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**Perceived Academic Performance and Attitude of Undergraduates Enrolled in Library and Information Science Research Methodology Course**

TELLA, Adeyinka

[tellayinkaedu@yahoo.com](mailto:tellayinkaedu@yahoo.com)

Library and Information Science, University of Ilorin,

ABDULRAHMAN Shadiat Bimbola

Dept. of Library and Information Science, Kwara State, University  
&

OKOJIE, Vitoria

Department of Library and Information Science, University of Abuja

**Abstract**

*Undergraduate students who are enrolled in library and information research methodology course tend to believe that such course is overwhelming and that it is almost impossible to get through them. It has been reported that library and information science students, in particular, enter research methodology classes with feelings of stress and anxiety, although in most cases, they are not really aware of what research methods are all about. Therefore, this study examined attitude of Library and Information Science LIS undergraduates towards research methodology course and their perceived academic performance. The sample consisted of 98 respondents drawn through simple random sampling technique from two different universities in Kwara state. The Attitude towards Research Methodology Questionnaire was used for data collection. The data collected was analyzed using descriptive statistics, and Pearson Correlation method. The results showed that students have positive attitude towards research and a moderate level of research anxiety. In addition, there was a significant relationship between attitude towards research methodology and perceived academic performance. Areas reported created anxiety for the students in research methodology are analysis of data due to poor knowledge of statistics, complicated nature of research and literature review. The usefulness of research methodology identified by the students includes its career benefits, research values, helpful in future, contribution to the field of library and information science, and its indispensability in LIS professional training.*

**Keywords:** *Library and information science undergraduate students; Attitude toward research; Research anxiety; Perceived academic performance.*

**Introduction**

Library and Information science is that discipline that deals with the properties and behaviors of information, the forces governing the flow of information and the means of processing information for system accessibility and usability. It is concerned with that body of knowledge

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relating to the origination, collection, organization, storage, retrieval, interpretation, transmission, and utilization of information in both natural and artificial system.

According to Ajayi (1990) information science is an inter-disciplinary field primarily concerned with the analysis, collection, classification, manipulation storage, retrieval, movement, dissemination and protection of information. Practitioners within the field study the application and usage of knowledge in organization, along with interaction between people, organization, and any existing information system. Notably, library and information science is one of the academic disciplines being studied in the university.

The first academic revolution taking off in the late 19th century, made research a university functions in addition to the traditional task of teaching (Etzkowitz, 2003). At present, higher education is usually broken down into three components, namely teaching, research and community service. Research is the systematic process of collecting and analyzing information to increase a human understanding of the phenomenon under study. In other words, research is a process comprising data collection, analysis, interpretation, and assessment procedures conducted in a planned manner in order to find solutions to a problem.

Research is oriented towards the discovery of the relationships that exist among the phenomena of the world in which we live. It is devoted to finding conditions under which a certain phenomenon occurs and the conditions under which it does not occur in what might appear to be similar circumstances. Also research is reserved for activities designed to discover facts and relationships that will make knowledge more effective. Research methodology as a course, has some major obstacles students might encounter while studying it in higher institution of learning and applying learned knowledge to future research endeavor (Rajasekar, Philominathan & Chinnathambi, 2013).

Learning is the process through which an individual or groups of individual acquires wisdom, knowledge, or skill. Learning difficulties in research methodology(s) classes hinder students' interest and attitude toward research and future research productivity (Turk, Al Saadi, Alkhatib, Hanafi, Alahdab, Firwana, Al-Moujahed, 2018). Many factors contribute to the learning difficulties in research methodology(s) classes. The study of research design and statistics often elicits students' anxiety and resistance (Sheperis, 2010). Students exhibit low self-efficacy with insufficient training and are inclined to dismiss the research relevance in professional practice (Hatlevik, & Hatlevik, 2018).

Undergraduate at the university level, typically tend to view research-related courses with negative attitudes and feelings. These negative attitudes have been documented in numerous studies for a number of years in relation to courses in research, statistics and mathematics (Laughter, 2017; Doménech-Betoret Fernando, Abellán-Roselló, & Gómez-Artiga, 2017). One of the major problems of these negative attitudes is that they have been found to serve as obstacles to learning (Ghavifekr, Kunjappan, Logeswary, & Annreetha, 2016). Their attitudes influence how they mentally approach research including all the work related to research. In turn,

these negative attitudes have been found to be associated with poor performance in such courses (Kerr, Kerr, & Xu, 2016). A positive attitude enables students to solve the problem quickly; whereas negative attitude hampers the effort in research. Causal models, however, suggest that attitudes are actually mediators between past performance and future achievement (Lv, Zhou, Guo, Liu, Liu, & Luo, 2016). The enhancements of positive attitude towards research, therefore, referred to as the major key components that impact students' research and academics performance. For this reason students' academic performance and attitude towards research methodology course is a great stride for future educational development.

Previous studies have found that negative attitudes toward a course (e.g., research methodology) have been found to explain a significant portion of the variance in students' learning (Manuel, Fenton & Philemon, 2013). In turn, these attitudes influence the amount of effort one is willing to expend on learning a subject, which also influences the selection of more advanced courses in similar areas (e.g., research methodologies courses) beyond those of minimum requirements. Therefore, assessing students' attitudes toward a research methodology course is important in order to enable instructors to develop instructional techniques leading to more positive attitudes toward the subject, hence, is improvement in students more on academic performance (Waters et al., 1988). It is mandatory that the students in the Department of Library and information science are required to take a basic research methodology course. However, observations have shown that many of the students do not prepare to study research methodology; they consider it to be very difficult because of the inclusion of elementary statistics. This creates negative attitude and also make the students develop anxiety towards the course. Some of the students even develop a "phobia" towards this academic subject that they tend to feel nervous and uncomfortable when they are required to deal with research-related problems. It is against this backdrop that this study was undertaken to investigate perceived academic performance and attitude of undergraduates enrolled in library and information science research methodology course.

### **Objectives of the study**

The main objective of this research is to examining perceived academic performance and attitude of undergraduate enrolled in library and information science research methodology course. The specific objectives are to:

1. Investigate the perceived attitude of undergraduate students towards library and information science research course.
2. Determine the relationship between undergraduate attitude towards research and perceived academic performance.
3. Identify the areas of library and information science research course that create anxiety.
4. Find out the usefulness of research methodology to the undergraduate students.

### **Research questions**

The study answered the following research questions:

1. What is the attitude of undergraduate students towards library and information science course?
2. What are the areas of library and information science research methodology course that create anxiety for LIS undergraduate students?
3. What is the usefulness of research methodology to the LIS undergraduate students?

### **Research Hypothesis**

1. There is no significant relationship between the attitudes of students enrolled in a research methodology course and perceived academic performance in the course.

### **Literature Review**

#### **Research Methodology in Library and Information Science**

Research in simplified terms means searching for the facts, replies to the various queries, and also finding solutions to the various problems. It is also an inquiry or an investigation with a specific purpose to fulfill. It helps in clearing the various doubtful concepts and tries to solve or explain the various unexplained procedures or phenomenon (Ajao, 2008). Research methodology in general has to do with the unknown. It is the process of searching for solutions to problems (i.e. the unknown) or answers to questions (resulting from the unknown). Research methodology according to Best and Khan (2006, 2008) is the systematic and objective analysis and recording of controlled observations that may lead to the development of generalizations, principles or theories resulting in prediction and possibly ultimate control of events. To sum up the above definitions, Tella (2016) define research as a systematic, orderly, organized, consistent pattern of thinking that gives structure and directions to investigator's knowledge of facts and methods. In similar term, Asika (1991) defines research as any organized enquiry that aims at providing information for solving identified problems. However, the understanding of scientific research method is very necessary for a full understanding of what research is all about. This is because; research is based on the scientific method. A look at the following definitions of research will help us in grasping the true meaning of the concept.

Research methodology is important not only because it embodies philosophical assumptions, but also because it guides the selection of research methods. Quantitative researchers tend to employ measurement, experiment, and statistical analysis to answer their research questions, and qualitative researchers prefer observations, interviews, and content analysis. Because mixed methods research represents a middle ground between quantitative and qualitative methodology, it "combines elements of qualitative and quantitative research approaches (e.g., use of qualitative and quantitative viewpoints, data collection, analysis, inference techniques) for the broad purposes of breadth and depth of understanding and corroboration" (Johnson et al., 2007, p, 123). Whether a study is quantitative, qualitative, or mixed-methods depend on the methodology, rather than the methods. For instance, some researchers employ observation and protocol analysis to collect data.

However, the research methods course that the LIS students were enrolled in, was designed to help students become critical readers of research as well as prepare them to undertake a research project related to educational issues, political, social, economic, and social-economic issues. The course covers an overview of the various types of quantitative research designs, which include experimental and quasi-experimental research designs, correlational studies, as well as research methods that are more qualitative in nature such as how to conduct interviews and observations and analyze documents. This course also engages students in understanding the stages of research design, that is, the components of conceptualizing and defining a research problem, conducting literature reviews, collecting and analyzing data (quantitative and qualitative), as well as writing and interpreting results (Papanastasiou, 2005, Tella, 2016). Also, Research Methodology in LIS focuses on common social science techniques, such as surveys and experiments, which lend themselves to quantitative analysis. Also included are lectures on qualitative methods, such as participant observation and historical research, and hybrid methods like focus groups, content analysis, and evaluation research. Studies of information usage are used as the main examples, and methods peculiar to information science, such as bibliometrics, are also examined. Finally, the students in this course are required to design, execute and complete a research on a topic of their choice that is related to librarianship and information science issues or other important areas.

More so, the significance of research is very vital to our day to day activities as well as to our everyday decision making. Research therefore enables us to determine the accuracy or otherwise and validity of popular beliefs, and religious practices by submitting them to systematic scrutiny and enhance, modify or refine our knowledge of phenomenon or various theories surrounding our environment and society. Research practice enables the researchers to generate new concepts and explanations of existing beliefs and practices, economics, political or social system and can also be used to find answers to particular existing questions through investigation, evaluation of findings of other researches/studies or build on where they stopped.

Library and information science is a profession that is full of people passionate about making a positive change in the world and they tend to be widely happy about what they do (UW Information, 2015). Research has demonstrated strong relationships among various dimensions of students' perceptions and attitude (Shelton & Mallinckrodt, 1991), however, the majority of research on students' perception has focused on the various specific forms of academic performance, such as understanding the concept of research methodology, study ability, and a host of others (Pajares, 1996; 2002). One area that has received relatively low attention is the dissertation process, which includes, for example, the formation of a committee, the selection of a worthy research idea, development and defense of a prospectus, collecting and analyzing data for the research, writing the dissertation, and defending the dissertation before a committee.

However, research methodology in library and information science is a course designed for the students irrespective of their level of study. It is a basic requirement for undergraduate students and they are expected to do the course in the penultimate year to enable them acquire the necessary research tools for handling the undergraduate project work. The course was designed to help students solve practical problems as they get into the world of work. Research methodology will expand the productivity, capacity and competitiveness of students.

### **Students Attitudes towards Research Methodology**

Students' attitude refers to the characteristics which a student perceives as discomfoting, to the extent that productivity may be either increased or reduced (Higgins & Kotrlik, 2006). In the academic domain, research has demonstrated strong relationships among various dimensions of attitude and performance (Shelton & Mallinckrodt, 1991; Griffin, 2002). McGrath (2002) noted that fear and anxiety are often the causes of students failing to complete their dissertations and some students face considerable fear toward the dissertation process. Indeed, others who have experienced the course process have acknowledged the apparent link between academic performance and procrastination of attitudes toward the research methodology course as well (Carbonell, 2000). Students with more confidence in their abilities to perform the course task are less likely to react in a detrimental way to stress related to the course process, have less trepidation for the academic performance, and are therefore more likely to demonstrate greater perseverance on the course (Griffin 2002).

Undergraduate students who are enrolled in research methods courses tend to believe that such courses are overwhelming and that it is almost difficult to get through them. It has been reported that library and information science students, in particular, enter research methods courses with feelings of stress and moody, although in most cases, they are not really aware of what research methods are all about. The implication of this perception brings about negative attitudes towards the study and its academic performance. Roberts and Bilderback (1980) found that most students who take research are quite anxious. Once this preponderance of negative attitudes was revealed, many more survey instruments to Measure University students' attitudes toward research method course were developed (Dauphinee, Schau, & Stevens, 1997; Zeidner, 1991). One of such instrument is the Survey of 'Attitudes Towards research' (Schau et al., 1995), which is comprised of four dimensions - affect, cognitive competence, value, and attitudes about the difficulty of research methodology course. Another instrument created for the same purpose was that of Attitudes Toward research (Wise, 1985), which was designed to measure two separate domains, student attitudes toward the course they were enrolled in, and students' attitudes toward the usefulness of research in their field of study. The research attitude Rating Scale (Cruise et al., 1985) was designed to measure the value of research, the interpretation of research information, test attitude, cognitive skills in research, fear of approaching the instructor and fear of research anxiety. Other similar instruments included the Survey of Undergraduate Attitude in Research (Roberts & Bilderback, 1980), and the Research Anxiety Inventory (Zeidner, 1991). In modern world, attitudes of people are considered more important than their experiences and academic preparation. A positive attitude towards research is a key to success and progress in the knowledge based societies (Wilson, 2003). The attitude towards research was to determine it level of contribution towards academic achievements in both positive and negative ways, (Onwuegbuzie & Wilson, 2003). The results of the prior research showed that students have a negative attitude towards research. A significant difference was found in the attitudes with respect to the type of program and prior areas of specialization. The paper demonstrates a clear need for focus on research into students' attitudes towards research.



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## Empirical Literature

Gulnaz (2017) investigated student attitudinal change towards social research during a semester of five months as a result of participation in the social research course. Sample of this study comprised of 11 students of the Masters in Career Counselling and Education Program at the National University of Sciences and Technology, Islamabad (Pakistan). Data was solicited at four different stages. Comparison of personality characteristics and academic performance of the students who scored high versus low on Attitude towards Social Research Scale indicate the importance of conscientiousness, extraversion and openness. Factors such as instructional quality, student personality characteristics, expectations and educational background were found as crucial for further in-depth exploration in this area. This study provides initial paradigm for the epistemology of attitudinal change towards social research.

Tella (2016) examined a comparative analysis of self-efficacy, anxiety and attitude towards research methodology of undergraduates enrolled in research methodology course. Through a total enumeration technique, 113 undergraduates from three departments and two universities – University of Ilorin and Kwara State University, Malete Ilorin represents the sample for the study. Questionnaire was used to gather data from the respondents. Five research questions were raised and answered. The results demonstrate that there is a significant correlation between students' research self-efficacy, perceived research usefulness and attitude towards research methodology course. The results show that students' research self-efficacy had the highest correlation with attitude towards research followed by usefulness of research while students' anxiety towards research had a negative correlation with attitude towards research which probably also explains why it is weakly correlated with the attitude towards research. The result of the first step of multiple regression analysis conducted suggest that the three independent variables (*research self-efficacy, research anxiety and usefulness of research*) jointly (as indicated by the R-square value) explained 59% of the variations in the undergraduate students' attitude towards research methodology course. In the second step of multiple regression analysis when research self-efficacy was taken as dependent variable with the inclusion of demographics such as gender and age, the five factors independent variables (students' attitudes towards research, research anxiety and usefulness of research, gender and age); the result indicate that all the five factors jointly (as indicated by the R-square value) explained 63% of the variations in the undergraduate students' research self-efficacy. Although gender and age had Beta value of .040 and .034, their contributions are not significant, as indicated in the results (Sig. less than 0.05).

Butt (2013) explored the student teachers' attitudes towards research. The sample consisted of 194 participants from two public universities in Pakistan. Census was used to select the sample which comprised of second year Masters Students who are in their second semester. The scale on attitude towards research was used for data collection. The scale consisted of 30 items which were divided into five sections: research usefulness, research anxiety, positive attitudes, relevance to life, and research difficulties. The data was analyzed using descriptive statistics; t-test and ANOVA. The results showed that student teachers have a negative attitude towards research. A significant difference was found in the attitudes with respect to the type of program and prior areas of specialization. The study demonstrated a clear need for focus on research into students' teacher attitudes towards research.

Li (2012) studied the relationship between social science students' attitude towards research methods and statistics, self-efficacy, effort and academic achievement. Self-administered questionnaire was used as the primary data collection instrument. A sample of 153 students drawn from Department of Applied Social Studies in the City University of Hong Kong was invited to complete the survey. After analyzing the data collected, Pearson's correlation coefficient reflected that there was a positive correlation between the four variables – attitude towards research methods and statistics, self-efficacy, effort and academic achievement. Also, a multiple regression analysis was conducted to estimate the prediction power of attitude and self-efficacy on effort. The result showed that both attitude and self-efficacy significantly predict effort. However, when another multiple regression analysis was conducted to estimate the prediction power of attitude, self-efficacy and effort on academic achievement, it was found that effort failed to predict academic achievement. Relating this to the present study, effort could only be regarded as an indirect factor but not a necessary factor in bridging the relationship between attitude, self-efficacy and academic achievement.

Duze (2010) investigated the effects of participatory learning technique (PLT) on achievement and attitude of B.Ed. students of the Delta State University, Abraka, Nigeria, in Educational Research Methods. This was necessitated by the investigator's worry over the continued poor performance of these students in the course. Using a Randomized Control Group Pretest-Posttest design and a t-test for independent samples ( $n = 30$ ), it was found that the PLT group scored significantly higher on both criterion variables. Based on the finding, the study concluded that the PLT was effective not only in enhancing learning output of the students but also in developing positive and favorable attitude towards the course. It was therefore recommended that lecturers in this subject area should as a matter of importance engage the students to actively participation in classroom teaching to maximize outcomes.

Manuel, Fenton and Philemon (2013) determine the university undergraduate sociology and psychology students' attitudes towards the learning of the quantitative research methods course, since attitudes influence students' performance at a discipline. The sample consisted of 55 second year undergraduate social science students. A semi-structured questionnaire was administered to the students. The research findings indicated that more psychology than sociology students had positive attitudes towards learning quantitative research methods and seemed more interested to study the discipline. The methods of instruction used seemed to influence the attitudes of the students. The study recommends that the instructional process should be managed in appropriate ways to provoke critical thinking in students and create positive attitudes towards the quantitative research methods course which is numeric in nature.

### **Research Design**

This study adopted survey design, because it is an efficient way of gathering data to help address research question and discovering why certain events, situation or phenomena occur. Survey was adopted because; it is believed that if a sample is carefully selected, findings obtained from the sample can be used to generalize the population. The survey design was considered appropriate in this study as it allows the use of various data collections techniques such as questionnaire, interview, and observations.



### Population of the Study

The target population of this study were the 2015/16 400level students enrolled in LIS research methodology course in Department of Library and Information Science, Kwara State University Malete, and University of Ilorin.

### Sample and Sampling technique

The study adopted census method to include all the 400 level students enrolled for the course in 2015/16 academic session. Census was adopted because of the limited population. The total number of the students amounted to 105. This represents the sample for the study.

**Table 1: Total Population Distribution**

Institutions	Respondents
Kwara state University	60
University of Ilorin	45
<b>Total</b>	<b>105</b>

Source: field survey

**Instrument for data collection:** The instrument used for data collection in this study was questionnaire. This is because questionnaire usually helps in gathering in-depth information desired from the respondents. The questionnaire was divided into sections A and B. Section A enquired the demographic characteristics of the respondents and section B featured items on the variables focused in the study. It is sub- divided into 5 parts A.B.C D and E. Part A contained items on Attitude towards research, part B contained items on Usefulness of research methodology, part C contained items on Research anxiety, part D contained items on perceived academic Performance in LIS Research Methodology, and part E contained items on challenges encountered in research methodology. Four point rating scale of SA= Strongly Agree, A= Agree, NS= Not Sure, D= Disagree, SD= Strongly Disagree was adopted. The respondents are expected to tick the appropriate option that represents their opinion.

**Data Collection Procedure:** The administration of the questionnaire was done by the researcher with the help of research class representatives in the two departments. The researcher introduced the purpose of the study to the respondents and solicited their assistance with the promise that their responses will be treated with utmost confidentiality and for the purpose of research only. Thereafter, the copies of the questionnaire were administered to the respondents in their lecture room at their respective institution. A total of 105 copies were administered while 98 copies were returned properly filled and useful for data analysis

**Validation of instrument:** To ensure the validity of the instrument used for data collection in this study, the questionnaire was given to two experts whose research interest is in the area of research methodology. The experts gave useful suggestions that resulted to changes and modifications in the questionnaire before final administration to the respondents. This exercise ensured both the face and contents validity of the questionnaire.

**Reliability of the instrument:** The reliability of the instrument using test-re-test method of two weeks interval was adopted to determine the reliability of the instrument. The responses obtained

were subjected to Cronbach alpha and the correlation co-efficient returned an  $r= 0.78$  which confirmed that the questionnaire was reliable for use in the study.

**Data Analysis:** The data collected was analyzed using percentages, frequency count and Pearson product moment correlation to determine relationship between attitude and perceived academic performance in research methodology course.

**Results**

**Table 2: Bio-data of the respondents**

Sex Distribution		
	Frequency	Percentage
Male	41	41.8
Female	57	58.2
Total	98	100
Age Distribution		
21-25	72	73.5
26-30	22	22.4
31-35	4	4.1
Total	98	100
Level of Study		
Year 4	98	98
Total	98	100
Institution		
Kwasu	59	60.2
Unilorin	39	39.8
Total	98	100

Source: field survey, 2016

The gender distribution shows that majority of the respondents were females (58.2%) while (41.8%) were male. The age distribution shows that the majority of the respondents (73.5%) was 21 years and above, followed by respondents who were between 26-30 years (22.4%), and the respondents within the age of 31-36 years (4.1%). As discussed under the sampling and population section, respondents in this study were distributed across two different institutions. The table shows that 59(60.2%) were from Kwara state university, Malete, and the remaining 39 (39.8%) were from university of Ilorin.

**Research question 1:** What is the perceived attitude of undergraduate students towards library and information science research methodology course?

**Table 3: Attitude towards research**

Items	A	SA	NS	D	SD	TOTAL
I enjoy research methodology course	27 (27.6%)	60(61.2)	7 (7.1)	4 (4.1%)	0 (0%)	98 (100%)
I am interested in research methodology course	32 (32.7%)	59 (60.2%)	4 (4.1%)	2 (2%)	1 (1%)	98 (100%)
The skills I have acquired in research will be helpful to me in the future	44 (44.9%)	49 (50%)	3 (3.1%)	2 (2%)	0 (0%)	98 (100%)
I use research in my daily life	22 (22.5%)	41 (41.8%)	19 (19.4%)	12 (12.2%)	4 (4.1%)	98(100%)
I am very unsure of my abilities to perform well in research methodology course if possible I come across it again	12 (12.2%)	27 (27.6%)	17 (17.3%)	27 (27.6%)	15 (15.3%)	98 (100%)
I wish i take research methodology course everyday	21(21.4%)	34(34.7%)	24 (24.5%)	16 (16.3)	3 (3.1)	98 (100%)
I have difficulties in understanding the concept of research methodology	10 (10.3)	19 (19.6%)	17 (17.5)	34 (35.1)	17 (17.5%)	98 (100%)
I make many mistake in research methodology course	30 (31%)	17 (17.3%)	18(18.6.)	28 (28.9%)	5 (5.2%)	98 (100%)
Research is difficult in terms of mathematical aspect	18 (18.4%)	43 (43.9%)	11 (11.2%)	22 (22.4%)	4 (4.1)	98 (100%)
Research methodology course is stressful	16 (16.3%)	30 (30.7%)	21 (21.4%)	21 (21.4%)	10 (10.2%)	98 (100%)

Source: Field Survey

Table 3 presents findings on undergraduate attitudes towards library and information science research methodology course. The results reveal that 59(60.2%) and 27(27.6%) of the respondents agreed and strongly agreed that they enjoy research, 7(7.1%) are not sure, 5(5.1%) strongly disagreed. The table also shows the level of students' interest in learning research. Majority of the respondents 59(60.2%) agreed they were interested in research, 32(32.3%) strongly agreed, 4(4.1) and 1(1%) disagreed and strongly disagreed. Regarding research skill,

49(50%) agree to have research skill, 44(44.9%) of the respondents strongly agree to have research skills, 3(3.1%) not sure 2(2%) disagreed. The statement on research is useful in ones' daily life was agreed by 41(41.8%) of the respondent strongly agree by 22(22.4%), 19(19.4%) of the respondents were not sure. 12(12.2%) of the respondents disagreed and 4(4.1%) strongly disagreed on the daily use of research. A12 respondents (12.2%) of the respondent strongly agreed of their unsure ability to do well in future endeavor in research, 27 respondents (27.6%) were unsure of their ability to perform well in the course, 17(17.3%) disagree, 15(15.3%) strongly disagreed.

Most of the respondents 34(34.7%) agreed to include research in their daily life, 24(24.5%) respondents are not sure,21(21.4%) of the respondent strongly agreed, 16(16.3%) disagreed and 3(3.1%) strongly disagreed. 34(34.7%) disagreed that there are difficult concept in research, 19(19.4%) respondents agree with the statement, 18(18.4%) respondents strongly disagreed, (17.3%) not sure,10(10.2%). That people makes many mistakes in research was strongly agreed to by 17(17.3%) of the respondent, 46(46.9%) disagreed with the statement, 20(20.4%) not sure. Furthermore, 18(18.4%) of the respondents strongly agreed to the statement on availability of mathematical difficulty in research, 9(9.2%) agrees, and 6(6.1%) strongly disagreed. Finally, the statement that research is stressful was agreed to by 30(30.7%), 21(21.4%) are not sure, 21(21.4%) disagreed, 16(16.3%) of the respondents strongly agreed that research is stressful to learn, and 10(10.2%) strongly disagreed.

**Research Question 2:** What are the areas of library and information science research methodology course that create anxiety for the students?

**Table 4: Research Anxiety**

LIS Research Anxiety	A	SA	NS	D	SD	TOTAL
I find it difficult to understand the concepts of research	10 (10.2%)	26 (26.5%)	17 (17.2%)	38 (39%)	7 (7.1%)	98 (100%)
I feel insecure concerning the analysis of research data	30 (30.6%)	16 (16.3%)	20 (20.4%)	29 (29.6%)	3 (3.1%)	98 (100%)
I have trouble with arithmetic	33 (33.7%)	24 (24.5%)	13 (13.3%)	23 (23.4%)	5 (5.1%)	98 (100%)
Complicated Nature of Research	37 (37.8%)	15 (15.3%)	12 (12.2%)	26 (26.5%)	8 (8.2%)	98 (100%)
Literature Review	25 (25.5%)	12 (12.2)	15 (15.3%)	32 (32.7%)	14 (14.3%)	98 (100%)

Source: field survey, 2016

The table 4 identifies the areas of LIS research methodology course that create anxiety to the students. Students develop anxiety on the difficulty in understanding research. The results show that 38(39%) respondents disagreed, 26(26.5%) agree, 17(17.2%) not sure, and 7(7.1%) strongly disagree. Insecure analysis of data causes anxiety was agreed by 30(30.6%) respondents,

29(29.6%) disagreed, 20(20.4%) not sure, 16(16.3%) agreed, and 3(3.1%) strongly disagreed that it causes anxiety. Arithmetic trouble causes anxiety in research was agreed by 33(33.7%) respondents, 24(24.5%) strongly agreed, 23(23.4%) disagreed, 26(26.5%) strongly disagreed, 13(13.3%) not sure. Complicated nature of research causes anxiety was agreed to by 37(37.8%), 26(26.5%) disagree, 12(12.2%) disagree, and 8(8.2%) strongly disagree. In addition, 12(12.2%) of the respondents strongly agreed that because research does not apply to their life thus it cause anxiety, 25(25.5%) agree, 32(32.7%) disagreed 15 (15.3%) not sure, and 14(14.3%) strongly disagreed.

**Research Question 3:** What is the usefulness of research methodology course to the LIS undergraduate students?

**Table 5: Usefulness of Research**

USEFULLNESS OF RESEARCH METHODOLOGY COURSE	SA	A	NS	D	SD	TOTAL
Research methodology course is useful to my Career	39 (39.8%)	49 (49.9%)	3 (3.1%)	3 (3.1%)	4 (4.1%)	98 (100%)
Research is Connected To My Field	39 (39.8%)	51 (52%)	5 (5.1%)	2 (2.1%)	1 (1%)	98 (100%)
Most Students Benefit from research	37 (37.8%)	52 (53%)	4 (4.1%)	5 (5.1%)	0	98 (100%)
Research is Very Valuable	44 (44.7%)	45 (45.8%)	4 (4.2%)	3 (3.2%)	2 (2.1%)	98 (100%)
Knowledge of Research will be Helpful In Future	37 (37.8%)	48 (49%)	7 (7.1%)	5 (5.1%)	1 (1%)	98 (100%)
Research is relevant to all Professional	48 (48.9%)	39 (39.8%)	4 (4.1%)	4 (4.1%)	3 (3.1%)	98 (100%)
Research makes Greatest Contribution to Library Profession	46 (46.9%)	37 (37.8%)	9 (9.2%)	5 (5.1%)	1 (1%)	98 (100%)
Research is Indispensable In Professional Training	39 (39.8%)	44 (44.9%)	11 (11.3%)	2 (2%)	2 (2%)	98 (100%)
Research Help Understand The World	43 (43.9%)	41 (41.8%)	9 (9.2%)	3 (3.1%)	2 (2%)	98 (100%)
Research-oriented thinking plays an important role in everyday life	44(44.9%)	36 (36.7)	12(12.3 %)	5(5.1%)	1(1%)	98 (100%)

Source: Field Survey

Table 5 presents the usefulness of research methodology course to LIS undergraduate students. The table shows that 49(49.9%) of the respondents strongly agreed that research is useful to their career, 39(39.8%) agreed, 4(4.1%) strongly disagreed 3(3.1%) not sure, while 3(3.1%) disagreed. More than average 51(52%) of the respondents strongly agreed that research is useful because it is connected to their field of study, 39(39.8%) agreed, 5(5.1%) not sure, 2(2%) disagreed and 1(1%) strongly disagreed. Respondents perceived the usefulness of research because most

students benefit from it, 52(53.1%) of the respondents agreed to the statement, 37(37.8%) strongly agreed, 4(4.1%) not sure and 5(5.1%) disagrees. Research is very valuable was agreed to by 45(45.9%), 44(44.9%) of the respondents strongly agreed, 4(4.1%) are not sure, 3(3.1%) disagree and 2(2%) strongly disagree. A 48 respondents (49%) agreed that research will be helpful in future, 37(37.8%) of the respondents strongly agreed, 7 (7.1%) are not sure, 5(5.1%) disagreed and 1(1%) strongly disagreed. Research makes greatest contribution to LIS profession was strongly agreed by the majority of the respondents 46(46.9%), 37(37.8%) agreed, 9(9.2%) not sure, 5(5.1%) disagreed while 1(1%) strongly disagreed. Research is indispensable in training was agreed by 44(44.9%), 39(39.8%) of the respondent strongly agreed, 11(11.2%) not sure 2(2%) disagreed and lastly, 2(2%) strongly disagreed. Research help us to understand the world was strongly agreed by 43(43.9%) of the respondents, 41(41.8%) agreed, 9(9.2%) not sure, 3(3.1%) disagreed and 2(2%) strongly disagreed. The results indicate that 48(48.9%) of the respondents strongly agreed that research-oriented thinking plays an important role in everyday life, 39(39.8%) agreed, 4(4.1%) not sure, 4(4.1%) disagreed and 3(3.1%) strongly disagreed.

**Table 6: Relationship between attitude towards research methodology course and Perceived Academic Performance**

Variable	Mean	Standard deviation	N	Df	R-cal	P-value	Remark
Attitude towards research methodology course	28.5045	4.60	98	96	.715	.000**	Sig...
Perceived academic performance	25.1033	6.95					

\*\* Correlation is significant at .001 level (2-tailed)

Source: field survey, 2016

The results in table 4 show that there is a significant relationship between the attitude towards research methodology course and the perceived academic performance of students. This is shown with  $r\text{-cal} = 0.715$ ;  $df = 96$  and  $P = 0.000$  which is less than the level of significant (0.05). This implies that there is a significant relationship between attitude towards research methodology course and perceived academic performance. Therefore, the null hypothesis is rejected. Hence, there is a relationship between attitude towards research methodology course and the perceived academic performance of students enrolled in a research methodology course.

### Discussion of Findings

This study has successfully explored the LIS students' perceived academic performance and attitudes towards library and information research methodology course. The study have established the relationship between the perceived academic performance and attitude of undergraduates enrolled in library and information science research methodology course through data collection and analysis. Four research question were developed and consequently answered, the findings shows that the undergraduates of library and information science who enrolled or registered and participated in research methodology perceived research methodology as a course



they enjoy and are, interested in and the skills gained will be helpful in future. This finding is in tune with the findings by Onwuegbuzie and Wilson (2003). The findings in the study also show that undergraduates attitude towards research methodology course is negative. The prior researches had actually showed that student/teachers have a negative attitude towards research. Similarly, prior researches have reported significant difference was found in the attitudes with respect to the type of program and prior areas of specialization. This demonstrates a clear need or focus on research on students' attitudes towards research.

The study also revealed that students who offered research methodology as a course in library and information science encounter anxiety or the difficulties in some areas such as concepts, data analysis, arithmetic calculation, complicated nature of research and the kind of methodology to adopt and literature review. The study also established that undergraduate students of library and information science finds research methodology useful to their career, as it is connected to their field of study where most students benefit. They also indicated research is very valuable, could be helpful in future, useful for all professionals based on its greatest contribution to the field of library and information science, and its indispensability for professional training along with the prominent roles played in daily life endeavor.

The study revealed as well that only students who have a positive attitude towards the course (research methodology) perform excellently in the course. Students who consider research difficult have higher anxiety and this negatively affected their performance in the course compared to those who find the course easier. This is in consonance with the findings by Manuel, Fenton and Philemon (2013) who reported that university undergraduate psychology and sociology students had positive attitudes towards the learning of quantitative research methods and seemed more interested in study in a discipline. This implies that attitudes influence students' performance in a discipline.

The study also revealed that there is an inverse relationship between the attitude of students and performance in research methodology course. It should be noted with this finding that attitude will always go along with performance. A negative attitude will definitely yield negative results while positive ones will forever, yield positive results. Therefore, this current result which shows inverse relationship between attitude and perceived academic performance is not a co-incidence.

## **Conclusion**

The study has examined the perceived academic performance and attitude of undergraduate students enrolled in library and information science research methodology course. The results have indicated that most students have positive attitude towards research. Trouble with arithmetic and data analysis, complex concepts and literature review are the areas that usually create anxiety for the students. Undergraduate students of library and information science find research methodology useful to their career, as it is connected to their field of study where most students benefit. They also indicated that research is very valuable, could be helpful in future, useful for all professionals based on its greatest contribution to the field of library and information science, and its indispensability for professional training along with the prominent roles played in daily life endeavor. Lastly, the study has been able to demonstrate that significant

relationship exists between attitude and perceived academic performance in research methodology course.

### **Limitation of the Study**

First and foremost, there were only 153 respondents who participated in the present research, which could not be regarded as a large sample size. Also, all of the respondents came from the same university – City University of Hong Kong. Therefore, the opinions collected from them could not be generalized to a larger population, like all the university students in Hong Kong and the data collected was considered as limited in representativeness because of its' homogeneity.

### **Recommendations**

In order to improve the representativeness of future studies, it is recommended that researchers should consider extending the scope of the study to cover more library schools in Nigeria. If this is done, the respondents will represent universities in Nigeria, the data collected will be more heterogeneous. Therefore, the results generated from the study can be generalized to represent a larger population i.e. Library and Information Science students in Nigeria Universities. Apart from including a larger and more heterogeneous sample, it is also recommended that researchers should adopt a probability sampling method, like random sampling in collecting data instead of census. For example, researchers can make the data collected more representative by randomly recruit in a proportionate amount of LIS students from each Library school in Nigeria universities to participate in the study.

### **Suggestion for Further Study**

The following suggestions are made for the future researchers to validate the present research findings using a multivariate analytical tool such as SEM or path analysis. Lastly future researchers are encouraged to conduct research that will focus on proffering solutions to those areas identified as creating anxiety for the undergraduate in LIS research.

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