors can be grouped together as behaviors that involve a range of skills, routines, and habits that are probably learned over time and appear consistent with a wide range of behaviors that support academic engagement. These behaviors can be called study behaviors and some of the behaviors observed can be grouped together as leisure or social behaviors but these, on the whole, do not seem to distract from academic work being done in the library, students using cell phone, chatting or napping.

The context of academic learning takes precedence and these other activities seem to promote personal relaxation, and social bonding between students. They wanted as much physical comfort as possibly to help their studies, they wanted convenience.

Gerolimos (2011) stated that academic libraries can starts providing services to her users through RSS, instant messaging, streaming media, weblogs tags and social networks. Others are through facebook, Twitter, we site interface for mobile devices, reference services via SMS, YouTube and browser toolbar.

Mohanty (2002) stated that there are many factors that contribute to a welcoming atmosphere in a library, such as staff attitudes toward students, ease of access to necessary resources, and attractiveness of the environment. While issues related to staff attitudes, library instruction, and access are important, they are massive topics with a wide body of existing literature, but, the level of comfort afforded by various physical environments. By providing an environment where students feel comfortable studying, librarians may be able to overcome stereotypes and help students become better researchers. The level of comfort in the library may impact student perceptions of the library, and their willingness to view the library as more than a quiet place to study.

Besides, provision of learning materials, information in the form of e-resources and others efficient library services rendered in the academic libraries, students still want more services in the form of, library to be comfortable, free Internet connective, having refreshment in the library, playing room, rest room, user privacy and comfortable furniture.

Objectives of the Study

The purpose of this study is to;

1. Find out study behaviors of students in the Federal University of Agriculture library in Abeokuta Nigeria;
2. to find out if these study behaviors appeared to be learning engaged in the Federal University of Agriculture library in Abeokuta Nigeria; and,
3. finally, find out library convenience that library management can provide to the library to aid study behaviors of students in the Federal University of Agriculture library in Abeokuta Nigeria.

Research Questions

This study was guided by the following research questions;

1. What are study behaviors exhibited by students in the Federal University of Agriculture library in Abeokuta Nigeria?
2. Did these study behaviors of students appeared to be learning engaged while in the Federal University of Agriculture library in Abeokuta Nigeria?
3. What are library conveniences that can be provided that will aid study behaviors of students in the Federal University of Agriculture library in Abeokuta Nigeria?

Methodology

This study employed simple random sampling. The instrument used for data collection was structured questionnaire and observation as the primary data gathering techniques. The questionnaire was designed to identify the important variables to be measured. These are study behaviors exhibited by students in the Federal University of Agriculture library in Abeokuta Nigeria, these study behaviors of students appeared to be learning engaged, and academic libraries providing suitable means of engagement to students while engaging in these study behaviors. The population for this study is Four Hundred undergraduate students of Federal University of Agriculture, Abeokuta, while simple random sampling was used to select One hundred and twenty students that were used for the study. The data generated were found to be useful and analyzed using descriptive statistics such as frequency and percentage.

Data Presentation and Interpretation

Table 1: Study behaviors of study in the academic library

Frequencies				
		Responses		Percent of Cases
		N	Percent	
b1	Playing computer games in the library	64	7.8%	53.3%
b10	Watching films on cell phones and laptops	64	7.8%	53.3%
b2	Chatting with cell phones in the library	104	12.7%	86.7%
b3	Eating and drinking in the library	60	7.3%	50.0%
b4	Resting in the library	116	14.1%	96.7%
b5	Chatting with other students in the library	100	12.2%	83.3%
b6	Flirting in the library	56	6.8%	46.7%
b7	Joking in the library	84	10.2%	70.0%
b8	Communicating on cell phones in the library	88	10.7%	73.3%
b9	Listening to music on cell phones or laptops	84	10.2%	70.0%
Total		820	100.0%	683.3%

Table 1, shows resting in the library, chatting with cell phone in the library, chatting with other students in the library, communicating on cell phones in the library, joking in the library, listening to music on cell phones or laptops in the library are topping the list of study behaviors of students in the library as affirmed by all the

respondents. This implies that these study behaviors of students existed in the Federal University of Agriculture library in Abeokuta Nigeria.

Table 2: Library management to provide the following convenience in the library.

Frequencies				
		Responses		Percent of Cases
		N	Percent	
	d1 Relaxation room	112	14.7%	93.3%
	d2 Eating and drinking room	96	12.6%	80.0%
	d3 Computer room	112	14.7%	93.3%
	d4 Physical comfort in form of furniture	108	14.1%	90.0%
	d5 Quiet room	112	14.7%	93.3%
	d6 A/C in all reading rooms	104	13.6%	86.7%
	d7 More reading rooms	120	15.7%	100.0%
Total		764	100.0%	636.7%

Table 2, shows providing more reading rooms, providing quiet rooms, providing computer room, providing relaxation room, providing physical comfort in the form of furniture and A/C in all the reading rooms are convenience students want library management to provide in the library as affirmed by all the respondents. This implies that the students want library management to provide the above convenience in the Federal University of Agriculture library in Abeokuta Nigeria.

Discussion of the findings

Findings from this study revealed that the following study behaviors of students actually existed in the Federal University of Agriculture library in Abeokuta Nigeria. The study revealed study behaviors in the library as resting in the library, chatting with cell phone in the library, chatting with other students in the library, communicating on cell phones in the library, listening to music on cell phones or laptops in the library, playing computer games in the library, watching films on cell phones or laptops in the library, eating and drinking in the library and finally, flirting behavior in the library. This finding is supported by Suarez (2007) observed in his study that behaviors that students exhibit in the library appear to be practical activities and goal-oriented behaviors. These behaviors can be grouped together as behaviors that involve a range of skills, routines, and habits that are probably learned over time and appear consistent with a wide range of behaviors that support academic engagement.

Findings from this study also revealed that although students exhibiting study behaviors in the Federal University of Agriculture library in Abeokuta Nigeria, students still engaged in meaningful studies, which mean they are learning, they are still able to study very hard in the library. From my observation and interaction with students, the students said, they were engaging in these study behaviors to refresh their brains. This finding is supported by these authors; Hu and Kuh (2002) refer to engagement as essentially the quality of effort that students devote to educationally purposeful activities. These activities are generally ones that contribute directly to desired academic outcomes. Also Milem and Berger (1997) further acknowledge that both activities in the social domain as well as the academic domain are important for enhancing student engagement.

Finally, findings from this study revealed that those students that are exhibiting this study behaviors in the Federal University of Agriculture library in Abeokuta Nigeria, wants library management to provide the following convenience in the library that can aid their learning; More reading room, quiet room, computer room, relaxation room, physical comfort in the form of furniture, A/C in all the reading rooms and eating and drinking room. This finding is supported by Mohanty (2002) stated that there are many factors that contribute to a welcoming atmosphere in a library. The level of comfort afforded by various physical environments. By providing an environment where students feel comfortable studying, librarians may be able to overcome stereotypes and help students become better researchers. The level of comfort in the library may impact student perceptions of the library, and their willingness to view the library as more than a quiet place to study.

Conclusion and Recommendation

Besides providing effective and efficient library services to all library users, library users still wants comfortable reading areas, they are looking for a library that will provide a relaxation room, a comfortable reading arrangement with full A/C in all reading areas, free from rules and regulations. It is important to note that students still engaged in a meaningful learning despite engaging in some study behaviors in the library as revealed from the findings. The following recommendations were provided:

1. There is a need for library to provide for quiet area in the library.
2. More reading rooms needs to be provided because library is presently overcrowded.
3. There is need to provide group space, where students can relax and interact to refresh their brains.
4. Students wants library management to provide for more computers connect to the Internet, and
5. finally, students are also seeking for food and drinks services in the library.

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