Academic Motivation and the Use of Library by Students in the University of Calabar: Counselling Implications

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Abstract

This study investigated academic motivation and the use of library by undergraduates. It was a correlational study guided by four research questions and five null hypotheses. The population of the study included 13,877 years II, III and IV students of the University of Calabar; 300 students were used as the sample. Library Utilization Questionnaire (LUQ) and adapted Academic Motivation Scale (AMS) were used to gather data. These instruments had reliability of 0.77 and 0.78 respectively. The generated data were analysed using mean, standard deviation, t-test, ANOVA, Pearson Product Moment Correlation matrix, and Fisher's z transformation. Findings of the study indicated that there was a low but significant relationship between academic motivation and the use of library by university students; there exists a very low and insignificant relationship between academic motivation and the use of library of male university students; and a low but significant relationship between academic motivation and the use of library of female university students; amongst others. Recommendations were made to the stakeholders based on the findings of the study.

Keywords: Academic motivation, library use, counselling implications, Nigerian universities

Introduction

The library is a very crucial resource in the teaching-learning process. It is an epicenter for intellectual development within the school setting as it provides the tools for the all-round development of the students. The role of the library in the
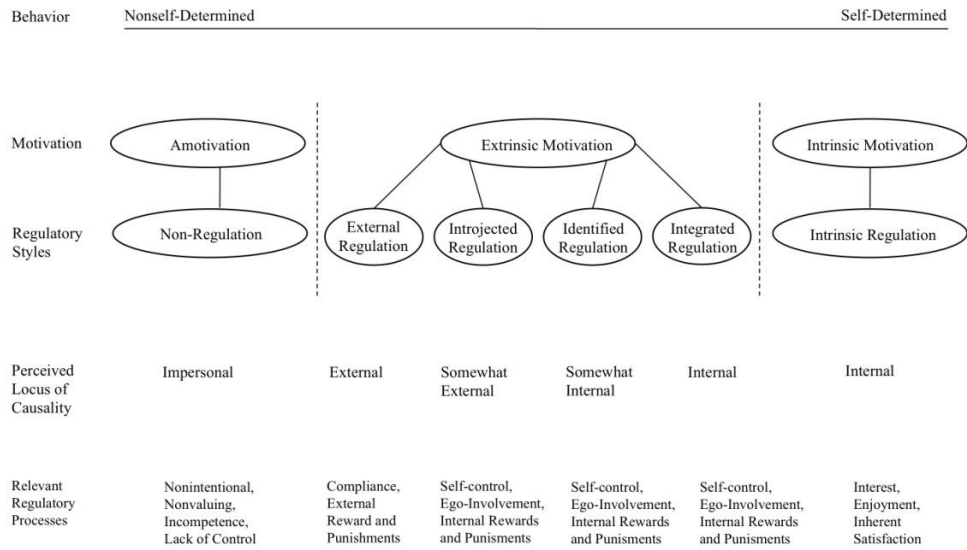
educational system is so important that the library is described as "the heart of the education enterprise and one of the most important educational services" by the National Policy on Education (FRN, 2013). At the tertiary level of education in general and the university in particular, the library has the primary responsibility of providing information to the students, staff and other stakeholders in the university community (Okiki, 2013). Such information should be relevant, current and should help the stakeholders to contribute towards the realization of the objectives of the university which are generally in the areas of teaching, research and service to the society. The acknowledgement of the critical role of the library has prompted the deliberate efforts by stakeholders to enhance its capability in rendering the expected services.

However, it is a truism that no matter how current and well stocked a library is, the essence of its very existence would be defeated if the clients and supposed beneficiaries do not make use of the available resources. This explains why researches have been conducted to establish variables that predict the use or otherwise of the library by the supposed beneficiaries. The different variables capable of influencing the use of the library, which have been investigated by researchers, include demographic variables like age, gender, year of study and area of specialization of the library users (Bassey & Eyo, 2015), perceived usefulness of the resources and ease of access (Korobili, Tilikidou & Delistavrou, n.d), availability and currency of the required information (Ofodile & Ifijeh, 2013), availability of internet access and difficulty in identifying relevant materials (Momodu, 2013), amongst others. The present study is in sync with this conscious effort of helping to boost the efficiency of library in delivering on its mandates. It investigated a psychological construct called motivation, and sought to establish its relationship with library use.

Motivation is an important concept in counselling and psychology. It has influences on virtually every aspect of human endeavour. According to Ryan and Deci (2000), motivation is concerned with "the why of action," while Graham and Weiner (n.d) viewed motivation as "the study of why people think and behave as they do." Wade and Tavris (1998) on their part described motivation as "an inferred process within a person or animal that causes that organism to move towards a goal or away from an unpleasant situation." These researchers consider motivation to be a fundamental impulse, which may be overt or covert, which drives or propels an individual to behave or act in a certain way. Such behaviour determines the level of success of every individual in virtually every human undertaking, including but not limited to home-keeping, business, politics, interpersonal relationship, education, sports and even unacceptable tendencies like crimes.

The present study was based on the Self Determination Theory (SDT), propounded by Deci and Ryan (1985), which categorizes motivation into three dimensions namely: amotivation, extrinsic motivation and intrinsic motivation. Furthermore, the present study used Academic Motivation Scale (AMS) as one of its instruments for data collection. AMS was developed by Vallerand, Pelletier, Blais, Briere, Senecal and Vallieres (1992) and is reputed to be widely applied by many researchers in measuring academic motivation (Stover, Iglesia, Boubeta & Liporace, 2012; Hegarty, 2010). The AMS is drawn from the Self Determination Theory, which also forms the theoretical basis for this study.

The Self Determination Theory (SDT) holds that for motivation to be properly understood, it should be considered from the perspective of not just the level (how much) of motivation but also the orientation (the type) of motivation. According to the theorists, this orientation, which is usually ignored by theorists and psychologists working on motivation, is very critical as it is concerned with "the why of actions," which implies the core attitude and goals that prompt action. The theory therefore proposes an integrated continuum showing three orientations of motivation, including amotivation on the far left, extrinsic motivation at the centre, and intrinsic motivation on the far right (Ryan & Deci, 2000). Figure 1 is a taxonomy of human motivation showing the integrated continuum of the three orientations of motivation and their different dimensions.

Behavior	Nonself-Determined					Self-Determined

Motivation	Amotivation		Extrinsic Motivation			Intrinsic Motivation
Regulatory Styles	Non-Regulation	External Regulation	Introjected Regulation	Identified Regulation	Integrated Regulation	Intrinsic Regulation

Perceived Locus of Causality	Impersonal	External	Somewhat External	Somewhat Internal	Internal	Internal
Relevant Regulatory Processes	Nonintentional, Nonvaluing, Incompetence, Lack of Control	Compliance, External Reward and Punishments	Self-control, Ego-Involvement, Internal Rewards and Punisments	Self-control, Ego-Involvement, Internal Rewards and Punisments	Self-control, Ego-Involvement, Internal Rewards and Punisments	Interest, Enjoyment, Inherent Satisfaction

Figure 1: Taxonomy of Human Motivation (Ryan and Deci, 2000)

An amotivated individual has very low levels of motivation towards any given task, thus displays behaviour that is based neither on extrinsic nor intrinsic motivation. Amotivation (AM) refers to a person's behaviour being bereft of intentionality, and usually characterized by absence of competence, purpose and control over events. Closely following amotivation is extrinsic motivation (EM), which refers to external reasons or consequence of an action (rewards or punishment) being responsible for behaviour. The dimensions of EM include external regulation, introjection and identification. On the other hand, intrinsic motivation (IM) is characterized by inbuilt satisfaction, enjoyment of the activity and interest of the person on such activity. It therefore refers to getting involved in an activity because of the natural satisfaction derived from it, enjoyment in doing it, and sustained interest in such activity. It dimensions include to know, to accomplish and to experience stimulation (Wilkesmann, Fischer & Virgillito, 2012; Barkoukis, Tsorbatzoudis, Grouios, & Sideridis, 2008; Ryan & Deci, 2000). The present study used adapted AMS to measure the whole integrated continuum of motivation and used the generated data to establish the relationship between motivation and use of library by university students.

In a study on "the motivations to study and expectations of studying of undergraduate students in business and management," Adcroft (n.d) reported that there is a correlation between the degree of importance and interest that students attach to their studies and their overall levels of motivation to learn. And motivation has been linked with academic achievement by researchers. Hegarty (2010) conducted a study on "application of the Academic Motivation Scale to Graduate School Students." The researcher reported that there is a relationship between age and GPA (academic achievement) of the graduate students and their overall motivation, though the relationship was reported as "not very strong." Considering the role of the library in the education sector and the influence of motivation on academic achievement, these researchers investigated the influence of academic motivation on the use of library by undergraduates.

Researchers have also investigated the influence of demographic variables on academic motivation. In a study on "academic motivation of students – the German case," Wilkesmann, Fischer and Virgillito (2012) reported that the number of semesters spent in the university (year of study) has no influence on academic motivation. With respect to gender, they reported that female students are less extrinsically motivated than male students. The present study also sought to establish whether year of study and gender have any influence on the relationship between academic motivation and the use of library by undergraduates.

Studies that are not on motivation have also established the influence of demographic variables like gender and year of study on the dependent variable under investigation. Agboola and Bamigboye (2011) reported that there is no significant relationship between the use of library materials and academic level of study of undergraduate students. Bassey and Eyo (2015) had reported no significant difference, based on gender, amongst first year undergraduates' use of the library. The present study also considered demographic variables like gender and year of study with a view to determining their influence on the relationship between academic motivation and the use of library by university students.

Research questions

The study was guided by the following four research questions:
1. What is the relationship between academic motivation and the use of library by university students?
2. How does the use of the library by university students with high academic motivation differ from those with low academic motivation?
3. How does the relationship between academic motivation and the use of library by university students vary based on gender?

4. How does the use of the library by university students with high academic motivation differ based on their year of study?

Hypotheses

Four two-tailed tests of significance, tested at alpha level of .05, were formulated to guide this study. They included the proposition that:

1. There is no significant relationship between academic motivation and the use of library by university students.
2. There is no significant difference in the use of the library by university students with high academic motivation and those with low academic motivation.
3. There is no significant difference, based on gender, in the relationship between academic motivation and the use of library by university students.
4. There is no significant difference, based on year of study, in the use of the library by university students with high academic motivation.

Methodology

This study adopted a correlational design. It was situated in the University of Calabar, Cross River State, Nigeria. The population of the study was 13,877 years II, III and IV students of the University of Calabar. First year students were excluded from the study because they were just resuming on campus when this study was conducted thus having no library experience that this study was interested in; year V and VI were excluded as not all the programmes run by the university were five or six year programmes. The choice of year II, III and IV was to allow for a fair uniformity of sample. 300 undergraduates in year II, III and IV constituted the sample of the study. This was composed using purposive and simple random sampling. The purposive aspect was to ensure that only the required levels were included but simple random sampling was adopted in choosing the sample from the relevant levels of study.

Two instruments were used in data gathering. One was an instrument called Library Utilization Questionnaire (LUQ) developed by the researchers for measuring the use of the library by undergraduates. The LUQ had section A, which gathered demographic information about the respondents, and section B which was a 9-item section that measured the use of the library by undergraduates. The section B had a four point Likert-type response options, which included "two times or more a week," "once a week," "once in two weeks," and "once a month or less" with scoring 4, 3, 2, and 1 respectively. The second instrument was a standardized instrument called Academic Motivation Scale (AMS) developed by Vallerand, Pelletier, Blais, Briere, Senecal and Vallieres (1992). The AMS was adapted by the

researchers to suit the Nigerian cultural setting and meet the purpose of the study. The original instrument had 28 items with seven point response options. The adapted version had four point response options of strongly agree, agree, disagree and strongly disagree with scoring 4, 3, 2 and 1 respectively. More so, in the original AMS, the questions were distributed with reference to the three orientations of motivation namely: amotivation, extrinsic motivation and intrinsic motivation. While amotivation had four questions measuring it, extrinsic and intrinsic motivations were divided into three subscales each, with four questions to measure each of the subscales. This implies that extrinsic and intrinsic motivations had 12 questions each while amotivation had four questions. The adapted AMS had two questions to measure each of the six subscales of extrinsic and intrinsic motivations while amotivation had four items to measure it. This means that while amotivation used all the four items in the original AMS, extrinsic and intrinsic motivations used six items each instead of the 12 provided in the original AMS. Also in the adapted version, the word "college" was replaced with "university."

Both the LUQ and the adapted AMS were validated by a librarian, a guidance counsellor and a measurement and statistics expert in the University of Calabar. The reliability of the instruments was established by administering the instruments on 40 undergraduates who were in their final year on a five-year course of study, as fifth year students were not part of the study sample. Cronbach alpha of 0.77 and 0.78 were established for LUQ and adapted AMS respectively. In identifying students with high and low academic motivation, the mean score of each student from the AMS was compared with a criterion value of 3.00. The criterion value was taken as 3 because from the scoring, three and above represent agreement. A student with a mean score below 3.00 was considered as having low academic motivation while anyone whose mean score was 3.00 or above was categorized as having high academic motivation.

The instruments were paired and administered simultaneously on the selected sample. The generated data was analyzed using Mean, standard deviation, t-test, ANOVA, Pearson Product Moment Correlation matrix, and Fisher's z transformation. Specifically, Pearson Product Moment Correlation matrix was used in answering research question one and testing hypothesis one. Research questions two and four were answered using mean and standard deviation while research question three was answered using Pearson Product Moment Correlation matrix. Hypothesis two was tested using t-test, Fisher's z test was used in testing hypothesis three while ANOVA was used in testing hypothesis four.

Presentation and discussion of results

The results of the analysis are presented and discussed below.

Research Question 1: What is the relationship between academic motivation and the use of library by university students?

Ho 1: There is no significant relationship between academic motivation and the use of library by university students.

The research question 1 and hypothesis 1 are quite related. While the question sought to find out the relationship between academic motivation and the use of library by university students, the hypothesis sought to establish the significance of such relationship, if there is any relationship. Table one summarizes the findings in respect of both the research question and hypothesis.

Table 1: The relationship between academic motivation and the use of library by university students

Groups	N	r	P	α	Coeff. of determinate (r^2)	Decision	Inference
Academic Motivation	300	0.140	0.02	.05	$r^2 = r^2 \text{x}100$ $=$	Reject Ho	Relationship is low but significant
Use of library	300				$0.02\text{x}100$ $= 2\%$		

The summary on the table indicates that there is a relationship between academic motivation and the use of library by university students as can be seen from the r-value of 0.14. It is obvious that 0.14 is a low value thus implying a low relationship. Further manipulation of the correlation coefficient confirms that the relationship is quite low as only 2% of library use by the university is dependent on academic motivation. Interestingly however, testing of the hypothesis shows that though the relationship is low, it should not be ignored as it is statistically significant. This is discernible from the table as the exact probability is less than alpha, which led to the rejection of the null hypothesis. It is therefore safe to conclude that there is a statistically significant relationship between academic motivation and the use of library by university students. This study agrees with an earlier study by Adcroft (n.d) who reported that there is a correlation between the degree of importance and interest that students attach to their studies and their overall levels of motivation to learn. The low relationship established by the present study also agrees with an earlier report by Hegarty (2010) that there is a relationship between age and GPA (academic achievement) of graduate students and their overall motivation, though the relationship was "not very strong." It is the view of the authors of the present article that the low relationship may have been caused by the fact that there are

many other factors that influence library use. Such factors have been established to include library environment, availability/currency of materials/information, disposition of the library personnel towards library users, availability of internet access and difficulty in identifying relevant materials, amongst others (Korobili, Tilikidou & Delistavrou, n.d; Momodu, 2013; Ofodile & Ifijeh, 2013).

Research Question 2: How does the use of the library by university students with high academic motivation differ from those with low academic motivation?

Ho 2: There is no significant difference in the use of the library by university students with high academic motivation and those with low academic motivation.

Table 2: t-test of significance of difference in the mean score on the use of the library based on level of academic motivation

Groups	N	Mean	SD	df	t	$t_{critical}$	p	α	Decision	Inference
Low Academic Motivation	68	2.72	1.12							
				298	3.06	1.96	0.00	.05	reject H_o	Difference is significant
High Academic Motivation	232	2.87	1.13							

According to the summary of the analysis presented on table 2, with a mean difference of 0.15, students with high academic motivation differ from those with low academic motivation in their use of the library. To establish the statistical significance or otherwise of this difference, the null hypothesis was tested. The exact probability was established to be less than the alpha thus the null hypothesis was rejected. It therefore implies that there is a statistically significant difference on the use of the library between students with high academic motivation and those with low academic motivation. This finding is also in agreement with Adcroft (n.d) who reported that there is a correlation between the degree of importance and interest that students attach to their studies and their overall levels of motivation to learn. The findings of this research question two and hypothesis two have confirmed the findings of research question one and hypothesis one which indicated that there is a significant relationship between academic motivation and the use of library by university students. Descriptive statistics presented on table two indicate that those with high academic motivation have higher mean score on use of the library compared to those with low academic motivation; the earlier findings of a significant relationship between academic motivation and the use of library by university students is therefore confirmed. It could be understood that those with high academic motivation have higher mean score on library use because of their high academic motivation which pushes them to use the library so as to achieve their academic goals in the university.

Research Question 3: How does the relationship between academic motivation and the use of library by university students vary based on gender?

Ho 3: There is no significant difference, based on gender, in the relationship between academic motivation and the use of library by university students.

The third research question considered the influence of gender on the academic motivation and library use of university students. The summary of analysis on tables 3 and 4 indicates that relationship between academic motivation and use of the library varies on the basis on gender. While the relationship is very low with r-value of 0.074 for the males, the relationship is higher but still low with r-value of 0.195 for the females. More so, while academic motivation accounts for only 0.6% of library use by the male students, it accounts for 3.8% for the female students.

Table 3: The relationship between academic motivation and the use of library of male university students

Groups	N	r	P	α	Coefficient of determinate (r^2)	Decision	Inference
Academic Motivation (Male)	156	0.074	0.36	.05	$r^2 = r^2 \times 100$ = 0.0055 = 0.6%	Accept Ho	Relationship is very low and not significant
Use of library (Male)	156						

Table 4: The relationship between academic motivation and the use of library of female university students

Groups	N	r	P	α	Coefficient of determinate (r^2)	Decision	Inference
Academic Motivation (Female)	144	0.195	0.02	.05	$r^2 = r^2 \times 100$ = 0.038 = 3.8%	Reject Ho	Relationship is low but significant
Use of library (Female)	144						

The hypothesis 3 sought to establish the statistical significance or otherwise between the r-values for the male and female students. This comparison was to be done using Fisher's z-test but such comparison of two correlation coefficients could be done only if both correlations are found to be statistically significant. But as indicated on tables 3 and 4, the relationship between academic motivation and the use of library of male university students was not only very low but also statistically not significant, while the relationship was low but significant for the female students. This scenario precludes the running of Fisher's z-test as the condition for running such test was not met. It has however thrown up the fact that academic motivation seems to be more relevant to the female students with respect to their use of the library than to the male students. The established difference between male and female students is in agreement with Wilkesmann, Fischer and Virgillito (2012) who

reported a difference in the motivation of male and female students. Though their finding indicated that female students were less extrinsically motivated than male students, this finding of the present study showed that academic motivation of the female students has a statistically significant correlation with library use while that of the male students does not. The present finding also disagrees with findings of Bassey and Eyo (2015) who reported that gender had no influence on the variable they investigated. Specifically, Bassey and Eyo had reported that there was no significant difference, based on gender, amongst first year undergraduates' use of the library.

Research Question 4: How does the use of the library by university students with high academic motivation differ based on their year of study?

Ho 4: There is no significant difference, based on year of study, in the use of the library by university students with high academic motivation.

The summary of the analysis on table 5 indicates that there are differences in the mean scores of library use by university students with high academic motivation amongst the different years of study. Year II is established to have the highest mean of 2.98 followed by year IV with 2.84, and then year III with 2.8 mean score. However, to establish the statistical significance or otherwise of these differences, hypothesis 4 was tested; the summary of the analysis is as presented on table 6.

Table 5: The mean and standard deviation on the use of the library by university students with high academic motivation based on year of study

Groups	N	Mean	SD
Year II	76	2.98	1.06
Year III	73	2.80	1.13
Year IV	83	2.84	1.19

Table 6: ANOVA of significance of difference in the mean score on use of the library by university students with high academic motivation based on year of study

	Sum of squares	Mean Square	df	F	$f_{critical}$	p	α	Decision	Inference
Between groups	12.41	6.02	2						
Within groups	2664.71	1.28	229	4.86	3.00	0.01	.05	Reject H_o	Difference is significant
Total	2677.13								

As shown on table 6, the f-ratio of 4.86 was greater than the f-critical of 3.00 just as the exact probability was less than the alpha. These led to the rejection of the null hypothesis and the adoption of the alternative that there is significant difference, based on year of study, in the use of the library by university students with high academic motivation. This implies that the differences in the mean scores, on the use of the library by university students with high academic motivation amongst the different years of study, are statistically significant and therefore not due to chance. This finding disagrees with an earlier study by Wilkesmann, Fischer and Virgillito (2012) who reported that the number of semesters spent in the university (year of study) has no influence on academic motivation. It also disagrees with Agboola and Bamigboye (2011) who reported that there is no significant relationship between the use of library materials and academic level of study of undergraduate students. Though the studies by Wilkesmann, Fischer and Virgillito (2012) and Agboola and Bamigboye (2011) were not exactly like the present study. The former were interested only on levels of motivation while the later was concerned with use of library materials. The present study was however concerned with the influence of year of study on library use of undergraduate with high motivation. The differences amongst the different years of study may have been caused by fact that students in different years of study may have been influenced differently by other factors that influence the use of the library.

Summary of findings and counselling implications
The summary of the findings of the study are that:
1. There is a low but significant relationship between academic motivation and the use of library by university students.
2. There is a significant difference in the use of the library by university students with high academic motivation and those with low academic motivation.
3. There is a very low and insignificant relationship between academic motivation and the use of library of male university students; and a low but

significant relationship between academic motivation and the use of library of female university students.

4. There is a significant difference, based on year of study, in the use of the library by university students with high academic motivation.

These findings have critical implications to counselling practice. The result of the study which has indicated a low but significant relationship between academic motivation and the use of library by university students shows that academic motivation should be considered by the counsellors in their attempt to enhance the academic achievement of the students. The low relationship also indicates that in their attempt to improve the study habit and library use by university students, the counsellors should be conscious of and consider other variables that influence library use by university students. Furthermore, though academic motivation is established to play little but significant role, the result that there is a significant difference in the use of the library by university students with high academic motivation and those with low academic motivation shows that the counsellors should identify those with low academic motivations and help to raise such motivational level so as to enhance their academic achievement. Additionally, year of study and gender are established as important variables to be considered by counsellors while considering the academic motivations of university students. Interestingly, while academic motivation and the use of library of male university students have no significant relationship, the relationship is significant for the female students; just as the year of study has significant influence on the use of the library by university students with high academic motivation. Counsellors should therefore take cognizant of these while attempting to enhance the study habit, library use and academic achievement of university students in particular and students in general.

Conclusion and recommendations
This study investigated Academic Motivation and the Use of Library by Students in Nigerian Universities. The findings of the study indicated that there was a low but significant relationship between academic motivation and the use of library by university students; there exists a very low and insignificant relationship between academic motivation and the use of library of male university students; and a low but significant relationship between academic motivation and the use of library of female university students; amongst others. It is recommended that:

1. Counsellors should consider academic motivation in the process of assisting the students to adopt efficient study habit as the study has indicated that there is a low but significant relationship between academic motivation and the use of library by university students.

2. In attending to low academic achievers, counsellors should consider academic motivation as a probable cause and thus devise strategies to help such students to adopt higher level of academic motivation, as the findings of this study has indicated significant difference in the use of the library by university students with high academic motivation and those with low academic motivation.

3. The counsellor should not lose sight of the influence of gender on academic motivation and study habit of the students as this study has indicated that though there is very low and insignificant relationship between academic motivation and the use of library of male university students, there is a low but significant relationship between academic motivation and the use of library of female university students.

4. While considering academic motivation and library use cum academic achievement, the counsellors should also consider year of study as having influence on this variables as the study has shown a significant difference, based on year of study, in the use of the library by university students with high academic motivation.

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