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Articles

Effort Expectancy as Correlates of Electronic Information Resources use by Undergraduates of Ajayi Crowther University, Oyo State, Nigeria

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Abstract: The use of electronic information resources (EIRs) by undergraduates could impact positively on their academic activities. However, anecdotal and empirical evidences have shown that the use of some of these information resources by some undergraduates is low. Perhaps, this perceived observation might not be unconnected with the effort expectancy associated with the accessibility of EIRs which could affect their use by the undergraduates. The study therefore examines effort expectancy as correlates of use of electronic information resources by undergraduates in Ajayi Crowther University, Oyo, Nigeria. Descriptive survey research method was used and the study population comprised of 5663 undergraduates of Ajayi Crowther University, Oyo, Nigeria. The multistage random sampling technique was used to select a sample size of 140 and the questionnaire was used to collect data. Results revealed that a significant number of respondents (45.3%) and (37.4%) noted that e-news and e-encyclopedias were the most accessible EIRs. Majority of the undergraduates had a favorable expectancy of the use of EIRs. Results showed a significant positive relationship between effort expectancy and use of EIRs by the undergraduates (r=.277**; df=138; p<0.01). It was recommended that in order to sustain the favourable effort expectancy

towards the use of EIRs by the undergraduates, librarians should introduce periodic digital literacy programmes and ensure that all undergraduates are encouraged to participate in it.

Keywords: Effort expectancy, electronic information resources, undergraduates, Nigeria

Introduction

Universities are the intellectual pillars of societies. Apotiade, Oyewole and Belau (2015) noted that life changing ideas and philosophies are brought to fruition in the universities. These institutions ensure that individuals with the right qualifications who gain admission are taught in various fields of human endeavour for the benefit of societies. The researches carried out within these ivory towers could also help to assist in developing the society socio-economically. In addition, universities engage in community development through different intervention programmes. Societies that appreciate development do not toil with their universities.

Undergraduates are important stakeholders in the university. Oyewole (2017) stated that undergraduates form a critical mass of the learners in the ivory towers. This is because in most universities that are general in nature, undergraduates are usually higher in number, except for some universities that give priority to postgraduate education. In order for the undergraduates to be successful in their academic endeavours, they need to engage in various academic activities. These activities include; examination, continuous assessment, project writing, seminar presentations and lectures. However, it would be very difficult for undergraduates to engage in all these activities without information. The information sources available to undergraduates could be print or electronic in nature.

As a result of the advancement in Information and Communication Technology (ICT), electronic information resources (EIRs) have become prevalent. Thanuskodi (2012) defined electronic information resources as the electronic representation of information. Okore, Asogwa and Eke (2009) viewed EIRs as the information resources which the Internet provides access to. Moreover, some EIRs could also be accessed offline through other digital media like CD-ROMs. Examples of EIRs are e-books, e-journals, e-discussions, e-news, e-data archives, digital libraries, online journal magazine, e-learning tutors, online public access catalogue (OPAC) and the likes. Presently, undergraduates can access EIRs through the computer or smart devices that guarantee access to the Internet and applications that allow the use of memory cards and flash drives.

EIRs are very beneficial to the undergraduates. Ellis and Oldman (2005) noted that the scholarly activities of the undergraduates can be enhanced as a result the unlimited access to diverse electronic information resources on the Internet. Chiparausha and Sithole (2008) listed part of the benefits of the utilisation by undergraduates to include; access to current information and search facilities, opportunity to make hard copies from soft copies, portability and simultaneous usage. EIRs like journals report current research findings that undergraduates can make use of for project writing and personal

development. Also, some electronic databases provide the option for users to search their content which could help the undergraduates to have access to myriads of information contents.

Furthermore, for the undergraduates that still appreciate information in print form, EIRs can be printed out and used. In addition, the fact that EIRs can be downloaded on smart devices like Android phones in different formats like PDF (portable document format), PowerPoint and the likes makes it very easy to move with information wherever they go to. Another benefit of EIRs to undergraduates is that they can also be downloaded and used by many undergraduates at the same time without hindrances. These various benefits associated with the use of EIRs have made some undergraduates to view them as indispensible.

Adeniran, (2013) examined the use of electronic resources by undergraduates of Redeemer's University and discovered that a significant number of the respondents 90 (35.2%) used the Internet to access EIRs regularly. Omosekejimi, Eghworo and Ogo (2015) studied the use of EIRs by undergraduates of Federal University of Petroleum Resources, Effurun, Nigeria. The population of the respondents was 267 and the instrument for data collection was the questionnaire. They reported that a high number of the respondents 240 (89.9%) pointed out that they used the Internet on a regular basis. The results of these studies reveal that most of the undergraduates seem to consider the Internet as the most used EIRs that is indispensible. However, it is as if the other types of EIRs are not regularly used by some undergraduates. This

could be a function of the effort expectancy as perceived by the undergraduates as regards EIRs use.

Effort expectancy is one of the determinants of behavioral intention towards the use of a technology in the Unified Theory of Acceptance and Use of Technology (UTAUT). Venkatesh, Morris, Davis and Davis (2003) defined effort expectancy as the degree of ease that is linked with the use of an information system. Ghalandari (2012) indicated that effort expectancy is similar to other constructs like perceived ease of use (technology acceptance model) and complexity (PC utilization model and innovation diffusion theory). Venkatesh et al (2003) also indicated that effort expectancy can be compared to ease of use in Innovation Diffusion Theory.

Wu, Tao and Yang (2008) averred that effort expectancy is of one of the key factors that could determine whether an EIR will be used or not. This was revealed in the study carried out by Omosekejimi, Eghworo and Ogo (2015) where they reported that a notable number of the undergraduates 179 (67%) affirmed that lack of required searching skills was a challenge that hindered their use of EIRs. Thus, even if these undergraduates realise that the use of EIRs is beneficial to their academic activities, their inability to search for these resources via the Internet could be perceived as stressful and as such might prevent them from even trying to access these resources. This indicates that effort expectancy is an important construct that could determine the use of electronic information resources. Thus, this study is set to examine the relationship between effort expectancy and use of

electronic information resources by undergraduates in Ajayi Crowther University, Oyo, Nigeria.

Statement of the problem

The use of electronic resources by undergraduates no doubt is very beneficial to their academics. However, anecdotal and empirical evidences have shown that the use of these information resources by some undergraduates is low. This is reflected in the seldom use of electronic databases and electronic journals by some of the undergraduates. This perceived observation might not be unconnected with the effort expectancy associated with the accessibility of these EIRs which could have a relationship with their usage. This is because some undergraduates might find it easy to retrieve information from websites and blogs through the Internet, while the retrieval of e-resources might present some form of complexity which could hinder their use. How empirical is this postulation? Thus, the study therefore examines effort expectancy as correlates of use of electronic information resources by undergraduates in Ajayi Crowther University, Oyo, Nigeria

Research questions

The research questions that will guide this study are:
1. What are the electronic information resources accessible to the undergraduates of Ajayi Crowther University?
2. What is the purpose of use of electronic information resources by undergraduates in Ajayi Crowther University?
3. What is the frequency of use of electronic information resources by undergraduates of Ajayi Crowther University?
4. What is the effort expectancy of electronic information resources use by undergraduates of Ajayi Crowther University?
5. What are the constraints militating against the use of electronic information resources by undergraduates in Ajayi Crowther University?

Research hypothesis

The null hypothesis that will be tested at 0.05 level of significance in this study is;
1. There is no significant relationship between effort expectancy and use of electronic information resources by undergraduates in Ajayi Crowther University.

Literature review

The review of literature will be divided into three sections. The first section will focus on the effort expectancy of electronic information use by students, the second section will be on use of electronic information resources by undergraduates and the last will focus on the relationship between effort expectancy and use of electronic information resources by undergraduates.

Effort expectancy of electronic information use by students

Effort expectancy refers to the anticipation of individuals towards the ease associated with the use of a particular system or otherwise. Ghalandari (2012) observed that the performance and the rewards that emanate from the use of an information system are linked with its effort expectancy. Some studies have been conducted that examined the ease of use and complexity (effort

expectancy) associated with use of different types of EIRs by students. Gakibayo, Ikoja-Odongo and Okello-Obura (2013) studied the use of EIRs by 266 undergraduate students of Mbarara University, Uganda. Results showed that apart from internet search engines, other EIRs like scholarly databases, electronic journals and e-books were not used often. The authors concluded that this could be as a result of the students' lack of computer and information literacy skills which might make the use of the other EIRs quite difficult for them. Thus, it can be deduced that the students might view the use of these EIRs as one requiring much efforts.

Similarly, Adetunla (2016) did a study that centred on the perceived ease and use of electronic information resources by 621 undergraduate students of private universities in Oyo State Nigeria. The technique used for the selection of the sample size was multistage in nature and findings revealed that majority of the respondents did not have a favourable perception of the effort expectancy associated with the use of EIRs. This conclusion was reached because most of the undergraduate students (62%) affirmed that they found it difficult to access EIRs as a result of lack of clarity and understanding. Though, close to two-fifths (39%) noted that their interaction with EIR was clear and understandable. However, some studies have also reported to the contrary.

Kodandarama and Chandrashekara (2014) surveyed the use of web OPAC by students and research scholars at Mysore University library in India. The study employed descriptive research and the research instrument was the questionnaire employed to collect information on the use of the library catalogue. About 200 questionnaires were randomly distributed out of which 180 were returned and used for the analysis. Results revealed that more than three-fifths of the respondents 96 (66.67%) indicated that they did not require any guidance before they can use the Web OPAC. Therefore, it can be deduced that as far as this set of students are concerned, they expected that their use of this electronic resource that provides access to information resources should be effort free.

Johnston, Berg, Pillion and Williams (2015) did a study that focused on the ease of use associated with the use of e-textbooks by undergraduates in a university in Canada. They evaluated ease of use in relation to students' ability to install, access, navigate and read online and results showed that about 80% of the undergraduates pointed out that they experienced no difficulty at all. On the other hand, 18% of the students reported that they experienced some difficulties when it comes to reading the text online.

Akpojotor (2017) also surveyed the perceived ease of use of electronic information resources among 329 postgraduate students of library and information science in Southern Nigerian universities. The study was descriptive in nature and the questionnaire was used to collect data. From the findings, a significant number of the students perceived the EIRs to be easy to use as the mean values of the responses of the students were greater than the criterion mean which was 3.00. For example, the mean values associated with perceived ease of use of e-journals, World Wide

Web and e-mails were (mean=4.55), (mean=4.41) and (mean=4.43) respectively. This implies that most of the respondents were of the view that accessing the EIRs would not require as much effort that could discourage them from using it.

The studies reviewed have shown that students have different expectancies regarding the efforts required to use the different electronic information resources. This could be a function of the category of students, and the prevailing circumstances in their various universities.

Use of electronic information resources by undergraduates

Literature is quite replete with studies on the use of electronic information resources by undergraduates. A review of some of these studies will provide empirical insights into the purpose, frequency and constraints to the use of EIRs by undergraduates. Dhanavandan, Esmail and Nagarajan (2012) examined the use of electronic resources by undergraduate students at Krishnasamy College of Engineering, India. They reported that a little over two-fifths of the respondents 38 (44.2%) noted that they made use of EIRs for study, while 25 (29%) used them for project and others.   The challenges that hindered the effective use of the EIRs as identified by the undergraduates included lack of training and slow speed of the Internet as observed by some of them 25 (29.1%) and 19 (22.1%).

Quadri, Adetimirin and Idowu (2014) studied the availability and utilisation of library electronic resources by undergraduates in Babcock University and Redeemers University, both private universities in the South-west of Nigeria. The results of their study revealed that most of the respondents 128 (64.0%) and 111 (55.5%) used EIRs for assignment and research/project respectively. The Internet as an EIR was used daily by a significant number of the undergraduates 84 (42%), while the respondents 78 (39.0%) affirmed that they never used CD-ROMs. The major challenges identified by majority of the undergraduates were poor internet connectivity, erratic power supply and the malfunctioning of computers that are used to access the EIRs.

Bankole, Ajiboye and Otunla (2015) carried out a study on the use of electronic information resources by undergraduates of Federal University of Agriculture, Abeokuta, Ogun State, Nigeria. The questionnaire was administered to the students who visited the library and it was reported that close to all of them 157 (92.4%) indicated that they used search engines such as Google. E-lecture notes and e-books were also used by a significant number of the respondents 125 (73.5%) and 71 (41.8%) respectively. Findings also revealed that a notable number of the undergraduates 123 (72.4%) and 103 (60.6%) pointed out that they used the EIRs for assignment completion and also to obtain course related information/study materials. The prominent constraint to the use of EIRs as identified by the respondents 65 (38.2%) was insufficient skills to retrieve needed information. Others are; lack of time and frequent power outages.

In another study carried out in Nigeria, Owolabi, Idowu, Okocha and Ogundare (2016) surveyed the use of EIRs by undergraduates of the University of Ibadan. One hundred and eighty eight students participated in

this descriptive study of which data was collected also through the use of the questionnaire. The entire students 188 (100%) noted that the most used EIRs were the Internet and email services. Almost all the respondents 170 (93.7%) and a little above four-fifths 158 (84%) agreed that they used email services and the Internet often. All the undergraduates 188 (100%) revealed that they made use of the EIRs for academic purpose/course works and for online application/registration. In addition, 170 (90.4%) and 122 (64.9%) also noted that they used EIRs for assignment completion and project writing. Most of the respondents 156 (83%) and 148 (78.7%) indicated that inadequate power supply and poor network/internet connectivity were the major challenges they faced in the use of EIRs.

In a recent study, Madondo, Sithole and Chisita (2017) researched into the use of electronic information resources by undergraduates in Zimbabwe. The study employed the mixed method of quantitative and qualitative research as the questionnaire was used and also the authors carried out an observation on how the students used online databases, e-journals and the Internet. Findings showed that four-fifths (80%) made use of the e-resources for individual assignment, while 40% used the EIRs for research paper. The factors that hindered the use of EIRs as noted by the respondents (70%) and (50%) were unreliable internet connection and insufficient number of work stations.

The studies reviewed have showed the benefits associated with the use of EIRs, as undergraduates used them for diverse purposes and at different intervals. It has also become clear that infrastructural challenges still affect the use of EIRs especially on the African continent.

Relationship between effort expectancy and use of electronic information resources by undergraduates

It is as if much focus has not been given to the nexus between effort expectancy and use of electronic information resources by undergraduates. However, the findings of few of the studies cited earlier could present information on the correlation that could exist between effort expectancy and use of electronic information resources by undergraduates. Attuquayefio and Addo (2014) noted that there is a nexus between effort expectancy and behavioural intention. Thus, complexity or any form of difficulty in the use of EIRs could influence the undergraduates to develop a negative behaviour towards the use of EIRs.

The study by Dhanavandan, Esmail and Nagarajan (2012) carried out among undergraduates in India revealed that some of the respondents 29 (33.7%) were of the view that whenever they had reasons to use EIRs, it took long to view and download web pages. This difficulty constituted a challenge to the respondents and could also discourage them from using the EIRs. Similarly, in the study done by Bankole, Ajiboye and Otunla (2015) among undergraduates of Federal University of Agriculture, Abeokuta, Ogun State, Nigeria, some of the respondents 56 (33.0%) identified difficulty in finding relevant information as a challenge that affected their use of EIRs. This shows that the students did not find the

needed information easily as extra efforts were required. In a situation where this difficulty persists, it could hinder the use of EIRs.

In addition, Quadri, Adetimirin and Idowu (2014) also reported in their study carried out in two private universities in South-west of Nigeria, that a significant number of their respondents noted that they had technological constraints in their use of EIRs. This shows that it would have been quite difficult for the undergraduates to access EIRs due to the technological issues. The fact that the undergraduates identified this as a constraint is an indication that if the use of EIRs is not perceived as easy to use, it could serve as a clog in the wheel for actual use of the EIRs by the undergraduates. Thus, revealing the significance of effort expectancy.

Theoretical framework
The Unified Theory of Acceptance and Use of Technology (UTAUT) (see fig. 1) is the theory that guides this study. The theory was developed by Venkatesh, Morris, Davis and Davis in the year 2003. It is a unification theory that combined eight unique models that are applicable to acceptance and use of technology. These are; Theory of Reasoned Action (TRA), Technology Acceptance Model (TAM), Motivation model (MM), Theory of Planned Behaviour (TPB), a combination of TAM and TPB, Innovation Diffusion Theory (IDT), Model of PC Utilisation (MPCU) and Social Cognitive Theory (SCT) (Venkatesh et al. 2003). The theory identifies the direct determinants of behavioural intention as performance expectancy, effort expectancy, social influence and facilitating conditions. These are moderated by gender, age, experience and voluntariness to use. Behavioural intention and facilitating conditions have direct relationship with use behaviour. UTAUT has been used by different researchers in predicting factors that influence the use of technology. Venkatesh, Thong and Xu (2016: 331) also noted that this theory has been used in different contexts and have even been expanded by researchers.

This theory is relevant to this study because of one the precursors to the use of technology is effort expectancy (EE) which is the explanatory variable in the study. EE is viewed as the expected complexity and the degree of effort required in making use of a given technology (Vermaut, 2017). Thus, the anticipated complexity of EIRs use could determine if the undergraduates would use them or not.
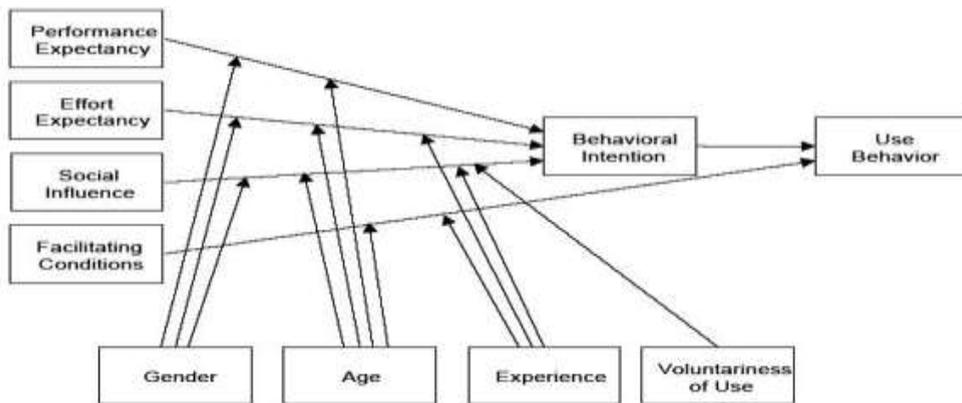
Fig 1: (UTAUT) Source: Venkatesh et al. (2003)

Methodology

Descriptive survey research design was used for this study. The undergraduates of Ajayi Crowther University Oyo, Nigeria constitute the population of the study. According to the data collected from the institution, there are 5,663 students in 4 faculties. The sampling technique used for the study is the multistage technique. At the first stage, the balloting technique was used to select two out of the four faculties at random. For the second stage, two departments that have the highest population of students in the two faculties were purposively selected. Lastly, a sampling fraction of 7% was used to arrive at a sample size of 140 (Table 1). A self developed questionnaire constructed based on the review of the relevant literature was the data collection instrument. It was validated by experts in the Department of Library, Archival and Information Studies, University of Ibadan, before administration. Data was analysed with the use of the Statistical Package for the Social Sciences (SPPS) and presented in form of descriptive statistics of frequency counts, percentages and correlation analysis.

Table 1 Sample size for the Study

Faculty	Departments	No. of undergraduates	Sample size (7%)
Natural sciences	Computer science Biological science	530 438	37 31
Social and management sciences	Mass communication Accounting	520 511	36 36
Total			140

Results and discussion

One hundred and forty (140) copies of the questionnaire were distributed to undergraduates in Ajayi Crowther University. However, 139 copies were duly filled and used for analysis. Thus, the response rate is 99%.

Demographic characteristics of respondents

Table 2 captured the demographic information of the undergraduates.

Findings showed that female undergraduates 85 (61.2%) responded to the questionnaire more than their male counterparts 51 (38.8%). Majority of the respondents 66 (47.5%) were between the age 16-20, while the least 3 (2.1) were above 30. From the findings, 46 (33.1%) were in their final year as they were in departments where the duration of study is four years. However, quite a few 7 (5.1%) were in 100 level. Comparing the result of their age with their level of study, it can be deduced

that most of the respondents came into the university at a very young age, probably in their very early teens. This is quite understandable as the university is a private university. A very significant number 118 (84.4%) of the students sampled were Christians and just 5 (3.5%) noted that they practiced African Traditional Religion. The result is not surprising as the university apart from being a private university is also a Christian University.

Table 2 Demographic characteristics of respondents

Demographic variables	Frequency	Percentage
Gender		
Male	54	38.8
Female	85	61.2
Age		
16-20	66	47.5
21-25	62	44.6
26-30	8	5.8
>30	3	2.1
Level		
100	7	5.1
200	43	30.9
300	43	30.9
400	46	33.1
Religion	118	84.9
Christianity	16	11.5
Islam	5	3.6
African Traditional Religion		

N=136

Research question one: What are the electronic information resources accessible to the undergraduates of Ajayi Crowther University?

Table 3 revealed that all the EIRs were accessible to the majority of the respondents. As 63 (45.3%) expressed that the e-news was very readily accessible, while 52 (37.4%) and 51 (36.7%) also noted that e-encyclopedias and e-newspapers were also very accessible to them. This implies that apart from the fact that the

university makes the electronic information available, they also ensure that they are accessible. This agrees with the findings of Bankole, Ajiboye and Otunla (2015) who reported that most of the undergraduates of the Federal University of Agriculture, Abeokuta, Ogun State, Nigeria used search engines, e-lecture notes and e-books. Owolabi, Idowu, Okocha and Ogundare (2016) also corroborated the results of this study as all the respondents in the University of

Ibadan noted that they used email services among other resources. This is an indication that these EIRs were

accessible, if not the undergraduates cannot use them.

Table 3 Accessibility of electronic information resources to undergraduates in Ajayi Crowther University

Electronic Information Resources	VRA		RA		A		NRA		NA	
	Freq	%	Freq	%	Freq	%	Freq	%	Freq	%
E-books	36	25.9	30	21.6	43	30.9	15	10.8	15	10.8
E-journals	19	13.7	35	25.2	39	28.1	30	21.6	16	11.5
E-databases	20	14.4	34	24.5	45	32.4	28	20.1	12	8.6
E-dictionaries	49	35.3	33	23.7	29	20.9	13	9.4	15	10.8
E-encyclopedias	52	37.4	24	17.3	32	23.0	16	11.5	15	10.8
E-newspapers	51	36.7	42	30.2	18	12.9	18	12.9	10	7.2
E-magazines	37	26.6	47	33.8	24	17.3	20	14.4	11	7.9
CD-ROM	26	18.7	35	25.2	36	25.9	24	17.3	18	12.9
E-news	63	45.3	41	29.5	21	15.1	9	6.5	5	3.6
E-discussions	25	18.0	37	26.6	39	28.1	28	20.1	10	7.2
E-images/sounds	52	37.4	35	25.2	31	22.3	16	11.5	5	3.6
E-theses/dissertations	17	12.2	30	21.6	33	23.7	32	23.0	27	19.4

Key VRA (very readily accessible) RA (readily accessible) A (accessible) NRA (not readily accessible (NA) not accessible

Research question two: What is the purpose of use of electronic information resources by undergraduates in Ajayi Crowther University?

Results presented in table 4 showed that the undergraduates used the electronic information resources were used for different academic purposes. Interestingly, all the respondents 139 (100%) agreed that they utilized the electronic information resources for learning, a very number, 133 (95.7%)

for research and 132 (95.0%) for assignment completion. This proves that the EIRs that are used contributed meaningfully to the academics of a significant number of the undergraduates. This supports the findings of Quadri, Adetimirin and Idowu (2014) and Madondo, Sithole and Chisita (2017) where they reported that undergraduates in two private universities in Nigeria and Zimbabwe respectively used EIRs for assignment completion and research activities.

Table 4 Purpose of use of electronic information resources by undergraduates in Ajayi Crowther University

Statement: I use electronic information resources for;	Agree		Disagree	
	Freq	%	Freq	%
Learning	139	100.0	-	-
Examination Preparation	123	88.5	16	11.5
Assignment Completion	132	95.0	7	5.0
Continuous Assessment Preparation	111	79.9	28	20.1
Group Discussion	108	77.7	31	22.3
Research	133	95.7	6	4.3
Seminar Preparation	119	85.6	20	14.4
Term Paper	97	69.8	42	30.2

Research question three: What is the frequency of use of electronic information resources by undergraduates of Ajayi Crowther University?

Table 5 showed that a notable number 69 (49.6%) indicated that they made use of the e-news on a daily basis, 61 (43.9%) also used e-dictionaries at the same frequency. On the other hand, electronic journals and e-books were used occasionally by most of the respondents as indicated by 56 (40.3%) and 54 (38.8%). The undergraduates still utilize most of the electronic information resources at appreciable frequencies. This aligns with the findings of Bankole, Ajiboye and Otunla (2015) who reported that majority of the respondents pointed out they used EIRs quite frequently.

Table 5 Frequency of use of electronic information resources by undergraduates in Ajayi Crowther University

Electronic Information Resources	Daily		Weekly		Monthly		Occasionally		Never	
	Freq	%	Freq	%	Freq	%	Freq	%	Freq	%
E-books	33	23.7	30	21.6	10	7.2	54	38.8	12	8.6
E-journals	14	10.1	29	20.9	19	13.7	56	40.3	21	15.1
E-databases	22	15.8	25	18.0	21	15.1	51	36.7	20	14.4
E-dictionaries	61	43.9	36	25.9	10	7.2	21	15.1	11	7.9
E-encyclopedias	44	31.7	30	21.6	15	10.8	45	32.4	5	3.6
E-newspapers	54	38.8	28	20.1	13	9.4	36	25.9	8	5.8
E-magazines	36	25.9	27	19.4	27	19.4	34	24.5	15	10.8
CD-ROM	18	12.9	22	15.8	22	15.8	50	36.0	27	19.4
E-news	69	49.6	30	21.6	18	12.9	18	12.9	4	2.9
E-discussions	32	23.0	27	19.4	20	14.4	40	28.8	20	14.4
E-images/sounds	50	36.0	25	18.0	19	13.7	32	23.0	13	9.4
E-theses/dissertations	12	8.6	21	15.1	27	19.4	42	30.2	37	26.6

Research question four: What is the effort expectancy of electronic information resources use by undergraduates of Ajayi Crowther University?

Table 6 showed that quite a significant number of the respondents had a very high expectation as regards the ease of use of electronic information resources. Results revealed that over three-fifths 93 (66.9%) indicated to a very high extent that they expected accessibility to the electronic information resources to very easy. Also, 80 (57.6%) acknowledged that to a very high extent they expected the electronic information resources interface to be easy to browse and navigate. Similarly, 79 (56.8%) noted that they also expected the interface of electronic information resources to be friendly to use.

This expectation may be as a result of the ICT skills possessed by majority of the undergraduates. They expected easy access to EIRs because they had the skills that will enable them to retrieve the needed electronic information. In a situation where undergraduates lack the relevant ICT skills, it would be difficult for them to access electronic information resources and as such might not expect easy access to the EIRs. This agrees with the study of Akpojotor (2017) where most of the respondents in library and information science in Southern Nigerian universities perceived the EIRs to be easy to use. On the other hand, this is at variance

with the findings of study by Adetunla (2016) that was carried out in Oyo State, Nigeria, where most of the undergraduates noted that EIRs usage was not devoid of some complexities.

Table 6 Effort expectancy of electronic information resources use by undergraduates in Ajayi Crowther University

Statement	VHE Freq %	HE Freq %	A Freq %	LE Freq %
I expect it to be very easy to access electronic information resources	93 66.9	40 28.8	4 2.9	2 1.4
I expect the interface of electronic information resources to be friendly to use	79 56.8	45 32.4	14 10.1	1 0.7
I expect electronic information resources interface to be easy to browse and navigate	80 57.6	46 33.1	13 9.4	- -
I find it easy to access electronic information resources	56 40.3	54 38.8	16 11.5	13 9.4
I find it easy to upload electronic information on the internet	43 30.9	47 33.8	42 30.2	7 5.0
Accessing and use of electronic information resources is a good idea	74 53.2	43 30.9	18 12.9	4 2.9
I find it difficult to download electronic information resources	23 16.5	46 33.1	39 28.1	31 22.3
It is not easy for me to print out electronic information for later use	25 18.0	37 26.6	50 36.0	27 19.4
Access instructions on how to retrieve electronic information resources are not always clear	38 27.3	36 25.9	41 29.5	24 17.3
Too many login instructions required for some electronic information resources	29 20.9	61 43.9	38 27.3	11 7.9
Website design of electronic information resources is too complex for me to access	31 22.3	32 23.0	40 28.8	36 25.9
It is difficult to save electronic information resources for later use	22 15.8	41 29.5	40 28.8	36 25.9
It is difficult to use search engines to retrieve electronic information resources	27 19.4	38 27.3	38 27.3	36 25.9

Key: VHE (very high extent) HE (high extent) A (average) LE (low extent)

Research question five: What are the constraints militating against the use of electronic information resources by undergraduates in Ajayi Crowther University?

Table 7 identified the challenges facing the use of electronic information resources by undergraduates. The greatest constraint militating against the use of electronic information resources by a significant proportion of the students 87 (62.6%) was erratic power supply, 66 (47.5%) slow Internet network and high cost of access as noted by 59 (42.4%). On the other hand, majority of the undergraduates 58 (41.7%) and 54 (38.8%) disagreed that they faced the challenge of lack of information retrieval skills and insufficient training. This shows that the challenge faced by most of the respondents was infrastructural in nature, as they indicated that they had a high Information and Communication Technology (ICT) competence. This agrees with the study of Madondo, Sithole and Chisita (2017) where the

major constraint affecting the use of EIRs was unreliable internet connection.

Table 7 Constraints militating against the use of electronic information resources by undergraduates of Ajayi Crowther University

Constraints	SA Freq %	A Freq %	D Freq %	SD Freq %
Lack of Information and Communication Technology Skills	38 27.3	34 24.5	45 22.4	22 15.8
Computer phobia	15 10.8	30 21.6	50 36.0	44 31.7
Slow internet network	66 47.5	57 41.0	13 9.4	3 2.2
Erratic power supply	87 62.6	29 20.9	16 11.5	7 5.0
Lack of relevant electronic information resources	29 20.9	61 43.9	42 30.2	7 5.0
Slow downloading	62 44.6	42 30.2	31 22.3	4 2.9
Lack of access to computer and other devices that can access the internet	31 22.3	37 26.6	50 36.0	21 15.1
Lack of information retrieval skills	33 23.7	31 22.3	58 41.7	17 12.2
High cost of internet access	59 42.4	40 28.8	33 23.7	7 5.0
Insufficient training	26 18.7	38 27.3	54 38.8	21 15.2
Low level of awareness of relevant electronic information resources	27 19.4	48 34.5	38 27.3	26 18.7

Test of hypothesis
Hypothesis: There is no significant relationship between effort expectancy and use of electronic information resources by undergraduates of Ajayi Crowther University
Table 8 showed that there is a significant positive relationship between effort expectancy and use electronic information resources by undergraduates in Ajayi Crowther University (r = .277**; df = 138; p< 0.01). This means as the degree associated with the ease of use of electronic information resources increases, the use of electronic information resources by undergraduates also increases. On the contrary, if the undergraduates realise that it would require much effort to make use of the EIRs, they might be discouraged from using them. This aligns with the submission of Attuquayefio and Addo (2014) who opined that effort expectancy has a relationship with behavioural intention and actual use of a technology like EIR.

Table 8 Relationship between effort expectancy and use of electronic information resources by undergraduates in Ajayi Crowther University

Variables	Mean	Std. Deviation	N	r	df	Sig (p)	Remark
Effort expectancy	27.65	6.162	139	.277**	138	000	Significant
Use of EIRs		36.32	9.864		139		

Conclusion
Undergraduates will be encouraged to use electronic information resources for their academic activities if they find it easy to access information from these resources. The situation whereby undergraduates perceive that a particular electronic information

resource is too difficult to access might create a barrier. Majority of undergraduates in Nigeria rely on EIRs for most of their academic activities, because the print resources in most university libraries that are government owned are not adequate and current. Electronic information resources have changed the world of information accessibility and provision and as such their impact will be more felt if undergraduates can utilize them effortlessly. Thus, this study validates UTAUT, as effort expectancy significantly determines the use of EIRs by undergraduates.

Recommendations

1. Management of the university should look into their internally generated revenue and provide alternative sources of electricity in the library. Alternatives like solar, inverters and power generating sets should be available in order to ease the access to EIRs by the undergraduates on the university campus.

2. In order to solve the challenge of high cost of Internet access, the school management should subsidize the cost of access to the Internet for the undergraduates. A token can be paid for this and included in the tuition.

3. In order to sustain the favourable effort expectancy towards the use of EIRs by the undergraduates, librarians should introduce periodic digital literacy programmes and ensure that all undergraduates are encouraged to participate in it.

4. The university library should be equipped with subject based electronic information resources so that undergraduates can have access to electronic scholarly articles in their different fields of study. This will address the problem of irrelevant EIRs.

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Information Literacy Skills and Social Media use by Students in Selected Private Secondary Schools in Ibadan, Nigeria

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Abstract: The study examined information literacy skills as determinants of social media use among private secondary school students at Akinyele Local Government, Ibadan, Nigeria. Survey design of the correlation type was used for the study in which questionnaire was the instrument employed to collect data from 210 Senior Secondary School 3 science students from the selected private secondary schools using multi-stage random sampling technique. Statistical Package for Social Sciences Software (SPSS) version 14 was used to analyse collected data while table, percentage and mean distributions were used for the presentation of findings. The findings revealed that most of the respondents were aware of Google+, Twitter, Facebook, YouTube, and Flicker to: upload and view pictures and photographs (mean = 3.10), for chatting (mean = 3.05), get information on politics and national development matters (mean = 3.04) and commenting on friends' profile. Findings thus revealed that the respondents had a very high level of information literacy skills. The peculiar challenges faced by the respondents on use of social media were: shift of attention and disengagement from school educational activities, and cyber-bullying. Consequent on the result of findings, some recommendations were highlighted for private secondary schools in Akinyele Local Government, Ibadan, Nigeria.
Keywords: Social Media, Psychological Factors, Information Literacy, Private Secondary Schools

Introduction

The present information age is witnessing several changes in the way information is created, retrieved and used. These changes in information landscape are made possible through advances in technologies. Evolution of these technologies has affected the larger, if not all aspects of human activities ranging from entertainment,

networking, recreation, and education. The influence of technologies on learning is presently becoming more evident as it is used to facilitate learning activities and processes. Continuous massive adjustments in information environment are transforming the approach by which information is created, structured, opened, retrieved, and shared. One of the products of the advances in Information and Communication Technologies (ICTs) is social media and their use by different categories of people which could be influenced by information literacy skills.

As noted by Dewing (2012), social media could be regarded as wide range of Internet-based mobile services which permit users to join and participate in online communities. Social media, in another description is observed to mean an increasingly common and integral part of people's lives, including children, nevertheless a minimum access age of 13 years for some platforms (The Lancet, 2018). This phenomenon has led to researches on the benefits and harms in the use of social media by children in secondary schools. As submitted by Trehan (2009), the state of internal need that is activated and geared towards a goal is motivation while perception, could be described as the energy which makes humans become aware of the world around him/her by attaching meaning to it through sensing process. Averill and Lewis (2013) maintained that information literacy skills are set of competencies that are attained when people can recognise that information is needed and could locate as well as evaluate the information successfully.

Considering the two constructs very critically, it could be insinuated that social media use involves information literacy skills. In exploring social media, users engage in different activities like sharing, uploading, retrieving, and evaluating information at one point or the other; all these show relationships between social media use and information literacy skills. In essence, information literacy skills, whether formally or informally acquired, are central to social media use. This submission was underscored by Rainie's (2010) study which revealed that, 73% of teenagers that were studied have used online platforms to create and share contents. In addition, aside connecting with their peers and friends on social media for information; they can as well create information by themselves. Koltay (2010) opined that though the Net Generation are adept at creating, sharing, searching for, and finding information online, they are limited to the Web 2.0 technologies with which they are familiar and the information literacy skills that they have picked up along the way. Thus, this study was carried out to investigate the effect of psychological factors and Information Literacy Skills on social media use by senior secondary students in private secondary schools in Ibadan, Oyo State, Nigeria.

Statement of the Problem
Both psychological factors and information literacy skills are very important elements to be considered in social media use by students in secondary schools in Ibadan, Nigeria. From observations, review of literature (Kathryn, Stephanie, and Katherine, 2010) and interaction with students in private secondary schools; it has been discovered that many of them use social media, especially Facebook, for

social interaction. Nevertheless, it seems there has not been much study on the influence of information literacy skills on social media use by secondary school students in private schools. For proper and effective recommendations to be made for schools to adopt the use for social media there is need to reveal students' awareness level of different types of social media; frequency of use and purpose of use through empirical investigation. It has not been indisputably established that students in private secondary schools use social media solely for academic purposes. There is need to reveal, through statistical analysis, whether information literacy skills can predict use of social media by students in private secondary schools in Ibadan, Nigeria.

To achieve these objectives the following research questions were raised:

1. What is the awareness level on types of social media use by students in private secondary schools in Ibadan?
2. What are types of social media mostly used by students in private secondary schools in Ibadan?
3. What are the purposes for which students in private secondary schools in Ibadan use social media?
4. What is the information literacy skills level of students in private secondary schools in Ibadan?
5. What are peculiar challenges being faced by the students regarding social media use at private secondary schools in Ibadan?

Literature Review

It was reported in Owusu Acheaw and Larson's (2015) that nearly 57% of social media users have their ages ranging between 18-19 years old as they registered personal profiles on different social sites. Asur and Huberman (2010) submitted that social media sites have affected social interaction among people by changing face-to-face interaction as well as the way information is acknowledged and the changing aspects of people's friendships. Social networking sites like Facebook, Twitter, Skype and so on allow people to easily create their own online profile and display an online network of friends. In Nigeria, through the social networking site, information, pictures of activities such as birthdays, graduation, recent and special events could be shared (Adebayo, 2015). Boyd and Ellison (2007) highlighted social networking to include Facebook, Twitter and Myspace used by people to create and sustain relationships with one another. There are other social networking sites which have greatly attracted millions of users such as; blog, del.icio.us, flickr, Skype, LinkedIn and so on. Oskovei (2010) also viewed internet as advantageous to both the students and teachers if used as tool with which knowledge could be created and disseminated. In line with this, the University of New Hampshire (2009) reported that a majority of students use social networking for social connections and entertainment, and also use it for educational purpose. Kiernana (2017) reported different variances in the indicators of information literacy skills of students in the United States of America.

Information Literacy and Social Media Use

Doyle (1994) regarded someone who is information literate as the one who is able to recognise need for, accesses sources, evaluates, organizes, and uses

information in critical thinking. The school libraries, because of these developments are at entrusted with the responsibilities of helping their users to become information literate. Bruce (2004) maintained that information literacy is believably the foundation for learning in this modern-day environment that is filled with constant technological change. He explained further that as the information environment becomes increasingly complex, educators are recognizing the needs for students' engagement with the changing information environment as part of their formal learning processes. It could be infer from the descriptions that information literacy is students' ability to explore various information sources to access, evaluate and use information whenever the need arises. This becomes important since there are many social media platforms from which students can choose and use for different purposes. Social media is used for social interaction, among others and thus, information literacy skills are required for social media use.

One of the burdens in the heart of educators is how to bridge the gap between the teachers and learners by maximizing the possibilities of advancements in technology. Buzzetto-More (2012) submitted that students see Facebook as a valued instrument that can support relationships among people, rebrand learning environment, and engage foster students' engagement. A study at Ilesa on equitable access to learning resources and information literacy skills in secondary schools was carried out by Abimbola (2017). The study thus revealed that despite the availability of school libraries and

librarians in the selected schools, the perception that students possess strong information literacy skills is not real, because students are deficient in reading skills. Bolton et al. (2013) reported that the essence social media use among young people is almost the same compared with other age groups. In addition, the advent and advances in social media activities can open their users to too many demands in terms of communication which may give them more than enough information to cope with. The effect of these can lead to stress, difficult time management, as well as techno stress (LaRose et al. 2014).

Methodology

Survey research design of correlation type was used in this study; this is done because of the descriptive nature of the study. Population of the study consists private senior secondary schools (SSS) 3 students within Akinyele Local Government Area; they were appropriate for this study because they were considered to have adequate knowledge of the information required for the success of this study. Thus the total population of SSS 3 students found within the area of the study was 1,034. This study adopted multi-stage random sampling method. At the first stage, ten private secondary schools were purposively chosen from the private secondary schools in Akinyele Local government Area, Ibadan, Nigeria. At second stage, cluster sampling technique was used to partition students into a non-overlapping groups based on their respective class academic disciplines, e.g. Arts, Commercial and Science. Thereafter, a random selection of Science cluster with 210 students across all the schools was selected to be the sample size; the selection of

samples was done with the aid of sampling frame. Questionnaire that has six sections was the measuring instrument used for this study. Section A sought the demographic information of the respondents; Section B-E contained items that cover all the six research questions that guided the study. The questionnaire was subjected to both face and reliability test; the result was determined at 0.05 level of significance as the result yielded r = 0.76 alpha coefficient. Descriptive and standard deviation as well as inferential tools were used for data analysis. A criterion mean of "2.50" was set for high awareness level on types of social media. Thus, any mean score that falls below the criterion mean renders the variable(s) low.

Results and Discussions
Distribution of Respondents by Demographic Factors
Questionnaire administration and return rate

Table 1: Return and response rate

S/N	Name of school	Frequency (F)	Percentage (%)
1	Kings International College, Moniya, Ibadan	28	13.9
2	Daru Salam Secondary School, Pebore, Moniya, Ibadan	12	6.0
3	Gofermint College, Gospel Area, Ibadan	24	11.9
4	Posit College, Goodness Area, Arulogun Road, Ibadan	25	12.4
5	Great Royal College, Abiola, Moniya, Ibadan	17	8.5
6	Milestone College, Arulogu Road, Ojoo, Ibadan	21	10.4
7	Future Care Secondary School, Balogun area, Moniya, Ibadan	26	12.9
8	Adejare College, Abiola Area, Moniya, Ibadan	14	7.0
9	Yinbol College, Orogun, Ibadan	18	9.0
10	Besley College, Moniya Ibadan	16	8.0
	Total	201	

Two hundred and ten (210) copies of the questionnaire were administered on students at the selected private secondary schools in Ibadan. However, only two hundred and one (201) copies were correctly filled and returned giving 95.7% response rate.

Demographic characteristics of respondents

Table 2: Gender and Age of Respondents

Sex of Respondents	Frequency (F)	Percentage (%)
Male	141	70.1
Female	60	29.9
Total	201	1000
Age of Respondents		
Less than 12 years	9	4.5
12 - 15 years	35	17.4
16 - 18 years	149	74.1
19 - 21 years	8	4.0
Total	201	100.0

Table 2 presents response rate on gender and age of respondents. It shows that most of the respondents (141, 70.1%) were male students. It could be inferred that there were more male students than females in the study area as at the time of this study.

In addition, most of the respondents (149, 74.1%) were between ages 16 - 18 years, only 8(4.0%) were between ages 19 – 21 years. This suggests that the respondents were in their youthful years of secondary school education.

Answer to research questions

Research question one: What is the awareness level on types of social media use by students in selected private secondary schools in Ibadan?

Table 3: Awareness of Social Media by Secondary School Students

S/N	Social media tools	Not Aware		Rarely Aware		Aware		Highly Aware		Mean
		F	%	F	%	F	%	F	%	
1	Academia.edu	110	54.7	35	17.4	29	14.4	27	13.4	1.87
2	Classmates.com	100	49.8	39	19.4	38	18.9	24	11.9	1.93
3	Facebook	27	13.4	36	17.9	38	18.9	100	49.8	3.05
4	Flickr	26	12.9	44	21.9	96	47.8	35	17.4	2.70
5	Fotolog	31	15.4	112	55.7	40	19.9	18	9.0	2.22
6	Google+	-	-	39	19.4	40	19.9	122	60.7	3.22
7	LinkedIn	112	55.7	32	15.9	29	14.4	28	13.9	1.87
8	LiveJournal	98	48.8	33	16.4	34	16.9	36	17.9	2.04
9	Netlog	115	57.2	27	13.4	31	15.4	28	13.9	1.86
10	2Go	97	48.3	46	22.9	24	11.9	34	16.9	1.98
11	Twitter	15	7.5	48	23.9	39	19.4	99	49.3	3.10
12	MySpace	17	8.5	110	54.7	46	22.9	28	13.9	2.42
13	Cyworld	109	54.2	32	15.9	33	16.4	27	13.4	1.89
14	Bebo BlackPlanet	104	51.7	44	21.9	29	14.4	24	11.9	1.87
15	YouTube	35	17.4	28	13.9	35	17.4	103	51.2	3.02
16	Badoo	105	52.2	31	15.4	32	15.9	33	16.4	1.97
Grand Mean = 37.01; Weighted average = 2.44; Criterion Mean = 2.50										

Table 3 presents the results on awareness level of social media types by respondents in selected private secondary schools in Ibadan. It shows that most of the respondents were aware of Google+, (162 or 80.6%); Twitter, (138 or 68.6%); Facebook, (138 or 68.6%); YouTube, (138 or 68.6%) and Flicker, (131 or 65.2%). However, most of the respondents were not aware of Netlog with 115(57.2) response rate. Overall, since the weighted average of 2.44 is less than the criterion mean of 2.50, it can be concluded that the respondents had low level of awareness on types of social media.

Research question two: What are types of social media mostly used by students in selected private secondary schools in Ibadan?

Table 4: Social Media use by Students

S/N	Types of social media	Never		Occasionally		Monthly		Weekly		Daily		Mean
		F	%	F	%	F	%	F	%	F	%	
1	Academia.edu	103	51.2	22	10.9	35	17.4	28	13.9	13	6.5	2.13
2	Classmates.com	107	53.2	34	16.9	34	16.9	16	8.0	10	5.0	1.95
3	Facebook	27	13.4	31	15.4	23	11.4	15	7.5	105	52.2	3.70
4	Flickr	40	19.9	29	14.4	16	8.0	103	51.2	13	6.5	3.10
5	Fotolog	22	10.9	115	57.2	30	14.9	16	8.0	18	9.0	2.47
6	Google+	25	12.4	27	13.4	24	11.9	15	7.5	110	54.7	3.79
7	LinkedIn	118	58.7	29	14.4	18	9.0	26	12.9	10	5.0	1.91
8	LiveJournal	133	66.2	23	11.4	23	11.4	9	4.5	13	6.5	1.74
9	Netlog	119	59.2	21	10.4	22	10.9	23	11.4	16	8.0	1.99
10	2Go	126	62.7	33	16.4	15	7.5	16	8.0	11	5.5	1.77
11	Twitter	31	15.4	36	17.9	16	8.0	11	5.5	107	53.2	3.63
12	MySpace	49	24.4	114	56.7	14	7.0	14	7.0	10	5.0	2.11
13	Cyworld	131	65.2	22	10.9	17	8.5	17	8.5	14	7.0	1.81
14	Bebo BlackPlanet	125	62.2	16	8.0	21	10.4	16	8.0	23	11.4	1.99
15	YouTube	30	14.9	31	15.4	103	51.2	13	6.5	22	10.9	3.01
16	Badoo	122	60.7	35	17.4	15	7.5	18	9.0	11	5.5	1.81

Table 4 shows the response rate on social media types that are mostly used by students in selected private secondary schools in Ibadan. It was revealed that most of the respondents 110(54.7%) used Google+ on a daily basis. Similarly, 105(52.2%) used Facebook daily, 107(53.2%) used Twitter daily, and 103(51.2%) used Flicker weekly. However, 133(66.2%) respondents indicated that they never used LiveJournal. Therefore it could be concluded that the respondents regularly used Google+, Facebook, Twitter and Flicker.

Research question three: What are the purposes of use of social media by students in selected private secondary schools in Ibadan?

Table 5: Purposes of Social Media use by Students

S/N	Purpose of social media use	Not Utilised		Rarely Utilised		Utilised		Highly Utilised		Mean
		F	%	F	%	F	%	F	%	
1	Assignment	103	51.2	41	20.4	18	9.0	39	19.4	1.97
2	Examination preparation	130	64.7	27	13.4	20	10.0	24	11.9	1.69
3	Continuous Assessment preparation	108	53.7	28	13.9	41	20.4	24	11.9	1.91
4	Generate class note	119	59.2	33	16.4	24	11.9	25	12.4	1.78
5	For chatting	44	21.9	17	8.5	25	12.4	115	57.2	3.05
6	Commenting on friends profile	40	19.9	25	12.4	37	18.4	99	49.3	2.97
7	Get information on politics and national development matters	26	12.9	44	21.9	27	13.4	104	51.7	3.04
8	Upload and view pictures and photographs	32	15.9	29	14.4	26	12.9	114	56.7	3.10

Table 5 presents information on the purposes for which students in selected schools in Ibadan use social media. It shows that most of the respondents

used social media to: upload and view pictures and photographs (mean = 3.10), for chatting (mean = 3.05), get information on politics and national development matters (mean = 3.04) and commenting on friends profile (mean = 2.97). However, the table also revealed other purposes for which students use social media to include examination preparation (mean = 1.69) and Class note (mean = 1.78).

Research question four: What is the information literacy skills level of students in selected private secondary schools in Ibadan?

Table 6: Information Literacy Skills of Students

S/N	Information literacy skills	Strongly Disagree		Disagree		Agree		Strongly Agree		Mean
		F	%	F	%	F	%	F	%	
1	I have the understanding that reliable decisions have to be based on complete and accurate information	24	11.9	37	18.4	29	14.4	111	55.2	3.13
2	I know how to locate needed information on social media	27	13.4	28	13.9	33	16.4	113	56.2	3.15
3	I can ask appropriate questions on social media based on my information needs	34	16.9	33	16.4	23	11.4	111	55.2	3.05
4	I can recognise good sources of information on social media	29	14.4	39	19.4	34	16.9	99	49.3	3.01
5	I know the importance of the World Wide Web (www)	34	16.9	37	18.4	15	7.5	115	57.2	3.05
6	I can understand a subject topic by using social media	45	22.4	33	16.4	16	8.0	107	53.2	2.92
7	I can identify key subject terms and vocabularies on social media	31	15.4	36	17.9	23	11.4	111	55.2	3.06
8	I am familiar with the different types of social media	28	13.9	31	15.4	22	10.9	120	59.7	3.16
9	I know how to ask questions and get needed information from social media	36	17.9	40	19.9	15	7.5	110	54.7	2.99
10	I can search for information very well on social media	33	16.4	31	15.4	14	7.0	123	61.2	3.13
11	I can find good and useful information on social media no matter what the source is	46	22.9	36	17.9	27	13.4	92	45.8	2.82
12	I can organise	33	16.4	45	22.4	32	15.9	91	45.3	2.90

information for practical application on Web 2.0 technologies										
Grand Mean = 36.37; Weighted Average =3.03; Criterion Mean = 2.50										

Table 6 presents information on the information literacy skills levels of students in selected private secondary schools in Ibadan. Most of the respondents indicated their familiarity with different types of social media (mean = 3.16). Correspondingly, large number of the respondents indicated that they knew how needed information may be located on social media (media = 3.15). The respondents also specified they understood the place of complete and accurate information for reliable decision making (mean = 3.13). The result shows that a number of the respondents indicated that they can find good and useful information on social media no matter what the source is (mean = 2.82). Overall, since the weighted average of 3.03 is bigger than the criterion mean of 2.50, it can be concluded that the respondents had a very high level of information literacy skills.

Research question five: What are the peculiar challenges being faced by the students regarding social media use at selected private secondary schools in Ibadan?

Table 7: Challenges faced by the senior secondary school students on use of social media

S/N	Challenges	Strongly Agree		Agree		Disagree		Strongly Disagree		Mean
		F	%	F	%	F	%	F	%	
1	My school timetable has a short free period that does not give me time to use the social media	125	62.2	25	12.4	23	11.4	28	13.9	1.77
2	We are not allowed to use social media in our school because it waste students' time	27	13.4	133	66.2	22	10.9	19	9.5	2.16
3	Insufficient access to the internet and inability to subscribe to internet data	19	9.5	28	13.9	39	19.4	115	57.2	3.24
4	My privacy is often tampered with on social media	118	58.7	21	10.4	34	16.9	28	13.9	1.86
5	Social media URLs/websites are blocked on my school's internet server	27	13.4	120	59.7	30	14.9	24	11.9	2.25
6	I experience cyber-bullying on social media	18	9.0	28	13.9	126	62.7	29	14.4	2.83

Table 7 shows the peculiar challenges faced by the senior secondary school students on use of social media. 125 (62.5%) of the respondents indicated that their school timetables do not give them time to use the social media because there short free periods available. Similarly, 133 (66.2%)

specified that they are not allowed to use social media in school because it waste students' time. While 118 (58.7%) respondents declared that their privacies is often tampered with and such has constituted a challenge to using social media, 120 (59.7%) indicated that social media URLs are blocked on their schools' internet servers. However, 115 (57.2%) of the respondents declined that they do not have sufficient access to the internet and subscribe to internet data. Likewise, 126 (62.7%) respondents indicated that do not experience cyber bullying on social media. These results therefore revealed that that sufficient internet access and cyber-bullying were not parts of the challenges the students face while using social media.

Discussion of Findings

Findings revealed that most of the respondents were aware of Google+, Twitter, Facebook, YouTube, and Flicker. Overall, since the weighted average of 2.44 is less than the criterion mean of 2.50, it can be concluded that the respondents had low level of awareness on types of social media. Therefore, most the respondents regularly used Google+, Facebook, Twitter and Flicker. This result is similar to Hasebrink and Domeyer (2012) who found out the young generation people use social media tools like WhatsApp, facebook, Twitter, Skype, Flicker, Google+, Instagram, BBM, among others. These results have implication for school policy on social media use by students in secondary schools. Management of these schools should consider those social media that the students use very well while integrating them into school activities. In essence, educational activities like assignments and group

discussions can take place via those media that students use very often.

Findings revealed that most of the respondents used social media to: upload and view pictures and photographs, for chatting, get information on politics and national development matters and commenting on friends' profile. These results contradict Shih (2011) who examined application of social media in education sector and submitted that integrating Facebook in education has capacity to increase knowledge building, and foster cooperative learning. Meanwhile, the finding is similar to various authors who submitted that social media use serve as sources of information (Westerman, Spence and Van Der Heide, 2013; Kim, Yoo-Lee and Sin, 2011), relaxation and entertainment (Bolton et al. 2013; Leung 2013), socialising and enjoying a sense of belonging (Valkenburg, Peter and Schouten 2006), and keeping in touch by communicating with friends (Bolton et al. 2013). There are indications from these results that the students examined in this study are not using social media for academic/educational purposes as much as they do for social purposes. This thus places much responsibility on the school libraries and librarians to assist in helping the students to have a paradigm shift and use social media for educational purposes. School libraries/Media resource centers can organize seminars and workshop for students on how they can explore educational groups on social media for their academic competitive advantage.

In addition, findings revealed that most of the respondents showed that they were familiar with different types of

social media (mean = 3.16). Also, respondents indicated that they knew how to locate needed information on social media (media = 3.15). In addition, respondents also revealed that they understood the place of complete and accurate information in making reliable decisions. (mean = 3.13). The result shows that most of the respondents indicated that they can find good and useful information on social media no matter what the source is (mean = 2.82). Overall, since the weighted average of 3.03 is greater that the criterion mean of 2.50, it can be concluded that the respondents had a very high level of information literacy skills. This thus expounds ALA's (1990) conviction that information literacy relates with ability to locate, evaluate, manage and use information from different sources for problem solving and decision making. Therefore, technology literacy has become a major element to be considered while information literacy is to be defined; it is the tool that helps information seeker to function effectively in an information-loaded society.

Finally, findings from this study revealed that parts of the peculiar challenges being faced by the students on social media use include shift of attention and disengagement from school educational activities, and cyber-bullying. This result supports O'Keeffe and Clarke-Pearson's (2011) submission that social media use leads young adults to occurrences like Facebook depression, sexting, and cyber-bullying.

Conclusion and Recommendations

Social media use helps educators in exploring the digital learning styles of students at secondary schools. This also aid student-to-student cooperation for social and academic activities. Conversely, students in the studied private secondary schools are yet to embrace social media use for academic purposes. The findings of this study serve as eye opener for proprietors and teachers at private secondary schools in Nigeria to encourage the use of social media for educational purposes both within and outside the classroom. This if explored, will increase technological expertise of the students as well as their abilities to further explore other reliable information sources, since the results of this study have revealed that they have strong information literacy skills. If these students are loaded with academic puzzles to solve using social media, it will reduce the time they spend doing other social activities on the same platform. Consequent on the findings of this study, the following recommendations were made: Since the study have revealed the common types of social media of which the students are aware, the Management and academic staff of private secondary schools in Nigeria should fully adopt the use of Facebook, Google+, Twitter, Youtube and Flicker for educational purposes. Although the respondents claimed to know the academic usefulness of social media, the result of this study revealed that they use social media majorly for other purposes. Thus, teachers in private secondary schools in Ibadan as well as their school librarians should connect with students on social media by engaging them for academic purposes. In as much as the students have high information literacy skills, it is recommended that librarians/media specialists in private secondary schools in Ibadan teach basic ethical use of

social media. This will help the students avoid all forms of

cybercrimes as they concentrate fully on their academic pursuits.

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Faculty Awareness, Perception and use of Information Resources and Services in a Private University in Nigeria

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Abstract: The study investigated faculty awareness, perception and use of information resources and services in Afe Babalola university college libraries. The study adopted survey method. A total of hundred (100) academic staff that uses their college libraries was randomly sampled. Five (5) research questions guided the study and data were collected using structured questionnaire. It was analyzed using descriptive statistics. The findings shows that majority of the respondents do not use e-book, e-journals, CD-ROM databases, OPAC and electronic databases in the library. The findings also shows that the respondents are fully aware of the availability of the information resources in the library; although it was discovered that annual report/brochure, phone calls/sms, exhibition and display are not used to create awareness which has invariably resulted to poor patronage. Considerably, majority of the respondents have a positive perception of information resources and services. The study finally recommends that there should be proper sensitization of faculty members on the availability of electronic information resources and also college librarians should ensure effective provision of library services among faculty members.

***Keywords*:** Awareness, Perception, Use, Information Resources and Services

Introduction

The major aim of university library is to promote the tripartite objectives (teaching, learning and research) of education through the provision of adequate and relevant information resources and services in both print and non-print format. The library is a repository of resources; it is an integral part of the educational system whose primary function is to serve users (Oriogu, 2015). As quality education depends on the current and relevant information resources and services readily available and accessible to users' community. Therein, considering the role library plays in the university therefore, its collections have to be broad in terms of quantity and quality for faculty to appreciate its essence and use especially in teaching and research (Weber and Flatley, 2008).

However, to establish the importance of academic libraries, the Librarians' Registration Council of Nigeria had set a minimum standard and guidelines for academic libraries in Nigeria, in which 5% of the capital budget of the institution must go to the library for adequate stockings of relevant resources that will ensure maximum satisfaction of patrons information needs (LRCN 2014). It is quite surprising that academic institutions are not really meeting up to this required standard which has affected the robustness of its information resources and services in the library. However, for faculty libraries to remain relevant to their parent institutions, it is very necessary to seek user's views, create awareness and promote effective use of information resources and services. This is why the study investigated the faculty awareness, perception and use of information resources and services in Afe Babalola university college libraries Ado-Ekiti, Nigeria.

Background Information of Afe Babalola University

Afe Babalola University is a private university established in 2009 in Ado-Ekiti, Ekiti State, Nigeria. The university has built a reputation of excellence within its short period of existence. It started with college based libraries - General library (Social and Management Science library), Medical library, Engineering library and the College of law library. The general library serves a dual purpose. It severs as the college library for Social and Management Science as well as the university library. The university operates a hybrid library system (print and non-print collection). Each of the college libraries has a rich collection of information resources as well as the electronic library sections in each of the college libraries with access to internet using both local area network (LAN) and wireless network connections. The library subscribes to e-databases and source for open access e-resources to meet the curriculum of its parent institution.

Literature Review

The emergence of information and communication technology has caused a paradigm shift in the access to and use of information resources and services; which demands a more dynamic and innovative approach to information service delivery by librarians. Nevertheless, the capability of academic libraries is perceived to be at risk in today's changing environment (Singh, 2007). Hence academic libraries need to re-strategize their services in order to meet up with the demands of the new environment. They need to critically assess the

effectiveness of its services, engage in active marketing and repackaging of its products and services, liaising effectively with faculties and also continue with the challenging task of understanding the users information needs and seeking behaviour.

According to Popoola (2008) information resources and services available in institutional information systems must be capable of supporting research activities among students and faculty members. Information resources are tatanmount to institution's excellence and quality. More so, there is every need for librarians to create awareness of the information resources and services they provide in order to enable faculty members to maximize it to the fullest. According to Macmillan Dictionary (2013) awareness is the knowledge or understanding of a subject, issue or situation. Akpojotor (2016) asserts that awareness is the knowledge or perception of a situation, fact, consciousness, recognition, realization, grasp and acknowledgement concern about and well-informed interest or familiarity in a particular situation or development.Therefore, awareness is the knowledge of how informed users of the library are in the provision of information resources and services. Its emphasis is to make staff and students informed of what the library has, in terms of new acquisition, new services, new rules or condition governing the library use as well as opening hours and days of service. Utimately, awareness is paramount to users utilization of information resources and services. Therein, creating awareness to information resources and services in the library is a catalyst to users utilization which

may positively influence their poor perception of the library.

Griffin (2008) asserts that perception is the set of processes by which an individual becomes aware of and interprets information about the environment. It is also an inner disposition towards an object, or individual with an outcome that is either positive or negative. However, faculty perception of the library ultimately influences students' use/non-use of the library (Cahoy and Moyo, 2007). Therefore user behaviour is based on perception of what reality is, this is why users selectively interpret what they see on the basis of their knowledge, understanding, use, experience and the meaning they attach to it. The way faculty members perceive the information resources and services in the library determines its value and rate of utilization. The value of the library is best determined when users' views and opinions on the nature of the information resources and services are soughed; and necessary actions are provided by the librarian to meet the demands of the users. However, users perception will help to guide and direct the library management on how best to provide information services. Thus, Webb, Gannon-Leary and Bent (2007) opine that libraries need to take stock of where they are now, list the services and resources they currently provide, ask users what they want from the library and combine the results of these investigations with new ideas and developments in order to provide a comprehensive and effective service to researchers. Afebende and Ebaye (2008) noted that the effectiveness of a library does not depend on only its collection/resources and other facilities per se, but also on the success of its

exploitation and use. Also, Popoola (2008) maintains that:

> how well a university library is able to render effective information services such as lending, referral, microfilming, indexing and abstracting, current awareness, document delivery, photocopying, E-mail, facsimile, bindery, translation, consultancy, on-line database searching, user education, current contents listing, technical writing, selective dissemination of information and data processing has functional relation with the resources available at its disposal. Such library resources include the caliber of staff and their information handling skills, adequate finance, materials and availability of equipment for information acquisition, processing, storage and dissemination.

However, Eyiolurunshe, Eluwole and Aregbesola (2017) in their study revealed that faculty members of Landmark University, Nigeria were very much aware of the resources in the library and could easily access them yet results showed that the frequency of usage was low compared to the level of awareness. Sejane(2017) indicated that from her findings that awareness of e-resources was mainly through formal engagement, such as library orientation and through informal engagement such as colleagues.The Study by Gurikar and Gurikar (2015) on the research scholars in different faculties in Karanatak University shows how the usage of the information resources changes from print to e-resources and more users are eager to use electronic resources. However, the study of Amad and Panda (2013), awareness among the users about the availability

of online journals was found highly satisfactory in Indian Institutes in Dubai international academic city (diac). Okiki (2012) carried out a survey on electronic information resources awareness, attitude and use by academic staff members of University of Lagos. The study reported that 55% of the faculty members indicated that their level of awareness of the subscribed electronic resources by the library management is rather low. Yusuf and Iwu (2011) examined the use of academic library and found that faculty visits the library twice or thrice a month to access and use library resources. The findings established that print and electronic library resources are valued by the faculty more than any other library resources. Also, ITHAKA's study shows the gradual decline in the perceived importance of the "gateway" function and the increase in the perceived importance of the "buyer" function. The disturbing trend noted by the study that "… the library has been increasingly disintermediated from the research process…" (ITHAKA 2010). Another study by The findings of Popoola (2008), Ifijeh (2011), Namugera (2014) and Aina (2014) revealed that lack of awareness of library materials / services as the greatest problem militating against faculty's use of the library. These studies also suggest that a problem of low awareness "… could be solved by more aggressive marketing of information services and active participation of librarians in faculty meetings. It is therefore imperative that librarians should create proper awareness in order to market their information resources and services among the faculty member to stimulate

their interests in patronizing the library.

Statement of Problem

University libraries are established to provide information resources and services to meet the curriculum needs of its parent institutions. Therefore, lack of awareness among faculty members on the availability of information resources and services may invariably lead to low perception of the value of the library which may cause poor patronage. This is why the study investigated faculty awareness, perception and use of information resources and services in Afe Babalola university college libraries Ado-Ekiti, Nigeria.

Objective of the Study

The main objective of the study is to investigate the faculty awareness, perception and use of information resources and services. The specific objectives of the study are to:

1. ascertain the level of awareness of information resources among faculty members;
2. find out the means of awareness to information resources and services among faculty members;
3. determine the perception of faculty members on the use of information resources and services;
4. determine the extent of use of information resources among faculty members;

5. ascertain the extent of provision of library services among faculty members.

Reearch Questions

The following questions will guide the study:

1. What is the level of awareness of information resources among faculty members?
2. What are the means of awareness to information resources and services among faculty members?
3. What are the perception of faculty members on the use of information resources and services?
4. What is the extent of use of information resources among faculty members?
5. What is the extent of provision of library services among faculty members?

Methodology

Survey research method was adopted for the study and structured questionnaire was used to collect data. A total of hundred and forty five (145) college members of Afe Babalola university were sampled, out of the total number; one hundred (100) questionnaires were retrieved for analyses using descriptive statistics to answer the research questions. However, random sampling technique was used to administer the questionnaire.

Analysis of Findings

Demographic Information

Table 1: Distribution of the Respondents by College

S/N	College	Frequency	Percentage
1	SMS	25	25.0
2	Sciences	23	23.0
3	Engineering	16	16.0
4	MHS	20	20.0
5	Law	15	15.0

6	General Studies	1	1.0
	Total	100	100.0

Table 1 shows that 25 (25.0%) of the respondents were from the college of Social &Management Sciences, 23 (23.0% from Sciences, 16 (16.0%)

were from Engineering, 20 (20%) were from Medical & Health Sciences, 15 (15%) were from Law and 1 (1%) from General Studies.

Table 2: Distribution of the Respondents by Gender

S/N	Gender	Frequency	Percentage
1	Male	67	67.0
2	Female	33	33.0
	Total	100	100.0

Table 2 shows that 67(67.0%) of the respondents were males and 33(33.0%) were females.

Table 3: Distribution of the Respondents by Rank

S/N	Category	Frequency	Percentage
1	Graduate Assistant	14	14.0
2	Assistant Lecturer	25	25.0
3	Lecturer II	17	17.0
4	Lecturer I	20	20.0
5	Senior Lecturer	15	15.0
6	Associate Professor	4	4.0
7	Professor	5	5.0
	Total	100	100.0

Table 3 shows the distribution of respondents according to their rank; 14 (14.0%) of the respondents are Graduate Assistant, 25 (25%) are Assistant Lecturer, 17 (17%) are

Lecturer II, 20 (20%) are Lecturer I, 15 (15%) are Senior Lecturer, 4 (4%) are Associate Professor, and 5 (5%) are Professors.

Table 4: Awareness of Information Resources

S/N	Resources	Yes	Somewhat	Never	Mean	SD
1	Textbooks	89 89%	10 10%	1 1%	1.12	0.36
2	Newspapers/Magazines	88 88%	10 10%	2 2%	1.14	0.40
3	Bulletins/Newsletters	67 67%	28 28%	5 5%	1.38	0.58
4	Journals	76 76%	23 23%	1 1	1.25	0.48
5	E-books	67 67%	26 26%	7 7%	1.40	0.62
6	E-journals	68 68%	28 28%	4 4%	1.36	0.56
7	CD-ROM Databases	29	56	15	1.86	0.65

		29%	56%	15%		
8	Internet	86 86%	12 12%	2 2%	1.16	0.42
9	Reference Sources	67 67%	30 30%	3 3%	1.36	0.54
10	Electronic Databases	50 50%	43 43%	7 7%	1.57	0.62
11	Online Public Access Catalogue (OPAC)	42 42%	40 40%	18 18%	1.76	0.74
12	Library Catalogue	43 43%	49 49%	8 8%	1.65	0.63
13	Theses/Dissertation	69 69%	24 24%	7 7%	1.38	0.62

Table 4 shows the rating of the Awareness of Information Resources by respondents as follows: "CD-ROM Databases" has the highest mean score rating (1.86), and was followed by "Online Public Access Catalogue (OPAC)" (1.76), "Library Catalogue" (1.65), "Electronic Databases" (1.57), "E-books" (1.40), "Bulletins/Newsletters" (1.38), "Theses/Dissertation" (1.38), "Reference Sources" (1.36), "E-Journals" (1.36), "Journals" (1.25), "Internet" (1.16), "Newspapers/Magazines" (1.14) and lastly "Textbooks" (1.12).

Table 5: The Means of Awareness of Information resources and Services

S/N		Yes	Somewhat	Never	Mean	SD
1	Bulletin/Newsletter	50 50%	32 32%	18 18%	1.68	0.76
2	User education programme	28 28%	51 51%	21 21%	1.93	0.70
3	Meetings/social interactions	40 40%	42 42%	18 18%	1.78	0.73
4	Displayed list of information resources/services	48 48%	41 41%	11 11%	1.63	0.68
5	Annual brochure/report	29 29%	46 46%	25 25%	1.96	0.74
6	Access to school website/library portal	50 50%	42 42%	8 8%	1.58	0.64
7	Phonecall/SMS	34 34%	31 31%	35 35%	2.01	0.83
8	Exhibition and displays	17 17%	53 53%	30 30%	2.13	0.68

Table 5 shows the rating of the means of awareness to information resources and services by respondents as follows:"Exhibition and displays" has the highest mean score rating (2.13), and was followed by "Phone call/SMS" (2.01), "Annual brochure/report" (1.96), "User education programme" (1.93), "Meetings/social interactions" (1.78), "Bulletin/Newsletter" (1.68), "Displayed list of information

resources/services" (1.63) and "Access   (1.58).
to   school   website/library   portal"

Table 6: Perception of Information Resources and Services

S/N	Items	Very Good	Good	Fair	poor	Not Sure	Mean	SD
A	Usefulness of services	47 47%	45 45%	4 4%	0 0%	4 4%	1.69	0.88
B	Availability of information	31 31%	43 43%	15 15%	7 7%	4 4%	2.10	1.05
C	Adequacy	22 22%	34 34%	32 32%	6 6%	6 6%	2.40	1.08
D	Currency/Up-to-date	13 13%	38 38%	30 30%	12 12%	7 7%	2.62	1.08
E	Organization	23 23%	33 33%	38 38%	4 4%	2 2%	2.29	0.94
F	Availability of electronic resources	29 29%	37 37%	18 18%	12 12%	4 4%	2.25	1.12
G	Competence of staff	30 30%	47 47%	19 19%	0 0%	4 4%	2.01	0.93
H	Attitude of the Librarian	39 39%	44 44%	13 13%	0 0%	4 4%	1.86	0.93
I	Accessibility to library portal	20 20%	47 47%	14 14%	11 11%	8 8%	2.40	1.16

Table 6 shows the rating of the items on the Perception of Information Resources and Services as follows; "Currency/Up-to-date" (2.62) was ranked highest in the mean score rating and was followed by "Adequacy" and "Accessibility to library portal" with mean score of 2.40 each; Organization (2.29), "Availability of electronic resources" (2.25), "Availability of information" (2.10), "Competence of staff" (2.01), "Attitude of the Librarian" (1.86) and lastly, "Usefulness of services" (1.69).

Table 7: Extent of Use of Information Resources

S/N	Resources	Daily	Weekly	Monthly	Occasionally	Not Used	Mean	SD
1	Textbooks	24 24%	28 28%	3 3%	38 38%	7 7%	2.76	1.36
2	Newspapers/Magazines	31 31%	20 20%	5 5%	29 29%	15 15%	2.77	1.52
3	Bulletins/Newsletters	16 16%	18 18%	13 13%	30 30%	23 23%	3.26	1.41
4	Journals	9 9%	30 30%	21 21%	29 29%	11 11%	3.03	1.18
5	E-books	24 24%	18 18%	10 10%	28 28%	20 20%	3.02	1.50
6	E-journals	22 22%	22 22%	8 8%	30 30%	18 18%	3.00	1.46
7	CD-ROM Databases	9 9%	12 12%	2 2%	32 32%	45 45%	3.92	1.33
8	Internet	56	17	2	13	12	2.08	1.48

		56%	17%	2%	13%	12%		
9	Reference Sources	18 18%	19 19%	6 6%	46 46%	11 11%	3.13	1.34
10	Electronic Databases	22 22%	17 17%	11 11%	25 25%	25 25%	3.14	1.51
11	Online Public Access Catalogue (OPAC)	7 7%	9 9%	11 11%	38 38%	35 35%	4.24	4.19
12	Library Catalogue	4 4%	9 9%	11 11%	41 41%	35 35%	3.94	1.09
13	Theses/Dissertation	10 10%	11 11%	13 13%	33 33%	33 33%	3.68	1.31

Table 7 shows the rating of the level of use of information resources by respondents as follows "Online Public Access Catalogue (OPAC)" has the highest mean score rating (4.24), and was followed by "Library Catalogue" (3.94), "CD-ROM Databases" (3.92), "Theses/Dissertation" (3.68), "Bulletins/Newsletters" (3.26), "Electronic Databases" (3.14), "Reference Sources" (3.13), "Journals" (3.03), E-books (3.02), E-journals (3.00), "Newspapers/Magazines"(2.77), "Newspaper" (2.76) and lastly "Internet" (2.08).

Table 8: Provision of Library Services

S/N	Library Services	Yes	Somewhat	Never	Mean	SD
a	OPAC services	11 11%	72 72%	17 17%	2.06	0.53
b	User education	39 39%	49 49%	12 12%	1.73	0.66
c	Lending services	66 66%	31 31%	3 3%	1.37	0.54
d	Internet services	70 70%	21 21%	9 9%	1.39	0.65
e	Photocopying services	64 64%	29 29%	7 7%	1.43	0.62
f	Student advisory services	35 35%	51 51%	14 14%	1.79	0.67
g	Reference Service	42 42%	48 48%	10 10%	1.68	0.65
h	CD-ROM facility	14 14%	68 68%	18 18%	2.04	0.57
i	Current awareness service	29 29%	58 58%	13 13%	1.84	0.63
j	Books display service	50 50%	39 39%	11 11%	1.61	0.68

Table 8 shows the rating of the Provision of Library Services as follows; "OPAC services" (2.06) was ranked highest in the mean score rating

and was followed by "CD-ROM facility" (2.04), "Current awareness service" (1.84), "Student advisory services" (1.79), "User education) (1.73), "Reference Service" (1.68), "Books display service" (1.61), "Photocopying services" (1.43), "Internet services" (1.39), and lastly, "Lending services" (1.37).

Users' Suggestions to improve ABUAD Library Services

The study also sought the suggestions of faculty members on how to improve library services efficiency. The following suggestions were common in their responses:

1. Constant subscription for e-database online and renewal when expired.
2. Construction of central university library.
3. Continuous sensitization of users on the availability of information resources and services.
4. Each section of the library should be separated.
5. Enhanced skill on the part of the library staff.
6. It is suggested that access to broader range of journals be made available.
7. Let the photocopier work all the time.
8. Library should link up with libraries outside Nigeria.
9. The library is too small; more sitting space is needed.
10. The library should have plagiarism software.
11. There should be increase in multidisciplinary journals & books.
12. Workshops should be organized for effective use of the library.
13. Library should encourage lending services.
14. More computers should be added because not all are working.
15. Ease of library portal on university website.
16. The library should on the long run encourage 24 hours support system.
17. Strong UPS should be used in the e-library to prevent work loss due to power failure.

Discussion of Findings

Based on the level of use, majority of the respondents mostly do not use e-book, e-journals, CD-ROM databases, OPAC and electronic databases in the library. This is in line with the study of Wijetunge (2015) where researchers claim that resources like CD ROM databases and audio-visual materials have low priority but there is an increasing trend to use internet as an information source. The findings also shows that majority of the respondents are fully aware of the availability of the information resources in the library but annual report/brochure, phone calls/sms, exhibition and display has not been effectively used as a means of awareness to published information resources and services to faculty members which has resulted to poor patronage. To support this fact, Namugera (2014) asserts that if the library is to promote awareness of its services and activities, there must be continual interaction with its users. Considerably, majority of the respondents have a positive perception of information resources and services. Finally, based on the provision of information resources and services, the findings revealed that OPAC, CD-ROM, students advisory, reference services, current awareness services and user education are poorly provided.

Conclusion and Recommendations

The major aim of university libraries is to provide adequate information resources and services that support the curriculum of its parent institutions. Therefore, assessing users' views and knowledge of information resources and services that the library provides will greatly improve its value to the users. The survey result presents an interesting contradiction. Despite faculty awareness, still majority do not use e-book, e-journals, CD-ROM databases, OPAC and electronic databases in the library. Which means that the librarians has serious role to play in marketing the information resources and services to faculty members through participating effectively in the faculty meetings and also providing user education so as to properly sensitize them on the availability of information resources and services in the library. Based on the suggestions by the faculty members, the university management and university library committee really need to intensify effort to assist in providing solutions to the problems suggested so as to improve effective library and information services and utilization.

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Students' Perception of Reference Services as Determinant of Library use in Colleges of Agriculture in Oyo State, Nigeria

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***Abstract*:** Descriptive survey design was used to study the students' perception of reference services as determinant of library use in the Colleges of Agriculture in Oyo State (Federal College of Agriculture, Moor Plantation, Apata, Ibadan [FCAIB] and Oyo State College of Agriculture and Technology, Igboora [OYSCATECH]). The study has four objectives, three research questions and one research hypothesis was tested at 0.05 level of significance. Purposive stratified proportionate random sampling technique and a sampling fraction of fifteen percent (15%) were used to select a sample size of two hundred and eighty-seven (287) students out of the one thousand eight hundred and eighty-five (1885) students in the eight (8) departments that are common to the two Colleges (Population of the study). The response from a well-structured questionnaire administered on the sampled population was analyzed using Statistical Package for Social Science (SPSS). The result of the analyzed data showed positive perception of reference services in OYSCATECH (WX=2.71) and FCAIB (WX= 2.44). The result showed positive correlation between the perception of reference services and use of library in the two colleges of Agriculture in Oyo State –FCAIB (r = 0.311) and OYSCATECH (r = 0.214). The study also identified purposes and frequencies of using the library by the students in the two institutions. The study recommended the use of electronic reference services in order to enhance ease, visibility, relevance and efficiency of reference services in our libraries and more importantly to encourage use of library.
***Keywords*:** Colleges of Agriculture, Library use, Perception, Reference services
Word count: 242 words

Introduction

In the libraries and information centers, "Reference Service" is an important personalized service. Traditionally, it is a one-to-one service involving user and reference librarian physically interacting in the library. Reference service is characterized by library users coming into the reference section of the library to either consult the reference materials or the reference librarian. The user is helped by the variety of sources available to meet his or her information needs. This usually follows a number of manual processes, relatively time consuming and might even end up being futile after all the time and effort invested in the laborious exercise. The advent of internet brought succor to the hectic nature of meeting information needs and the library and information profession is being seriously challenged and or threatened by this development. Advancement in information technology continues to bring about incredible alteration almost every aspect of information services. Ankrah and Atuase (2018) posited that apart from the growth of electronic information, the transition from print to electronic media has provided new tools and applications for users in information seeking and retrieval.

The Readers' Services Department is a major interface between the library and her users. The input of all the other departments of the library—collection development, processing, bindery, and even administration—provides the raw materials with which Readers' Services renders services to users. Reference section of any library is where personal relation takes place between libraries and readers. Over the following hundreds of years the concepts and practices of reference work have been expanded and have evolved significantly. Reference services may vary from library to library, but most libraries have an information or reference desk where assistance from a librarian is available. Current Awareness Services and Selective or Strategic Dissemination of Information as reference services ensures that the library community is acquainted with library resources that are useful to them. According to Ankrah and Atuase (2018), awareness of information resources in libraries by users is an issue of much concern, though availability may not be a guarantee to complete usage. Therefore, optimum utilization of information resources by users depends on the awareness of the resources. The implication if this is that every living library should have patronage at least through the reference section since a unit in the reference section, all things being equal, takes library services to the potential users.

Gone are the days when reference librarians were said to be polymath by the library users. Library users' behaviour is shifting from a passive learning pattern to an active one in which customers want simple, helpful self-service and personal help only at times of greatest need. Han and Goulding (2003) posited that the phenomenon of decreasing user enquiries does not mean that users do not need reference librarians any more thereby signaling the end of reference services. Onuoha, Omokoye and Bamidele (2013) opined that libraries, most especially university libraries have to ensure that the services provided are effective and satisfying to users as a means of maintaining

patronage especially in an electronic age when information can be acquired from various sources independent of the university library. Libraries of nowadays need to offer proactive services for effective use of all types of library materials. As the library evolves into the digital library, librarians have been considering how to adjust services to the new environment and new information needs.

Observations and research have shown that there is a declining trend in library usage all over the globe and hence an increase of library non-users (Kiilu and Otike, 2016). This development is not surprising as almost everyone wants the simplest, easiest, fastest and most effective ways of meeting needs. The relative ease, convenience and speed offered by the internet is too attractive to be ignored by any reasonable person. The emergence of sophisticated mobile devices is most likely the best development that has happened to the world of information, knowledge and education. These devices make learning and library portable and movable. Hence, library as a resource center is gradually fading out and librarians as custodians of information resources is fizzling out. Search engines can provide almost instant answer to any question, anytime and anywhere. There is hardly any physical library in the world that can boast of this. If the library cannot boast of being the information resource centre, then the doom of librarianship is imminent. Digital library technologies are solving more and more information needs and changing the mode of information service delivery dramatically. The advent of digital librarianship is really

raising hope the hope of the future of the profession and having access to the information outside the library premises may in itself be responsible for the observed low patronage of the library.

In spite of the avalanche of information resources brought about by the advent of Information and Communication Technologies, the fact that publishers around the world are still publishing printed books is a pointer to the fact that there are consumers for the product. Majority of these consumers may have come from the developing countries where technology is just being fully integrated into the system. It is one of the primary duties of librarians to ensure that published documents are used at least in the library. According to Ankrah and Atuase (2018), printed materials in academic libraries have their own merits; they cannot be replaced completely by e-resources. Hence, in order to meet the varied needs of their users, it would be appropriate that academic library operates in hybrid. Most libraries in Nigeria are still running the traditional library style, many are just making effort to digitize and few are struggling to maintain their partially digitized library.

In spite of the focal position of Readers' Services Department, users have found services less than satisfactory. But it is very important that reference librarians do not presume that the advent of the internet is responsible for the low or non-use of the library. Karim (2018) posited that libraries should often conduct surveys of their users to determine their satisfaction with library services, either overall system or with specific

types of interactions (interlibrary loan, reference service etc). This is important because if a library user was frustrated the last time he or she used the library, such user may not want to use the library again. More so, that there is another option that offers the same service with relative ease and efficiency. Non satisfaction of library services might be responsible for the nature of library patronage observed in this part of the world.

Perception is the end product of the interaction between stimulus and internal hypotheses, expectations and knowledge of the observer, while motivation and emotions play an important role in this process. Demuth (2013) opined that one of the most popular constructivist theories perception is Gregory's theory. He claimed that sensory data found on receptors are just some sort of energy samples, but they are of no great importance themselves. Their importance is based on our previous experience. Data have the past and the future; they change themselves and they influence each other. They have some hidden aspects that emerge only if influenced by various conditions. The implication of Gregory's Theory of Perception is that the experience the students had the other time(s) they used the library (reference services) will form their perception of the quality of the services, hence, determine their library use.

The library users perceive the services provided by their institution's library, compare it with their own set standard or other standards and may use that as the determinants of whether or not to continue patronizing the library. It is well known that user service is the primary mission of a library and the profession is service-oriented. The development of the library is driven by users' needs which are affected by the changing environment (Han and Goulding, 2003). Karim (2018) opined that effective library service will be ensured by knowing users' demand and their satisfaction to library performance and serving them as their demand. It is the duty of the library professional to conduct periodic study of library users to know the users' needs, satisfaction with library available resources and services. This study is an example of periodic study of users' satisfaction. The researcher assessed the reference services in the colleges of agriculture in Oyo State, Nigeria through the perception of the students in the two colleges. The study also found out if the perception determines whether the students would use the library or not.

Statement of problem

The non/low use of the library and the library resources is worrisome and demands that all hands be on the deck to address this ugly trend. Low use of library resources is observed generally these days even in academic libraries. The rate at which people use the library is becoming the shadow of itself. This development must have evolved with time and a number of factors could have led to the present status. Reference services, with the associated complexities, can also make or mar the patronage of the library this is because the library users ordinarily expect individual contact with the reference librarian and/or the staff of the reference section of the library in meeting their information needs. Terhile and Yawe (2014) noted that at regular intervals, it could be read on the users' faces that they are not all that satisfied with the library services

either because of inadequate resources and services or due to the attitude of library personnel toward them. Where there is failure along this path, the library users often resort into meeting information needs through other means other than the library.

Goodall and Pattern (2011) posited that low use, during the academic year, is defined as less than five visits to the Library or borrowing less than five books, or logging in to the University's electronic resources collection less than five times. When use of print and electronic library resources is presented graphically, the charts show consistently large amounts of no/low use across all Schools: there are substantial numbers of students that have never taken out a book, logged on to electronic resources or even crossed the threshold at all. Analysis of the same types of data at course level confirms these findings when one considers what is required to write a single essay and raise concerns. Well-stocked and efficient libraries act as eyes or pathfinders for researchers and provide them the inspiration to venture into new areas of research. An ineffective library, on the other hand, may lead to low quality or duplication of research thus resulting in waste of financial, material and human resources.

Findings have revealed the various challenges confronting library patronage. Some of these challenges are as a result of the digital trend, negligence of duty on the part of the information stakeholders and laziness on the part of the students among others. Not many works have been done reference services in Colleges of Agriculture libraries most especially in Nigeria. The few papers reference

services in the library (Barrett, 2010 and Han & Goulding 2003) do not look at the reference services from the users' point of view. This paper therefore seeks to fill the gap by finding out if the students of the two Colleges of Agriculture in Oyo State, Nigeria see the reference section of the library as being capable of determining their library use.

Objectives of the study
i. examine the perception of the reference services in the library by students of the two Colleges of Agriculture in Oyo State;
ii. examine the frequency of use of the library by students of the two Colleges of Agriculture in Oyo State;
iii. examine the purposes of use of the library by students of the two Colleges of Agriculture in Oyo State;
iv. examine the influence of students' perception of reference services in the library on their use of the library by students of the two Colleges of Agriculture in Oyo State;

Research questions
1. What is the perception of the reference services in the library by students of the two Colleges of Agriculture in Oyo State?
2. What are the purposes of using the library by students of the two Colleges of Agriculture in Oyo State?
3. What is the frequency of use of the library by students of the two Colleges of Agriculture in Oyo State?

Research hypothesis
Ho1: There is no significant relationship between students' perception of reference services

(traditional/electronic reference services, satisfaction, referral and serial) in the library and the students' use of the library at the two Colleges of Agriculture in Oyo State.

Methodology

The research design adopted in this study was the descriptive survey design. Two colleges of Agriculture were randomly selected for the study viz; Oyo State College of Agriculture and Technology, Igboora, Oyo State and Federal College of Agriculture, Moor Plantation, Apata, Ibadan, Oyo State. In getting the sample, the purposive sampling technique was used in selecting the departments that are common to the two selected colleges of Agriculture viz; Animal Health and Production, Agric-Bio Environmental Engineering, Home and Rural Economy, Agriculture Extension and Management, Farm Power Machinery, Crop Production Technology and Post-Harvest Technology. The total population of students in these departments were one thousand, eight hundred and eighty-five. The simple random method was used to select 20% of the target population to constitute the sample size for this study. Therefore, a total of 377 students participated in the study.

The questionnaire designed for the study was used as the major instrument of data collection for the study. Three hundred and seventy (377) copies of questionnaire were administered on the students that participated in the study out of which 287 were returned with useful and usable responses. This made a response rate of 74.2% which is considered adequate for this study. The instrument was subjected to Cronbach Alpha's Reliability Statistics Test using thirty (30) respondents from Federal College of Forestry Jericho, Ibadan and the value obtained was 0.856. Simple descriptive statistics technique was used to analyse the collected data to answer the research question. Pearson Correlation was used to test if there is significant relationship between library use (dependent) and charging system (independent).

Data Analysis and Findings

This is based on the demographic information of respondents, research questions and the hypothesis tested in the study.

Demographic information of respondents

The demographic information of the respondents with respect to institution and department, gender and age are presented in Tables 1, 2, and 3 respectively.

Table 1 Distribution of respondents by Institution and Department

S/N	Department	Federal College of Agriculture, Moor Plantation, Apata, Ibadan		Oyo State College of Agriculture and Technology, Igboora	
		No. of Respondents	Percentage (%)	No. of Respondents	Percentage (%)
1.	Animal Health and Production	7	2.4	60	20.9
2.	Agric. Bio-Environmental Engineering	28	9.8	17	5.9
3.	Home and Rural Economy	16	5.6	37	12.9

4.	Agric. Technology	59	20.6	30	10.5
5.	Agric. Extension and Management	6	2.1	2	0.7
6.	Farm Power Machinery	10	3.5	1	0.4
7.	Crop Production Technology	8	2.8	1	0.4
8.	Post-Harvest Technology	4	1.4	1	0.4
	Total	138	48.2	149	52.1

Table 1 shows that Oyo State College of Agriculture and Technology, Igboora has 149 (51.9%) which is higher than Federal College of Agriculture, Moor Plantation with respondents 138 (48.1%). The department of Agric. Technology and Animal Health and Production in Federal College of Agriculture, Moor Plantation and Oyo State College of Agriculture and Technology with 20.6% and 20.91 response rate respectively.

Table 2 Distribution of Respondents by Age

S/N	Age Bracket (years)	Federal College of Agriculture, Moor Plantation, Apata, Ibadan		Oyo State College of Agriculture and Technology, Igboora	
		Frequency	Percentage	Frequency	Percentage
1.	16-20	77	26.8	92	32.1
2.	21-25	40	13.9	39	13.6
3.	26-30	15	5.2	14	4.9
4.	31-35	6	2.1	4	1.4
	TOTAL	138	48.0	149	52.0

Table 2 reveals that the highest age brackets of the respondents from the two institutions to be 16 to 20 years with 26.8% and 32.1% for Federal College of Agriculture, Moor Plantation, Apata and Oyo State College of Agriculture and Technology, Igboora respectively. This implies that majority of the respondents are relatively young.

Table 3 Distribution of Respondents by Gender

S/N	Gender	Federal College of Agriculture, Moor Plantation, Apata, Ibadan		Oyo State College of Agriculture and Technology, Igboora	
		Frequency	Percentage	Frequency	Percentage
1.	Male	81	28.2	77	26.8
2.	Female	57	19.9	72	25.1
	Total	138	48.1	149	51.9

Table 3 shows that the male respondents were more than the female participants in the two institutions. The 28.2% and 26.8% response rate for Federal College of Agriculture, Moor Plantation and Oyo State College and Technology, Igboora respectively. This means that majority of the

respondents are males, may be due to the nature of the field of study (Agriculture) which is masculine oriented.

Research question 1: *What is the perception of reference services in the library by students of the two Colleges of Agriculture in Oyo State?*

Table 4: Students' perception of reference services

5	Federal College of Agriculture, Moor Plantation, Apata, Ibadan						Oyo State College of Agriculture and Technology, Igboora, Oyo State					
	SA (%)	A (%)	D (%)	SD (%)	X	St. D	SA (%)	A (%)	D (%)	SD (%)	X	St. D
I know about the reference materials in my institution's library	39 (28.3)	58 (42.0)	31 (22.5)	10 (7.2)	2.91	0.892	54 (36.2)	72 (48.3)	17 (11.4)	4 (2.7)	3.15	0.828
I know who the reference librarian in my institution's library is	31 (22.5)	54 (39.1)	40 (29.0)	13 (9.4)	2.75	0.913	42 (28.2)	69 (46.3)	31 (20.8)	5 (3.4)	2.97	0.865
I know the duties of the reference librarian	30 (21.7)	48 (34.8)	56 (40.6)	4 (2.9)	2.75	0.827	48 (32.2)	66 (44.3)	28 (18.8)	4 (2.7)	3.02	0.896
I'm a regular user of the reference section of the library	29 (21.0)	36 (26.1)	60 (43.5)	13 (9.4)	2.59	0.926	41 (27.5)	52 (34.9)	35 (23.5)	19 (12.8)	2.74	1.041
I am satisfied with reference services and the reference materials in my library	31 (22.5)	60 (43.5)	38 (27.5)	7 (5.1)	2.80	0.895	39 (26.2)	76 (51.0)	22 (14.8)	7 (4.7)	2.92	0.948
Without the reference section of the library, I may not use the library	15 (10.9)	48 (34.8)	61 (44.2)	14 (10.1)	2	0.956	31 (20.8)	67 (45.0)	37 (24.8)	11 (7.4)	2.75	0.937
I prefer electronic referencing to the traditional reference services	40 (29.0)	63 (45.7)	25 (18.1)	4 (2.9)	2.80	1.010	41 (27.5)	69 (46.3)	26 (17.4)	11 (7.4)	2.91	0.929
I do get the needed help from reference librarian	36 (26.1)	53 (38.4)	39 (28.3)	7 (5.1)	2.65	0.941	30 (20.1)	71 (47.7)	32 (21.5)	14 (9.4)	2.76	0.927
I seldom interact with reference librarian because I want to be self-reliant in my information gathering skills	32 (23.2)	68 (49.3)	23 (16.7)	9 (6.5)	2.31	1.031	39 (26.2)	58 (38.9)	39 (26.2)	9 (6.0)	2.80	0.986
I do not want to bother the reference librarian for assistance because I see them as busy people	26 (18.8)	57 (41.3)	36 (26.1)	19 (13.8)	2.65	0.941	42 (28.2)	54 (36.2)	35 (23.5)	16 (10.7)	2.79	1.015
The reference librarian(s) is/are approachable and friendly	22 (15.9)	32 (23.2)	54 (39.1)	27 (19.6)	2.31	1.031	34 (22.8)	36 (24.2)	51 (34.2)	25 (16.8)	2.49	1.082
I am happy with the quality of service at the reference desk	28 (20.3)	49 (35.5)	49 (35.5)	12 (8.7)	2.67	0.897	26 (17.4)	52 (34.9)	49 (32.9)	20 (13.4)	2.54	0.976
My expectation of courteous and knowledgeable service is often met.	37 (26.8)	63 (45.7)	30 (21.7)	7 (5.1)	2.93	0.868	35 (23.5)	61 (40.9)	40 (26.8)	9 (6.0)	2.77	0.968
There is need of going to the reference section of the library despite the fact that I can get most needed information from the internet.	21 (15.2)	58 (42.0)	49 (35.5)	10 (7.2)	2.65	0.825	35 (23.5)	44 (29.5)	48 (32.2)	20 (13.4)	2.60	1.032
				WEIGHTED MEAN	**2.63**					**WEIGHTED MEAN**	**2.80**	

From Table 4, the weighted means (WX=2.63) for Federal College of Agriculture, Moor Plantation, Apata and WX=2,80 for Oyo State College of Agriculture and Technology, Igboora) revealed positive perception of reference services rendered in the two institutions but the students of Oyo State College of Agriculture have the higher positive perception of reference services based on the weighted mean.

Research question 2: *What are the purposes of using the library by students of the two Colleges of Agriculture in Oyo State?*

Table 5: Purpose of library use

| Item | Federal College of Agriculture, Moor Plantation, Apata, Ibadan | | | | | | Oyo State College of Agriculture and Technology, Igboora, Oyo State | | | | | |
	SA (%)	A (%)	D (%)	SD (%)	X	St. D	SA (%)	A (%)	D (%)	SD (%)	X	St. D
To make photocopies	16 (11.6)	36 (26.1)	58 (42.0)	23 (16.7)	2.25	0.989	28 (18.8)	45 (30.2)	43 (28.9)	27 (18.1)	2.42	1.110
To laminate	13 (9.4)	33 (23.9)	70 (50.7)	17 (12.3)	2.23	0.915	15 (10.1)	36 (24.2)	65 (43.6)	27 (18.1)	2.18	0.980
To print documents	15 (10.9)	40 (29.0)	57 (41.3)	21 (15.2)	2.28	0.974	29 (19.5)	42 (28.2)	41 (27.5)	30 (20.1)	2.38	1.148
To scan documents	17 (12.3)	40 (29.0)	58 (42.0)	18 (13.0)	2.33	0.977	23 (15.4)	49 (32.9)	42 (28.9)	26 (17.4)	2.34	1.120
To consult reference materials	73 (34.8)	48 (52.9)	0 (0)	15 (10.9)	3.20	0.743	53 (35.6)	75 (50.3)	14 (9.4)	1 (0.7)	3.13	0.910
To see reference librarian(s)	27 (19.6)	56 (40.6)	39 (28.3)	11 (8.0)	2.64	1.002	48 (32.2)	62 (41.6)	23 (15.4)	10 (6.7)	2.91	1.052
To borrow library materials	47 (34.1)	78 (56.5)	8 (5.8)	3 (2.2)	3.20	0.763	67 (45.0)	63 (42.3)	7 (4.7)	6 (4.0)	3.20	0.993
To bind documents	19 (13.8)	38 (27.5)	53 (38.4)	23 (16.7)	2.31	1.024	22 (14.8)	46 (30.9)	49 (32.9)	24 (16.1)	2.34	1.082
To access database	19 (13.8)	61 (44.2)	35 (25.4)	12 (8.7)	2.47	1.089	32 (21.5)	57 (38.3)	36 (24.2)	17 (11.4)	2.60	1.089
To read	57 (41.3)	71 (51.4)	4 (2.9)	2 (1.4)	3.27	0.833	74 (49.7)	55 (36.9)	6 (4.0)	7 (4.7)	3.22	1.052
To relax	8 (5.8)	29 (21.0)	59 (42.8)	37 (26.8)	1.99	0.928	15 (10.1)	31 (20.8)	52 (34.9)	45 (30.2)	2.03	1.039
To sleep	3 (2.2)	15 (10.9)	60 (43.5)	55 (39.9)	1.68	0.801	15 (10.1)	21 (14.1)	49 (32.9)	58 (38.9)	1.87	1.042
To access the internet	14 (10.1)	37 (26.8)	43 (31.2)	39 (28.3)	2.12	1.047	31 (20.8)	40 (26.8)	40 (26.8)	31 (20.8)	2.38	1.166
To charge my phone or laptop	10 (7.2)	20 (14.5)	50 (36.2)	56 (40.6)	1.86	0.940	13 (8.7)	19 (12.8)	39 (26.2)	71 (47.7)	1.73	1.037

From Table 5, it can be inferred that the students majorly go to the library to read in the colleges. The purpose of visiting the library with the least value in Federal College of Agriculture, Moor Plantation, Apata, Ibadan was to sleep while that of Oyo State College of Agriculture and Technology was to charge phone or laptop. The two institutions had the same mean values for visiting the library to borrow library materials (X=3.20). The above result shows similarity in the purpose(s) of using the libraries by the students.

Research question 3: *What is the frequency of use of the library by students of the two Colleges of Agriculture in Oyo State?*

Table 6: Frequency of library use

ITEM	Federal College of Agriculture, Moor Plantation, Apata, Ibadan								Oyo State College of Agriculture and Technology, Igboora, Oyo State							
	Daily (%)	2-3 times (%)	Weekly (%)	Monthly (%)	Occasionally (%)	Rarely (%)	X	St. D	Daily (%)	2-3 times (%)	Weekly (%)	Monthly (%)	Occasionally (%)	Rarely (%)	X	St. D
To make photocopies	7 (5.1)	19 (13.8)	11 (8.0)	5 (3.6)	32 (23.2)	58 (42.0)	2.30	1.711	21 (14.1)	28 (18.8)	20 (13.4)	5 (3.4)	25 (16.8)	43 (28.9)	3.05	1.981
To laminate	5 (3.6)	11 (8.0)	2 (1.4)	16 (11.6)	23 (16.7)	78 (56.5)	1.92	1.460	13 (8.7)	18 (12.1)	11 (7.4)	13 (8.7)	30 (20.1)	56 (37.6)	2.46	1.807
To print documents	9 (6.5)	4 (2.9)	6 (4.3)	13 (9.4)	31 (22.5)	68 (49.3)	1.93	1.510	18 (12.1)	12 (8.1)	16 (10.7)	11 (7.4)	25 (16.8)	52 (34.9)	2.48	1.925
To scan documents	7 (5.1)	6 (4.3)	11 (8.0)	9 (6.5)	38 (27.5)	61 (44.2)	2.04	1.485	16 (10.7)	12 (8.1)	15 (10.1)	12 (8.1)	31 (20.8)	50 (33.6)	2.46	1.849
To consult reference materials	12 (8.7)	12 (8.7)	23 (16.7)	14 (10.1)	48 (34.8)	21 (15.2)	2.80	1.646	27 (18.1)	18 (12.1)	26 (17.4)	15 (10.1)	27 (18.1)	25 (16.8)	3.24	1.933
To see reference librarian(s)	12 (8.7)	7 (5.1)	11 (8.0)	16 (11.6)	46 (33.3)	34 (24.6)	2.37	1.658	30 (20.1)	11 (7.4)	23 (15.4)	16 (10.7)	27 (18.1)	28 (18.8)	3.09	2.007
To borrow library materials	23 (16.7)	20 (14.5)	13 (9.4)	17 (12.3)	40 (29.0)	17 (12.3)	3.20	1.850	34 (22.8)	27 (18.1)	25 (16.8)	15 (10.1)	25 (16.8)	12 (8.1)	3.69	1.902
To bind documents	10 (7.2)	14 (10.1)	5 (3.6)	16 (11.6)	26 (18.8)	57 (41.3)	2.24	1.730	15 (10.1)	18 (12.1)	15 (10.1)	11 (7.4)	29 (19.5)	47 (31.5)	2.55	1.893
To access database	3 (2.2)	17 (12.3)	20 (14.5)	7 (5.1)	32 (23.2)	46 (33.3)	2.29	1.650	16 (10.7)	11 (7.4)	24 (16.1)	15 (10.1)	30 (20.1)	34 (22.8)	2.61	1.876
To read	38 (27.5)	28 (20.3)	16 (11.6)	0 (0)	30 (21.7)	21 (15.2)	3.74	2.000	52 (34.9)	24 (16.1)	17 (11.4)	5 (3.4)	20 (13.4)	22 (14.8)	3.90	2.089
To relax	9 (6.5)	8 (5.8)	2 (1.4)	2 (1.4)	18 (13.0)	92 (66.7)	1.72	1.561	18 (12.1)	7 (4.7)	9 (6.0)	6 (4.0)	25 (16.8)	74 (49.7)	2.17	1.842
To sleep	3 (2.2)	14 (10.1)	0 (0)	4 (2.9)	14 (10.1)	99 (71.7)	1.66	1.416	10 (6.7)	11 (7.4)	5 (3.4)	5 (3.4)	29 (19.5)	78 (52.3)	1.93	1.652
To access the internet	13 (9.4)	30 (21.7)	9 (6.5)	3 (2.2)	22 (15.9)	55 (39.9)	2.72	1.959	25 (16.8)	19 (12.8)	14 (9.4)	7 (4.7)	28 (18.8)	41 (27.5)	2.83	2.068
To charge my	14 (10.1)	10 (7.2)	6 (4.3)	32 (23.2)	26 (18.8)	47 (34.1)	2.58	1.670	19 (12.8)	5 (3.4)	9 (6.0)	4 (2.7)	22 (14.8)	78 (52.3)	2.09	1.862

Table 6 shows that 'to read' has the highest mean values of frequency from the two colleges of Agriculture (X=3.74 for Federal College of Agriculture, Apata, Ibadan and X=3.90 in Oyo State College of Agriculture and Technology, Igboora. 'To sleep' has the least frequency in the two colleges of Agriculture.

Table 7: Correlation between students' perception of reference services in the library and the students' use of the library

A.　Federal College of Agriculture, Moor Plantation, Apata, Ibadan

Variable	N	Mean	St'd Dev.	Df	R	P	Remark
Perception of reference services	138	38.02	6.23	137	.311	.000	Sig
Use of library	138	33.82	7.78				

B.   *Oyo State College of Agriculture and Technology, Igboora, Oyo State*

Variable	N	Mean	St'd Dev.	Df	R	P	Remark
Perception of reference services	138	38.02	6.23				
				137	.311	.000	Sig
Use of library	138	33.82	7.78				

Result: Table 7 presents the Pearson product moment correlation result of the relationships between students' perception of reference services in the library and the students' use of the library at the two Colleges of Agriculture in Oyo State under consideration. The table reveals positive moderate significant relationship between the variables in Federal College of Agriculture, Moor Plantation at ($r=.311$, $p0.05_{(.000)}$). This implies that students' perception of reference services is one of the major determinants of students' use of library in the college. In other words, it was discovered from the study that significant relationship exists between students' use of the library in the college. Moreover, it was discovered that positive moderate relationship exists between the variables in Oyo State College of Agriculture, Igboora, at ($r=.214$, $p,0.05_{(.009)}$). This is an indication that students' perception of reference services is one of the major predictors of the students' use of the library in the college. In other words, it was discovered from the study that significant relationship exists between students' perception of reference services and the students' use of the library in the college. Critical investigation into the finding shows that the coefficient of relationship between the variables is high in Federal College of Agriculture Moor Plantation, Apata, Ibadan when compared with Oyo State College of Agriculture Igboora. The implication is that the better the perception of reference services, the higher the use of library and the poorer the perception of reference services, the lower the use of libraries in the two colleges of agriculture. Therefore, the null hypothesis which stated that: there is no significant relationship between students' perception of reference service in the library and the students' use of the library at the two colleges of agriculture in Oyo State was rejected.

Discussion of findings

Charging systems, reference and reprographic services are core users' services in the library. They contribute immensely to the image making of any library. This, to a large extent implies that they should be pivotal to library patronage or at least contribute to it. This depends on how the library users perceive the services. Brinley and Terry (2012) posited that when library users are frustrated because they could not get what they want, they refuse to come back to the library. The implication of this is that, the library users have expectations for coming to the library and the services provided by the library should endeavor to meet the expectations.

The purposes and frequency of using the library by students in the two colleges of agriculture are similar. The result showed that the respondents majorly patronize the library to read, to borrow library materials and to consult reference materials. Same goes to the library services that enjoyed most patronage. The students go to the library for more than one purpose. This is similar to the finding by Deng (2010) reported that the purposes for using the library as revealed in his study was gathering information on a specific topic, gaining general information, obtaining answers to specific questions, completing assignments, reviewing literature, writing essays and helping decision making.

The findings of the study show a higher positive perception of reference services by the students of Oyo State College of Agriculture and Technology (WX=2.71) while that of Federal College of Agriculture, Moor Plantation, Apata is a lower positive perception (WX=2.44) of the reference services in the library. There is a positive correlation between the perception of reference services and use of library in the two colleges of Agriculture in Oyo State – r = 0.311 for Federal College of Agriculture, Moor Plantation, Apata, Ibadan and r = 0.214 for Oyo State College of Agriculture and Technology. With lower weighted mean value of perception of reference services and positive correlation coefficient with the use of library by students of Federal College of Agriculture, Apata, Ibadan, the students are not that satisfied with the reference services as such but they still go to the library. The students of Oyo State College of

Agriculture and Technology have higher positive perception of reference services and the perception has positive correlation with their use of library. This means that the use of library by the students is determined by their perception of the reference services. This finding is similar to Ziaei and Ranjgar (2018)'s in a study to assess services quality in Tabriz Central Library using LibQual model reported that in the dimension of impact, service quality of service was more satisfactory, so in most cases the distance between the maximum expectation level of users and their current level is less than the gap between the current level and the minimum level of user expectations.

Biradar, Kumar and Mahesh (2009), reported that 57.50% of their respondents were satisfied with the reference services. Barret (2010) lamented overall decline in reference services. A study by Ankrah and Atuase (2018) also revealed that most postgraduate students rather preferred to access information from Google scholar, and other web based databases more frequently than the databases in the library or through posing queries to the reference librarian. This could be an indication that they are not satisfied with the reference services for whatever reason. Bhatti (2013) posited that results of the study of LIS students in Islamia University of Bahawalpur also showed that most of the respondents were satisfied with the circulation & reference services, well organization of material and reading environment of the IUB Main Library and most of the respondents agree with electricity problem. They were undecided about the lack of computers in LAB, less awareness about using

library, lack of guidance by staff, lack of time, careless attitude of staff, accessing information is difficult and lack of interest.

Conclusion

This paper deployed one of the major tools of assessing library services – users' perception of reference services to research around nature of patronage of the library services in the two colleges of Agriculture in Oyo State. The findings showed positive perception of reference services despite the availability of virtual options. The study also identified the purposes and frequencies of library use by students of the two colleges of Agriculture. The study generally finds out that the students generally have one reason or the other to visit the library. This finding is slightly different from the premonition of library neglect or non-use. It is therefore important that the stakeholders take advantage of the positive perception to boost the confidence of library users before things go out of proportion. Libraries should endeavor to strengthen those services that bring users to the library. This study identifies reference service as one major service that determines whether or not the students of the two colleges of Agriculture in Oyo State use the library.

Recommendations

The following recommendations are made base on the findings of this study:

1. Reference librarians should be proactive in the provision of their services. They should improve on the quality of their personality and efficiency.
2. The libraries should promote electronic referencing because the world is largely electronic and the libraries cannot afford to be left behind. The library should make use of the available social media to promote online interaction between the library patrons and the reference librarians as much as possible. This measure will enhance the visibility and relevance of the library.

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Internet Use and Library Patronage among Students in Selected Senior Secondary Schools in Lagos State

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***Abstract*:** The use of the library is inevitable for students' learning, academic pursuit and self-development. School libraries provide information materials for use by the students as well as the Internet. The study investigated the correlation between Internet use and library patronage among students in selected senior secondary schools in Ojo Local Government Area of Lagos state, Nigeria. The study adopted a survey research design. The findings showed a marginal preference for Internet use as complement to Library patronage. It was further revealed that the Internet use saved time, was more informative, and less expensive with more useful resources. The result showed no significant relationship between Internet use and library patronage. The study concluded that steps must be taken by relevant authorities to encourage library patronage. Therefore, the study recommended the provision of functional school libraries to further promote library patronage and enhance students' academic achievement.
Keywords: Internet use, Library patronage, Senior secondary school students, Ojo Local Government Area, Lagos.

Introduction
Education is very crucial in the development of the individual and society and it cuts across different stages of human growth and development (that is, kindergarten, primary, secondary and tertiary) with specific and achievable goals.

Secondary education is the education children received after primary or basic education and before the tertiary stage in Nigeria. The goals of secondary education are to prepare the individual for useful living within the society and for higher education by offering diversified curriculum to cater

for the differences in talents, opportunities and future roles; inspiring students with a desire for self-improvement and achievement of excellence among others (FGN, 2004). To achieve the goals, secondary school education is in two stages: a junior secondary school stage and a senior secondary school stage each of three years duration. These schools have laboratories, workshops for technical and vocational subjects, counselling unit, basic health facilities, educational resource centre, and school library.

Libraries are very important in any academic institutions as they are gateways to knowledge. Secondary school students and their teachers need library resources and the proficiency of a librarian to thrive in their academic pursuit. A school library is a learning space where students read, make inquiries, and carry out research. The library could be physical or digital; containing information materials either in physical of electronic format. A school library helps the students in their information-to-knowledge journey and builds them up socially and culturally. A school library supports school programmes as well as the teaching-learning process by providing relevant materials to meet their various information needs. School libraries also promote reading and the use of libraries. It was indicated that reading of library materials positively affect students' vocabulary, grammar, comprehension, writing and spelling skills (Ullah & Farrog, 2008). Also, it was noted that the reading scores for students in schools that improve their library programmes were higher than scores for schools with no such advance.

IFLA (2015) asserted that libraries and librarians are meant to be agents of changes academically, socially, politically, economically and in other areas of life. Akanbi (2002) opined that a well-established school library manned by professional staff will help personalised learning and advance students/pupils performance throughout the school program. Libraries are for dissemination of information in all areas of the nation. Okiy (2006) stated that it is knowledge that allows people to contribute profoundly to national development and that library is essential to the provision of the right kind of information resources that empowers the educational institutions to produce highly resourceful people. In addition to the contributions of libraries to human development, information technology too has impacted on the society in so many ways.

One of the areas in which information technology is used is education. Learning is made easy with the use of technology, especially the Internet. Vast amount of information is available on the Internet. The Internet allows cost-effective information delivery services, collaborative and distance learning, it has myriad websites and services to help students obtain information and gain knowledge for improved academic performance and to exchange ideas and share knowledge.

Statement of Problem
Libraries support learning and teaching in schools but, it has been observed that there is low patronage of libraries in Nigerian schools. This may be due to the advent of new information and telecommunication technology tools such as mobile phones and iPad which

often occupy students' time. Therefore, this research is carried out to ascertain the effect of internet use on library patronage among secondary school students in selected schools in Lagos State, Nigeria. The outcome of the study is expected to encourage the patronage of the library for excellent academic performance of students in secondary schools.

Objectives of the Study
The main objective of this study is to find out the relationship between Internet use and library patronage by senior secondary school students in Ojo Local Government Area of Lagos State.

The specific objectives were to:
1. find out the availability of physical library and the internet in Senior Secondary Schools in Ojo Local Government Area of Lagos State;
2. determine the comparative advantage of the Internet resources' usefulness, time consumption, and expenses to that of the physical library resources, in Senior secondary school students in Ojo Local Government Area of Lagos State;
3. ascertain the Senior Secondary School students' preference between the Internet resources and the physical library resources in Ojo Local Government Area of Lagos State;

Research questions
1. Are physical libraries available in Senior Secondary schools in Ojo Local Government of Lagos state?
2. What are the comparative advantage of the Internet resources' usefulness, time consumption, and expenses to that of the physical library resources, in Senior secondary schools in Ojo Local Government of Lagos state?

3. What are the Senior Secondary School students' preference between the Internet resources and the physical library resources in Ojo Local Government of Lagos State?

Research Hypothesis
H0: Internet use by senior secondary school students does not significantly affect their library patronage.

Literature Review
There are different types of library located in different places in human society. Irrespective of their location, libraries are very important to the development of individuals and the society. However, emphasis is going to be placed on the importance of the school library in this paper. School libraries are those libraries found in primary and secondary schools and they play very important roles in nurturing pupils and students at this foundational stage of education.

The fact that the importance of the school library cannot be overemphasised was mentioned by Chan (2008) who did a critical review of literature relating to the impact of school libraries on student achievement and discovered that most of the researchers found out that school library services had positive influences on student achievement. Similarly in discussing the significance of libraries to educational development of secondary school students, Udoh-Ilomechine (2008) observed that school libraries were important for the success of children and their teachers as they provided materials that meet their various areas of information needs as well as aiding their independent studies.

In lending their voices to the importance of school libraries, Jato, Ogunniyi and Olubiyo (2014) revealed that school libraries were important in having good scores in tests and examinations as irregular use of school libraries resulted in poor academic performance of secondary school students in Ondo West Local Government Area of Ondo State.

The importance of school libraries was also discussed in the International Federation of Library Associations and Institutions (IFLA) School Library Guidelines (2015) which stated that school libraries are crucial for providing information and essential for personal, social and cultural growth. In addition, they aid thinking, reading, literacy, interpersonal and learning capabilities. Having considered the importance of school libraries to academic performance, the role of computer and Internet use in education will be discussed as the Internet is also considered to be a major source of information.

The study of computer knowledge in Tema Senior High Schools confirmed that computer literacy and usage were high among both students and teachers. Results of the study by Amenyedzi, Lartey and Dzomeku (2011), indicated 92% of the teachers in Tema schools were computer literate, less than 15% use the Internet for improving their teaching and learning. Less than 25% of the students use the Internet for research work. Less than 40% of the students use the computer and Internet for entertainment and less than 40% use the Internet for e-mail and browsing. Amenyedzi, et al (2011) said, the rapid development in ICT has made tremendous change in the 21st. century

as well as the demands of modern societies. The use of ICT in Ghanaian schools and African countries is gradually increasing and dramatically growing. This growth is the result of the efforts of Ghana education Ministry to raise the standard of education in the country. According to Afolabi (2016), library resources in school play a significant role in the educational development of the students. He stressed that these resources are important to the teaching and learning of school subjects which may affect the students' academic performance. The authors have mentioned many positive things ICT has brought but did not mention library patronage by students. However, their report favours awareness and use of the Internet for academic works by secondary school students in Ghana. Sarfo and Ansong-Gyimah (2011) obtained similar reports about ICT development in Senior Secondary Schools in Ghana, but there was no reference to library patronage and use of the Internet by secondary school students.

In the study of computer literacy in Lagos state, Nigeria, Osunwusi, and Abifarin (2013) cited Jegede and Owolabi (2003) who observed the differences in computer education integration in Nigerian secondary schools where computer education was only taken in Federal Government Unity Schools and was scarcely offered in any of the state secondary schools which constituted more than 80% of Nigerian schools. Osunwusi and Abifarin (2013) found that, in Lagos state, ICT facilities were not readily available in secondary schools and there was low ICT utilization in secondary schools. The findings of

Samuel (2010) also revealed low Internet access among secondary school students in Lagos State public schools.

Yebowaah (2017), Internet provides a collaborative environment for sharing as well as information on a wide, divergent and variety of subjects. He noted that despite the potentials of academic libraries, yet students have been found to consult Internet sources for information relative to the use of library resources. Shehu et al. (2015) cited in Yebowaah (2017) opined that Nigerian students' preference for Internet over library was influenced by the relative accessibility of the internet and they added that the Internet can be accessed often than the library especially when the library materials are not in electronic formats.

However, Kiptalam and Rodrigues (2010) in their study of Internet Utilization in Kenyan secondary schools revealed that use of Internet and its integration in the teaching and learning in secondary education is getting more wide spread. The study also found out that most schools were actually expending a substantial part of their annual budget on maintaining Internet connectivity. The findings of Kiptalam and Rodrigues though did not touch on library patronage and the use of Internet for school work, its widespread in secondary schools in Kenya is a sign that Internet use is developing and may soon cover all schools in Kenya.

In writing on collaboration and ICT use in libraries, Chisita and Abdullahi (2014) seek collaboration and ICT use in library functions. They were also of the opinion that patronisers of the library should possess ICT skills to make the very use of the facilities. The

authors advocated the need to ensure that users are equipped with the appropriate skills and knowledge to enable them to make optimum use of each of the resources.

The results of various researches have revealed divergent opinions on ICT availability, the degree of Internet accessibility and the effect of Internet use on secondary school students. The findings of Samuel (2010) revealed low Internet access among secondary school students in Lagos State public schools while the research of Young (2011) implied that excessive use of the Internet negatively impacted on the performance of students. On their part Chen, Hsiao, Chem and Chen (2014) in line with Young (2011) believed that Internet use among secondary school students was on the increase due to increase in availability of computers, smartphones and high level of Internet connectivity in various homes but they were also of the opinion that the use of the Internet had its negative side.

Also in line with Young (2011), Almasi, Zhu and Machumu (2017) believed that despite the fact that there was improvement in Internet use for educational purposes; most secondary school students used the Internet for social and recreational purposes, the resulting effect being time wastage, late submission of school assignment, poor performance in school and truancy. Kumah (2015) compared Internet use and library use among students and the study revealed that students do not circumvent the library in their search for information. The finding of the study also showed that the use of the Internet was more in comparison with library use and that

the students preferred the Internet source of information to library.

Thus, literature has revealed that school libraries are very important to the academic success of secondary school students; that the degree of ICT availability and Internet use vary from school to school and that Internet use had effects on secondary school students in various ways. However, none of the reviewed literature showed its effects on library use. Therefore this study is carried out to see the effect of Internet use on library patronage.

Methodology
The study was a descriptive survey research. The population of study was the senior secondary school students in Ojo Local government area of Lagos State, Nigeria. Four secondary schools were purposively selected which comprised two public and two private schools in Ojo Local Government Area of Lagos State. A sample of eighty (80) students participated in the study using convenience sampling

technique; twenty students from each of the schools. Seventy three out of the eighty students responded to the purpose of collecting data. A response rate of 91.25% was obtained. The data collected were analysed using descriptive statistics; frequency and percentages. SPSS version 20 was used to analyse the data.

Findings and Discussion
Respondents' Profile
Eighty students were drawn from four secondary schools comprising of two public and two private schools in Ojo Local government area of Lagos state. Twenty eight (28, 38.4%) of the respondents were art students, 20 (27.4%) were commercial students while the remaining 25 (34.2%) were offering science. Majority of the students' ages range between 14-16 years, 37 (50.7%); some were between 17-20 years 26(35.6%) and very few of them 4(5.5%) were between ages 11-13years. Forty eight (65.8%) of the respondents were male while 25 (34.2%) were female.

Table 1: Availability of Physical Library

Available	Frequency	Percent (%)	Valid Percent
Yes	58	79.5	86.6
No	9	12.3	13.4
Missing System	6	8.2	
Total	67	91.8	100.0

Table 1 shows that 58 (79.5%) of the respondents indicated that they had physical libraries in their schools; 9 (12.3%) said no to the question on availability of physical library and 6 (8.2%) did not respond to the question. This shows that the schools had one form of library or the other even if it

was not a standard one and perhaps the students who responded by saying no felt that the libraries were too substandard to be referred to as library; but at least the fact that there were libraries means the respondents had the opportunity to compare the physical library and the internet.

Table 2: Comparison of Library and Internet with respect to Time

Internet	Frequency	Percent	Valid Percent
Saves time	44	60.3	71.0
Time consuming	18	24.7	29.0
Missing System	11	15.1	
Total	62	84.9	100.0

In Table 2, a total of 62 students responded to the question on comparison of physical library and internet. Forty four 44 (60.3%) were of the opinion that using the Internet saves time while 18 (24.7%) felt that using the Internet is time consuming. Eleven respondents were undecided. This shows that in the area of time saving, most of the respondents were in favour of the Internet.

Table 3: Information comparison of Library and Internet

Internet	Frequency	Percent	Valid Percent
More informative	59	80.8	93.7
Less informative	4	5.5	6.3
Missing System	10	13.7	
Total	63	86.3	100.0

Table 3 shows that 59 (80.8%) responded in favour of the Internet while 4 (5.5%) favoured the library; 10 (13.7%) did not respond to the item on comparison of information between the library and internet. This means that majority of the students believe that the internet is more informative than the library.

Table 4: Comparison of Expenses on Internet and Library

Internet	Frequency	Percent	Valid Percent
Less expensive	34	46.6	54.8
More expensive	28	38.4	45.2
Missing System	11	15.1	
Total	62	84.9	100.0

Table 4 shows that in responding to the item on comparison of expenses on the library and internet; 34(46.6%) responded by saying the internet is less expensive and 28(38.4%) say the internet is more expensive. Again, the majority of the respondents are in favour of the internet as they believe it is cheaper using the internet. Eleven 11(15.1%) did not respond to the item.

Table 5: Comparison of Usefulness of Resources

Internet Resources	Frequency	Percent	Valid Percent
More useful	57	78.1	87.7
Less useful	8	11.0	12.3
Total	65	89.0	100.0
Missing System	8	11.0	

Table 5 shows that 57 (78.1%) of the respondents believed that the resources sourced from the Internet were more useful than library resources but 8 (11.0%) believed that library resources were more useful while 8 (11.0%) were undecided. This also shows that the majority of the respondents were pro-internet.

Table 6: Comparison of Preference of Internet and Library

Internet	Frequency	Percent	Valid Percent
More preferred	49	67.1	79.0
Less preferred	13	17.8	21.0
Missing System	11	15.1	
Total	62	84.9	100.0

Table 6 reveals that 49 (67.1%) of the respondents preferred the resources from the Internet to those of the library while 13 (17.8%) prefer those of the library; 11(15.1%) did not decide for either of them. This is another point to buttress the fact that majority of the respondents were on the side of the Internet.

Table 7: Students' Perception of Influence of Internet on Library Use

Internet use	Frequency	Percent	Valid Percent
Decreases use of library materials	15	20.5	22.1
Increases use of library materials	11	15.1	16.2
Has a little effect on library use	38	52.1	55.9
Has no influence on library use	4	5.5	5.9
Missing System	5	6.8	
Total	68	93.2	100.0

Table 7 shows influence of internet on library use. Fifteen (20.5%) of the respondents said using the Internet result in decrease in use of library material; 11(15.1%) say their use of the library has increased; 38 (52.1%) say using the Internet has little effect on their use of library while 4 (5.5%) say using the Internet has no influence on the way they use the library. Five (6.8%) did not respond to the item. This means that using the Internet has little effect on the majority of the respondents' use of the library.

Hypothesis Testing

H0: Internet use by senior secondary school students does not correlate with their library patronage.

Table 8: Correlation between Internet use and Library Patronage

		Internet use	Library patronage	Sig. *P*	Remark
Internet use	Pearson Correlation	1	0.166	0.181	Not significant
Library use	Pearson Correlation	0.166	1	0.181	Not significant

Pearson Product Moment Correlation was used to test the hypothesis at α =0.05 level of significance. The result shows that Internet use does not have a significant correlation with library use by the secondary school students in Ojo Local Government area in Lagos State(r =0.166, *p>0.05)*. Therefore, the null hypothesis is accepted which says that Internet use does not have a significant relationship with library patronage. This means that Internet use by the students does not affect the use of the library.

Conclusions
The importance of school library has been considered and it is so glaring that it is the power house and backbone for academic achievement of students. The Internet has also been viewed as a very important tool for learning due to the enormous amount of information it contains which makes scholars to spend much time on it. It has been discovered that the Internet is taking the shine off the library unless something is done to save the school library; this could be through the provision of funds to increase current and relevant materials; availability of qualified staff to make the information materials easily accessible to the library users; and having a media section in the school library for students 'access to computers and Internet. Doing these will save the

library from going into extinction, as the study reveals that using the Internet saves more time, is more informative, less expensive and has more useful resources. This suggests that the use of the Internet to source for information was more preferable to using the school library by the senior secondary school students in Ojo Local Government area of Lagos State.

Recommendations
The following are the recommendations from this study:
1. Mandatory provision of functional school libraries in all secondary schools should be looked into by the Lagos State government and all stakeholders.
2. Lagos State Government and all stakeholders at all levels should provide funding for libraries to ensure availability of adequate reading materials.
3. Qualified librarians should be employed to man school libraries so that relevant information, educational and recreational materials are selected and acquired for learning and self-development of students.
4. Provision of a media section in the library where library patrons can have access to computers and Internet by librarians.
5. Reading habits of students should be encouraged by subject teachers

giving assignments that will compel students to use the library.

6. Parents/guardians need to monitor their children/wards to ensure they

are using the Internet for the right purposes and using the right amount of time in the library.

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Challenges of Utilizing Library Resources by Students in College of Education, Agbor

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Abstract: This study examine the challenges of utilizing college library resources by the students in college of education, Agbor. In carrying out this study four research questions were posed. The study sample population comprised 1,325 (2016/2017) registered users of the library. The instrument used for data collection in this study was questionnaire. Research questions were answered using frequency count and percentages. Findings reveals that 68% were female while 32% were male. Textbooks topped the highest consulted materials 99%; follows by theses/ dissertations 92%, journals 73% and reference materials 68%, computers 67%, newspapers/magazines 52% among others. Major challenges encountered were lack of internet facility, insufficient professional librarians, inadequate funding, lack of photocopying services, inadequate relevant materials, inadequate functional ICT facilities, lack of user's education, unconducive state of the library, lack of awareness of the library resources, poor state of library collections and poor reading environment. Recommendations were made such as administration must sure that the least require for academic libraries should be adhered to; Management should provide funds and committee should be enact to oversee the uses of the funds for the major purpose, more professional librarians should be employ for effective and efficiency service delivery, authority should provide photocopying machine within the library environment to facilitate effective service delivery, Internet should be provided among others.
Keywords: College, Education, Challenges, Utilization, Library, Resources, Institutions.

Introduction

College of Education is one of the chains of higher teaching in Nigeria with crucial role of producing tutors who will be conferred the least teaching requirement of Nigerian Certificate of Education (NCE). The credential eligible individual to impart knowledge in junior secondary schools and technical institutions in Nigeria then it takes three years to complete. These tutors' institutions were officially acknowledged as Advanced Teachers' Colleges and were allied to different institution of higher education in Nigeria. They were converted into Colleges of Education under the control of one authority known as the National Commission for Colleges of Education (NCCE) well-known in 1989, (NCCE, 1996, NCCE, 2002).

Therefore, the College of Education, Agbor, came up with a mission of training extremely capable and practice concerned with experts in commercial and professional activities. The library currently serves over 1300 students enrolled at the College and 46 staff (College of Education, Agbor Handbook, 2015), but its seating capacity is 150 students at a time. The library has the capacity of 25000 volumes, 1,968 titles of books, and some of the professional journal titles. The library has five most important parts namely, the general collection with its major components being textbooks and few journals, special reserve for tutors /lecturers and reference collection. The reading room operates from Monday to Friday from 8.30am to 9.00 pm. According to Edoka (2000), the college library's role is to generate knowledge to users in the parent institutions. According to Aina (1998), all academic libraries have to furnish its services in the right way in promoting and motivating students learning, education and business development. Therefore, concern of this study is to determine challenges of utilizing college library resources by the students in college of education, Agbor.

Statement of the Problem

Despite long term existence of the College of Education, Agbor library, the extent to which students access and use library resources is not clearly known. This denotes that student's inability to make use of resources may be lack of ability to identify the resources available or unavailability of the resources in the library. According to Adeyemi (2009), "in higher learning institutions students demand and expect to access and use library resources". As Aina, (1998) observes, the extent and frequent of an individual student accessing and using relevant library resources parallels the extent to which an individual is being informed. Also, according to Fokomogbon et al (2013), "lack of standards in the provision of library services is reported as a major cause of student's failure of accessing and using relevant informational resources; reducing reading morale; and limiting student's innovations". However, it has been noted that students in college of education are under utilizing the library and its resources. Likewise, probably some of them have not been to a library before. It could be as a result of lack of user's education. The active use of library by clients is anticipated to be the major objective of establishing libraries in higher institutions of learning. This study, intends to find out the challenges of utilizing college library resources by

the students in college of education, Agbor.

Objectives of the Study

The main objective of this study is to determine the challenges of utilizing college library resources by the students in College of Education, Agbor. The study specifically sought to:

1. Identify the type of library resources used by students in college of education, Agbor
2. Establish the suitable and relevance of the library resources.
3. Determine the challenges confronting the utilization of library resources among students in college of education, Agbor
4. Highlight strategies for enhanced library resources utilization in college of education, Agbor

Research Questions

The following research questions guided the study:

1. What are the types of library resources used among the students in college of education, Agbor
2. How suitable are the library resources
3. What are the challenges confronting the utilization of library resources among students in college of education, Agbor
4. What are the strategies for enhanced library resources utilization in college of education, Agbor

Review of Related Literature

Sansui (2006) revealed that Colleges of Education cannot achieve their responsibilities except with extra help, support and serviceable libraries. Therefore, Colleges of Education Nationwide were instructed to have serviceable libraries in directive to attain the educational drive. College of Education Libraries have the aims of

supporting their institutions via inculcating knowledge as well as academic resources in mandate to accomplish the purposes of generating well prepared educators in their selected areas. Though, to be serviceable, fruitful and effective service delivery, library deserve trained, capable and suitable workforce (Egunjobi 2006). In addition, Oriowo (2001) asserted that achievement of a reading room hinge on talent and capabilities of individuals. Therefore, workforce's need to be adequate so as to accomplish their targets and purposes of establishment. However, Oyewusi and Oyebode (2009) in their study, reveals that respondents used books, journals and internet resources in the library for their academic pursuits. Similarly, Mozeh and Ubwa (2017) in their study challenges of utilizing academia library resources. It revealed that textbooks are rated high with 82.72% and dissertation with 99%. In the same study challenges identified were lack of orientation, poor state of library, poor reading environment, and inadequate function of ICT among others.

Also, Bosah and Amadasu (2014), in their study, revealed that academic level of students does not affect their use of library resources. The study acclaims that male learners should be targeted in a struggle to improve the use of reading room besides teachers should occupy learners with serious tasks that could inspire them to use the library frequently. More so, Nwezeh and Shabi (2011) emphasised that normal library orientation for freshmen should be revolutionized to allow learners comprehend the use of library and it resources. Arua and Chinaka (2011) in their study recommended

that suitable grant is necessary for the provision of contemporary information resources and the engagement of competent and trained teacher – librarian. In spite of availability and use of library resources, Attama (2005) affirmed that "professional duties are now left with the non-professionals who are ill equipped for the job. More so, the inadequacy in the number and quality of staff in academic libraries result in severe handicapped libraries offering minimal services which are by no means compatible with the needs of users for more information for their academic output". Perera (2005) affirmed that sustaining client needs is vital to the administration of libraries. The organization workforces of a reading room should be cognisant of the modern desires of their clients, which may disagree from one library to another as well as from time to time. Therefore, carrying out consistent appraisals on user needs at consistent intervals on various aspects of library usage will be a helpful guide in

influential the upcoming guidelines of library improvements.

Methodology

The descriptive survey research design was adopted for this study and the instrument used for data collection was questionnaire which was distributed to the respondents faced to face at the colleges library with the assistance of three library officers. The population of the study was 1,325 (2016/2017) registered users of the library. Sample size of 665 was drawn from the total population using proportionate stratified random sampling technique. Questionnaire was used to collect data from the respondents and descriptive analysis of the responses was made using the statistic package for social science (SPSS) research. Out of the 665 questionnaire that were distributed to the respondents, a total of 623 was duly completed and found usable, thus, 94% response rate. The data collected for this study was analysed using simple percentage and frequency counts.

Presentation of Results

Table 1: Gender Distribution of the Respondents

Gender	Frequency	Percentage
Male	201	32%
Female	422	68%
Total	623	100%

Table 1 shows that 68% of the participants are female while 32% are male. Higher population of the female could be as a result of courses offer and certificates provided by the institution. However, this finding supported with the finding of Bosah

and Amadasu (2014), recommended that male students should be targeted in an determination to expand the use of reading room resources then teachers must involve the learners with thoughtful tasks that could inspire them to use the library frequently.

Table 2: Types of Library Resources Used among the Students
in College of Education, Agbor

Library Resources Often Used	Frequency	Percentage
Textbooks	619	99%
Computers	421	67%
Journals	456	73%
Electronic resources	213	34%
Newspapers/ Magazines	321	52%
CD-ROM	211	34%
Online database	204	33%
Government report	96	15%
Audio-visuals	211	34%
Theses and dissertations	573	92%
References materials	421	68%
Others	105	17%

Source field work

Table 2 shows that the most consulted resources in the library were textbooks 99% .This was followed by theses and dissertations 92%, journals materials73%, reference materials 68%, computers 67%, newspapers and magazines 52%, among others. This is supported by Mozeh and Ubwa (2017), in their study, it shows that textbooks are rated high with 82.72% and dissertation with 99%.

Table 3: Adequacy of Library Resources

Adequate of Materials	Frequency	Percentage
Suitable	178	29%
Unstable	431	69%
Indifferent	14	2%
Total	623	100%

Source field work

Table 3 shows that 29% respondents establish that information sources provided by the libraries were suitable, whereas 69% of the respondents establish unsuitable, and 14% remained indifferent in their opinions. This is in line with Oriowo (2001), asserted that achievement of a reading room hinge on talent and capabilities of individuals. This shows that the majority 69% of the users found the reading room resources insufficient. This could be as a result of insufficient of professional librarians in the college or negligence of the library by the authority in terms of capital for the reading room to acquire the wanted materials.

Table 4: Challenges Confronting the Utilization of Library Resources
among Students in College of Education, Agbor

Challenges	Frequency	Percentage
Inadequate relevant materials	461	74%
Unfavourable state of the library	421	68%
Lukewarm attitude of the staff	102	16%
Inadequate functional ICT facilities	457	73%
Lack of Internet facility	571	92%
Lack of user education	457	73%
No provision of photocopying services within the library	571	92%
Lack of awareness of the library resources	391	63%
Poor reading environment	321	52%
Poor state of library collection	351	56%
Others	53	9%

Source field work

A numbers of challenges were identified in **table 4** theses includes lack of internet facility, photocopying services within the library 92%, inadequate relevant materials 74%, inadequate functional ICT facilities/lack of user education, unfavourable state of the library 68%, lack of awareness of the library resources 63%, poor reading environment 52% among. This is in line with findings of Fokomogbon et al (2013), affirmed that "lack of standards in the provision of library services is reported as a major cause of students' failure of accessing and using relevant informational resources; reducing reading morale; and limiting students' innovations". Likewise, Mozeh and Ubwa (2017), in their study the challenges identified were lack of orientation, poor state of library, poor reading environment, and inadequate function of ICT among others.

Table 5: Strategies for Enhanced Library Resources Utilization in
College of Education, Agbor

Strategies for Enhanced Library Resources	Frequency	Percentage
There should be adequate and functional ICT facilities in the library	576	92%
State of the library should be improved	457	73%
Library staff should be friendly	301	48%
User education should be inculcated to the school curriculum	576	92%
The newly arrival library resources should be communicated to us.	321	52%
Conducive reading environment should be provided	391	63%
Photocopying services should be made available within the library	571	92%
Internet facility should be provided	611	98%

Library staff should be friendly	78	13%
Authority concern should provide funds		95%
Insufficient of professional librarians	571	92%
Others	31	5%

Source field work

Table 5 shows suggestions proffered for effective and efficiency utilizing of library resources by students of College of Education, Agbor. The highest suggestion acknowledged is that internet should be provided, followed by authority should provide funds, insufficient professional librarians, photocopying services, users education services, adequate functional ICT facilities 92%, followed by state of the library should be improved 73%, conducive reading environment 63% and newly arrival library resources should be communicated 52%, among others. This finding is collaborate with the study of Nwezeh and Shabi (2011), emphasised that normal library orientation for freshmen must be revolutionized to permit students understand the use of library and it resources.

Conclusion

From these survey results, we can draw a fair number of conclusions about the challenges of utilizing college library resources by students in college of education, Agbor. The most consulted materials were textbook, theses and dissertation, journals reference materials etc. However, the major challenges confronting the use of library and resources available were lack of internet facility, insufficient professional librarians, lack of photocopying services within the library, inadequate relevant materials, inadequate functional ICT facilities/lack of user education, unfavourable state of the library, lack of awareness of the library resources and poor reading environment. It may be concluded based on the study's findings therefore that College of Education, Library Agbor, did not fit the description of contemporary academic library.

Recommendations

Based on the findings, the researchers recommend as follows, that

➢ Administration must sure that the least required for academic libraries should be adhered to.
➢ Management should provide funds and committee should be enact to oversee the uses of the funds for the major purpose.
➢ More professional librarians should be employed or effective and efficiency service delivery.
➢ Authority should provide photocopying machine within the library environment to facilitate effective service delivery.
➢ Relevant information materials should be provided for the students and appropriate ICT facilities. This would enable universal access to and use of computers infrastructure in academic libraries.
➢ User's orientation programme should be organized by the library for all new students in Institution.
➢ Management should ensure that library environment is conducive for reading as well as internet facility should be made available.
➢ Use of library should be inculcated in the school curriculum.

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Provision of Open Access Web Links for Postgraduate Students by Private University Libraries in Nigeria

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Abstract: The purpose of this study was to examine the provision of open access web links for postgraduate students by private university libraries in Nigeria. A descriptive survey research design was used for the study. The population of the study (603) consisted of all postgraduate students in three Nigerian private universities, irrespective of their courses of study. A multi-stage sampling technique using 20% of users in each stage or stratum was used to select 150 postgraduate students for the study. The researcher developed a questionnaire titled "Availability of Open Access Website Links Questionnaire" (POAWLQ) and an observation checklist, which were used to collect data for the study. A total of 150 copies of the questionnaire were distributed to respondents, out of which 143 copies were returned and found to be correctly filled. This gave a response rate of 95.3%. The data collected were analyzed using Mean (X) and Standard Deviations to answer the research questions. The major findings of the study were that the overall availability of open access linkages in the libraries was poor. Also, the general utilization of the limited available open access web links in the library is low. Based on the findings, it was recommended that libraries should endeavour to provide links to various open access websites on their library webpage, the library should often organize seminars and workshops on the availability of open access links on their library's webpage, the need to provide power backup to enhance stable Internet service, in-house training for library staff to equip them towards assisting users in maximizing these linkages provided by the library, among others.

Keywords: Private University, Postgraduate Student, University Library, Open Access Resources.

Introduction

The concept of private university connotes different meaning to different authors; however, according to Gabriel (2013), a private university is one established and managed by entities other than a state or federal government which may include those run by faith-based organizations, individuals, and community development associations, among others. Gabriel further stressed that in Nigeria, faith organizations, group of individuals and individuals largely constitute proprietorship of private universities. Private university education was first articulated in 1983 following a pronouncement of the Supreme Court of Nigeria that it was constitutional to allow individuals to establish private universities. In 1999, President Olusegun Obasanjo rekindled the issue of private participation in University education to complement the effort of the government, which led to the establishment of few private universities where both undergraduate and postgraduate education programmes were run.

Postgraduate education, in the submission of Asogwa, Wombo and Ugwuoke (2014) involves learning and studying for degrees, professional or academic certificates or other qualifications for which a first or Bachelor's degree generally is required and it is normally considered to be part of higher education. Pertinently, those involved in postgraduate education, as the name implies, should also be postgraduate students.

Nevertheless, a university library is an intellectual power house where these students are expected to be 'baked' and it houses all sorts of materials including books and non-book

materials. It is also an important agent in the pursuit of academic excellence in higher institutions. Its main goal is to support the objective of the host institution, which has to do with learning, teaching, research and other services. A university library is also called an 'academic library'. This is why Susan and Skinner (2009) put it that an academic library which also is a university library is attached to a higher educational institution which serves two complementary purposes to support the school's curriculum, and to support the research of the university faculty and students.

However, free exchange and use of information especially research based information forms the basis for economic, cultural, social and scientific development, yet this has been compromised by restricted access model of publishers and the dependency of researchers on research works published in qualitative but restricted access journals (Canada, 2009). Canada further opined that Open Access is capable of fostering information and knowledge sharing within research, educational and scientific communities especially in traditionally or economically disadvantaged regions. Therefore, open access to knowledge has become essential for a country's educational, socio-cultural, and scientific development. Since the emergence of Open Access initiative, the concept has been defined in different ways by numerous authors. In 2012, Swan's study of open access showed that the concept of Open Access was first defined globally by Budapest Open Access Initiative (BOAI). The study also stated the definition of Open Access as a free availability on the public internet, permitting any users to

read, download, copy, distribute, print, search, or link to the full texts of these articles, crawl them for indexing, pass them as data to software, or use them for any other lawful purpose, without financial, legal, or technical barriers other than those inseparable from gaining access to the Internet itself (Swan, 2012).

Besides, accepting and implementing open access initiative, while putting into cognizance its numerous benefits, would be of great advantage to libraries of private universities especially in this time of recession where information resources such as foreign journals and books have skyrocketed. The usual inadequate funding of Nigerian university libraries especially libraries of private universities that solely depend on internally generated revenue like school fees has not helped matters. This inadequacy is evident in their limited collection development and has negatively affected users' patronage, students' performance in both internal and external examinations, and even poor theses/research works produced by these students, particularly postgraduate students. Therefore, it is worthy of note that most of these challenges mentioned can be minimized or even eradicated completely if information custodians and library managements can take advantage of open access initiative. Thus, the provision or availability of open access web links in the library via the library's webpage for easy accessibility and utilization of free scholarly publications by library patrons' especially postgraduate students who are potential scholars and researchers and are presumed to constitute the major users of open

access resources for their research and academic work, cannot be over emphasized.

Statement of the Problem

Literature revealed that collection development in libraries especially libraries of private universities which depends solely on school fees and Internally Generated Revenue (IGR), have been hampered by shortage or grossly inadequate funding and this has adversely affected resource provision which in turn has led to so many of the private university libraries failing NUC accreditation exercise in many subject areas.

In the same vein, a basic problem that affects the academia via the library is the rising price of scholarly publications especially the ones published in current International journals. This has put students' personal and individual search for knowledge and understanding at stake and this has resulted to poor academic performance of these students in both internal and external professional examinations as a result of shallow knowledge-level.

However, despite the huge and numerous benefits that can be derived from open access initiatives the researcher finds it puzzling why libraries will be faced by the aforementioned challenges. Hence, this prompted this work, to examine the provision of open access web links in libraries of private universities especially for postgraduate students who are assumed to be potential academicians and are the major users of academic publications for their research works, teaching and learning.

Purpose of the Study

The general purpose of this study is to examine the provision of open access

web links for postgraduate students by private university libraries in Nigeria. Specifically, the study sought to:

1. investigate the open access website links provided in libraries of private universities for postgraduate students in Nigeria;
2. examine the accessibility of these open access resources to postgraduate students in Nigeria;
3. identify the challenges associated with the use of these resources in libraries of private universities in Nigeria;

Review of Literature

It is no gainsaying to provide tailored information especially free scholarly ones to different constituencies like students, authors, researchers, and even managers and administrators.

The library website is an important advocacy tool for providing up-to-date information about open access. As opposed to more general open access websites, the library can tailor and contextualize the information for researchers and point to specific resources of relevance (Swan and Chan, 2009). When this is done, it saves the users' precious time in trying to browse the web in search of articles from free scholarly websites.

In the same vein, Swan and Chan further stressed that, a study on how library websites are helping to promote open access found that many library websites did not make open access a prominent feature, necessitating a long search around the website before finding the relevant information. They also recommended that a library website should flag up open access prominently and provide interested readers with clear routes to both authoritative information about open access and the repository which should itself be supported by a set or resources on open access and its benefit.

However, there is the need for the custodians of knowledge (librarians) to also have a full grasp of open access initiative and how to access them online because 'you can only give what you have'. In the same light, Arosanyin and Ajibili (2014) in a study 'open access awareness and use in libraries in Nigeria' recommended among others that, the library should organize training and retraining of its librarians who will in turn assist library users explore open access resources online. Mohammed and Garba (2013) further buttressed that libraries should organize training on interval bases for both staff and students especially postgraduate students on the importance of open access publications. They further stressed that faculties should guide and encourage their students on the need for publishing in Open Access Journals. This was further stressed by Ajibili and Emmanuel (2017) when they said that the library should often organize seminars and workshops on open access for both students and other library stakeholders to create the awareness on the availability, nature and benefits of these invaluable resources.

Suber's, and Bailey's explanations (as cited in Ajibili, 2017) agreed that the role of a digital librarian in open access to knowledge is more than having ICT skills. Their works suggest that the role of a digital librarian in open access knowledge can be accomplished through two complementary strategies. One is "self-archiving" and the other is open access journal" which the digital

librarian must as a matter of duty enlighten his users. Therefore, it is obligatory for librarians to advocate and market open access and also take advantage of the numerous benefits open access initiative stands to offer.

Therefore, from the literatures reviewed above, it is obvious that the library Therefore, from the literatures reviewed above, it is obvious that the library has a great role to play in this technology age if users' information needs would be met amidst stringent limited budget using open access initiative as a tool for augmenting inadequate information resources in information centres like the library. This will not only handle the area of insufficient library holdings during academic accreditation exercises but will similarly improve the quality of research works amongst students, researchers and academicians.

Research Methodology

A descriptive survey research design was used for the study. At the time of this work, National Universities Commission (2013) shows that there were no Private Universities in North-West, North-East and North-Central running postgraduate programmes, hence this study was carried out in libraries of private universities in South-West, South-South and South-East Nigeria. However, one university was purposefully selected per zone to give a good representation of the universities in that zone. A total of 603 postgraduate students enrolled in the universities under study thus, a total sample size of 150 respondents was selected using Multi-stage sampling technique. This technique was adopted because of the large number of private universities unevenly and dispersedly spread all over Nigeria and besides, Multi-stage sampling technique is normally used to overcome problems associated with geographically dispersed population when face-to-face contact is needed or where it is expensive and time consuming to construct a sampling frame for a large geographical area. Also, this justification is based on Nwana's account (as cited in Bassi and Camble, 2011) who stated that, if a population was in many hundreds, one needs a sample size of 20%, and if a population is in a few thousands, one needs a sample size of 10%, but for a population of several thousands, one needs a sample of 5% or less. Therefore, the total sample size for the study was 150 which represent 20% of the total population (603). The researcher developed a questionnaire titled "Provision of Open Access Website Links Questionnaire" (POAWLQ) and an observation checklist, which were used to collect data for the study. A total of 150 copies of the questionnaire were distributed to respondents, out of which 143 copies were returned and found to be correctly filled. This gave a response rate of 95.3%. The data collected were analyzed using Mean (X) and Standard Deviations to answer the research questions.

The distribution of the population and sample size

S/N	Universities	POP. of Postgrad. Students	Sampled
1.	Madonna University	51	50
2.	Igbinedion University	87	50
3.	Pan-Africa University	465	50
	Total	603	150

Source: (Records and Statistics Unit, National Universities Commission, 2013). The only existing legitimate document as at 2017 when this work was ongoing.

Data analysis and discussion
Below are the analysis of the responses to the research questions and the interpretation of the findings**.**

Research Question 1: *What type of open access web links are provided in libraries of private universities in Nigeria?*

Table 1: Percentage Distribution of Respondents on Provision of Open Access Web Links

S/N	Open Access Sources (OAS)	Response Rate	Name of University PAU NA	PAU AV	MU N A	MU AV	IU NA	IU AV	Overall NA	Overall AV		D R
1	Directory of Open Access Journals	Freq	19	20	26	12	2		34	48	65	AV 3rd
		%	48.7%	51.3%	68.4%	31.6%	5.6%	94.4%	42.5 %	57.5%		
2	Directory of Open Access Books	Freq	20	19	26	12	2		34	48	65	AV 3rd
		%	51.3%	48.7%	68.4%	31.6%	5.6%	94.4%	42.5 %	57.5%		
3	Journal Storage	Freq	30	9	0	38	2		34	32	81	AV 1st
		%	76.9%	23.1%	.0%	100.0 %	5.6%	97.2%	28.3 %	71.7%		
4	Bentham Science Publishing	Freq	34	5	36	2	36	0	106	7		NA 9th
		%	87.2%	12.8%	94.7%	5.3%	100.0%	.0%	93.8 %	6.2%		
5	Hindawi Open Access Journals	Freq	31	8	36	2	36	0	80	33		NA 6th
		%	79.5%	20.5%	94.7%	5.3%	100.0%	.0%	70.8 %	29.2%		
6	BioMed Central	Freq	34	5	36	2	33	3	73	40		NA 5th
		%	87.2%	12.8%	94.7%	5.3%	91.7%	8.3%	64.6 %	35.4%		
7	High Wire Press	Freq	21	18	36	2	36	0	90	23		NA 7th
		%	53.8%	46.2%	94.7%	5.3%	100.0%	.0%	79.6 %	20.4%		
8	Open Journals Gate	Freq	30	9	36	2	36	0	102	11		NA 8th
		%	76.9%	23.1%	94.7%	5.3%	100.0%	.0%	90.3 %	9.7%		
9	African Journals Online	Freq	30	9	3	35	4	32	37	76		AV 2nd
		%	76.9%	23.1%	7.9%	92.1 %	11.1%	88.9%	32.7 %	67.3%		
10	Bioline International	Freq	30	9	36	2	36	0	102	11		NA 8th
		%	76.9%	23.1%	94.7%	5.3%	100.0%	.0%	90.3 %	9.7%		

11	Online Access to Research in the Environment (OARE)	Freq %	30	9	36	2	35	1	67	46	NA 4th
			76.9%	23.1%	94.7%	5.3%	97.2%	2.8%	59.3%	40.7%	
12	Health InterNetwork Access to Research Initiative (HINARI)	Freq %	5	34	2	36	1	35	37	76	AV 2nd
			12.6%	87.2%	5.3%	94.7 %	2.8%	97.2%	32.7%	67.3%	

*Key1: PAU-Pan Atlantic University, MU-Madonna University, IU-Igbinedion University.
*Key2: AV-Available, NA-Not Available, D-Decision, R-Rating.

Table 1 shows the percentage distribution of respondents on provision of open access web links. The overall ranking showed that Journal Storage/JSTOR had a response rate of 71.7% and was ranked highest among the open access web link provided in the library while Bentham Science Publishing which had a response rate of 6.2% was ranked lowest among the open access web link provided in the libraries studied. From the results gathered, the table showed that the respondents decisively indicated that only 5 items (Directory of Open Access Journals/DOAJ, Directory of Open Access Books/DOAB, Journal Storage/JSTOR, African Journals Online/AJOL and Health InterNetwork Access to Research Initiative/HINARI) out of the twelve items listed were provided in their libraries.

Research Question 2: *What is the extent of accessibility of open access resources to postgraduate students?*

Table 2: Mean Ratings of Extent of Accessibility of Open Access Resources to Postgraduate Students.

SN	Items	Name of University						Overall		Rating	Decision
		PAU		MU		IU					
		Mean	SD	Mean	SD	Mean	SD	Mean	SD		
1	I do access open access resources from the Internet in the library	3.15	.84	3.13	.41	3.33	.63	3.20	.66	1st	GE
2	I do read articles on open access resources from the Internet in the library	2.28	.83	3.12	.41	3.32	.63	2.90	.79	2nd	GE
3	I do cite articles of open access resources from the Internet in the library	2.59	1.02	2.39	.75	2.58	.91	2.52	.90	3rd	GE
4	I do reference articles of open access resources from the Internet in the library	2.59	1.02	2.39	.75	2.58	.91	2.52	.90	4th	GE
5	I do download articles on open access resources from the Internet in the library	2.23	.81	1.45	.60	2.36	.76	2.01	.83	5th	LE
6	I do publish my work in open access journals	1.13	.41	2.03	.28	1.11	.40	1.42	.56	6th	NE

*Key1: PAU-Pan Atlantic University, MU-Madonna University, IU-Igbinedion University.
*Key2: GE-Great Extent, LE-Low Extent, NE-No Extent.

Table 2 shows the Mean ratings of the respondents on the extent of accessibility of open access resources to postgraduate students. The overall Mean showed that accessing open access resources via the Internet in the

library (Mean = 3.20) was ranked highest, while publishing of work in open access journals (Mean = 1.42) was ranked lowest as extent of accessibility of open access resources in the library. Also, using the principles of real limit of numbers, the table shows that open access resources were accessed to a great extent as revealed in items 1-4 (i do access open access resources from the Internet in the library, i do read articles on open access resources from the Internet in the library, i do cite articles of open access resources from the Internet in the library, and i do

reference articles of open access resources from the Internet in the library), whereas utilized to a low extent on item 5 and utilized to no extent on item 6 (i do publish my work in open access journals) respectively.

Finally, the overall standard deviations ranged between 0.56-0.90. This shows that there was no wide variation in the standard deviations of the responses of the postgraduate students on the above Mean ratings.

Research Question 3: *What are the challenges associated with the accessibility of open access resources?*

Table 3: Mean Ratings of the Challenges Associated with the Accessibility of Open Access Resources

SN	Challenges	Name of University						Overall		Rating	Decision
		PAU		MU		IU					
		Mean	SD	Mean	SD	Mean	SD	Mean	SD		
1	Erratic power supply hence, disrupting the flow and stability of the Internet service	2.46	1.05	3.08	.27	3.61	.55	3.04	.84	1st	A
2	Slow Internet connectivity hence, delay in opening and downloading open access resources on the net	2.41	.88	3.05	.23	3.03	.51	2.82	.67	2nd	A
3	Lack of Internet searching skills limits me from accessing open access resources on the net	2.51	.91	3.00	.33	2.72	.61	2.74	.69	3rd	A
4	Inability of library staff in assisting me in searching and using Open Access Resources	2.72	.83	2.50	.56	2.75	.73	2.65	.72	4th	A
5	Inadequate/shortage of computer systems and terminals thus, limiting my access to open access resources on net	2.08	.62	3.08	.27	2.67	.48	2.60	.63	5th	A
6	Lack of knowledge of the existence of Open Access Resources hinders my use of it	2.54	.88	2.53	.95	2.67	.86	2.58	.89	6th	A
7	Unavailability of Internet facilities to browse and access open access resources on the net	1.97	.54	3.05	.23	2.36	.54	2.46	.64	7th	D

*Key1: PAU-Pan Atlantic University, MU-Madonna University, IU-Igbinedion University.
*Key2: A-Agree, D-Disagree.

Table 3 shows the Mean ratings of the respondents on the challenges associated with the accessibility of open access resources. The overall Mean showed that erratic power supply hence, disrupting the flow and stability of the Internet service (Mean = 3.04) was ranked highest, while unavailability of Internet facilities to browse and access open access resources on the net (Mean = 2.46) was ranked lowest among the itemized challenges associated with the accessibility of open access resources.

Applying the criterion Mean of 2.50,

the table shows that the respondents accepted items 1-6 (erratic power supply hence, disrupting the flow and stability of the Internet service, slow Internet connectivity hence, delay in opening and downloading open access resources on the net, lack of Internet searching skills limits me from accessing open access resources on the net, inability of library staff in assisting me in searching and using Open Access Resources, inadequate/shortage of computer systems and terminals thus, limiting my access to open access resources on

net and, lack of knowledge of the existence of Open Access Resources hinders my use of it unavailability of Internet facilities to browse and access open access resources on the net) and disagreed on item 7 (unavailability of Internet facilities to browse and access open access resources on the net) as a challenge associated with the accessibility of open access resources.

Finally, the overall standard deviations ranged between 0.63-0.89. This shows that there was no wide variation in the standard deviations of the responses of the postgraduate students on the above Mean ratings.

Discussion of findings

From the observation checklist and the table of analysis on the extent of availability of open access web links in libraries of private universities, the findings showed that, open access web links were inadequately provided in the libraries studied, where only five out of the twelve items listed were found to be truly available. The availability of these open access sources were ranked in this order: Journal Storage (JSTOR), Health InterNetwork Access to Research Initiative (HINARI), African Journals Online (AJOL), Directory of Open Access Journals (DOAJ) and, Directory of Open Access Books (DOAB) respectively. The overall response rates for the above open access sources was 92.9%, 71.7%, 67.3%, 58.4%, and 57.5% respectively. The result clearly shows that open access web links in these libraries were not adequately provided for and this is in line with the study of Uzuegbu and McAlbert (2012) on the challenges of open access to knowledge: MOUAU Library experience. They opined that the

library's cold attention to Open Access Initiative posed a major threat. They further stressed that the library management never showed or convinced the university management on the need to digitalize the library and seek open access to knowledge materials. Moreover, Papin-Ramcharan and Dave's work (as cited in Ajibili, 2017), showed that just 8% of the academic staff at the University of Indies in Trinidad and Tobago (with likelihood of most of them being postgraduate students) of the institution's Faculty of Engineering were aware of digital repositories which was an integral part of Open Access Initiative.

However, the implication of this continued inadequacy can be disastrous to the academic community and library stakeholders, especially postgraduate students who are potential researchers and scholars. The inadequacy on the provision of open access web links in these libraries is tantamount to no provision of adequate information resources to meet users' daily information needs and this could affect the users' academic performance which in turn could affect the quality of research and scholarly activities carried out in these institutions because users need prompt, current and relevant information resources that can meet their information needs.

The Provision of open access web links to users leads to the utilization of open access resources which brings along with it numerous benefits not meant for users alone but also institutions and library administrators too. When these resources are accessed, downloaded, printed, bound and kept in the library, they serve as a means of augmenting limited

collection development in libraries despite budget-enforced limits. These current and relevant open access resources will in no small measure help arrest the issue of inadequate, obsolescent and irrelevant information materials found in the library during National Universities Commission (NUC) accreditation exercises.

The results obtained reveals that erratic power supply was a major challenge faced by these postgraduate students which prevented their efficient utilization of open access resources despite the limit provision of web links to these resources. They also strongly agreed that slow internet connectivity which amounted to delay in opening and downloading open access resources from the net was also an obstacle. In other words, these libraries undoubtedly had functional internet connectivity yet the use of open access resources could not be maximized because each time there was power failure, the Internet Server (IS) went off, thus internet downtime was experienced. This disrupted the stability of internet service, hence affected the flow of opening and downloading online articles from open access sources.

Also, limited bandwidth was indicated as one of the major causes of slow internet connectivity experienced by the respondents. Once the number of internet users supersedes the available internet bandwidth, then users are likely to experience slow internet connection which amounts to delay in opening and downloading open access resources. In the same light, Gana and Ajibili (2014) buttressed that the university's internet bandwidth should be increased or at best the library should be provided with its

independent internet facilities to enhance the internet speed and improve library reference services.

In a way, the challenges revealed above had affected the users' internet searching skills which the respondents indicated as a limitation. Malekani's observation (as cited in Ajibili, 2017) opined that while students prefer the Internet resources, its effective use was hampered by several factors especially lack of internet searching skills. Moreover, the only helping aid available to these users who were library staff rarely assisted them in searching and using open access resources. The question now is, do the library staff themselves have adequate in-house training and orientation on the general concept of open access resources and also how to assist users access these resources easily online? Until this is done, the custodians of knowledge (library staff) will continue to be seen as one of the obstacles associated with the utilization of open access resources which is meant to provide users with free, apt, online, current and relevant information resources to enhance their academic performance in both internal and external examinations.

Recommendations
Based on the findings of the study, the following recommendations are made:

1. As a way of augmenting limited information resources in the library, it is recommended that libraries, especially libraries of private universities should endeavour to provide links to various open access websites on their library webpage to enable their users have acquaintance and easy access to these numerous

free scholarly articles in their different fields of study.

2. A library website should flag up open access prominently and provide interested readers with clear routes to both authoritative information about open access and the repository which should itself be supported by a set or resources on open access and its benefit.

3. As a way of also maximizing and eradicating open access ignorance, the university management should occasionally organize seminars or workshops on the availability of open access links on their library's webpage. This will further boost optimal use of these websites and their resources thus improve academic performance and quality research among students and lecturers.

4. There is need for the library to also provide power inverters or solar power facilities in the library as backup for stable electricity to curb epileptic internet services which in turn frustrates users' use of open access resources online connected via their library webpage.

Although, the power stability will also be beneficial in enhancing library services especially for libraries that are digitized or automated.

5. Increasing the internet bandwidth in the library can help avoid slow downloading or slow internet connectivity when browsing free scholarly publications online which may hinder optimal use of these free resources. Internet terminals via Wi-Fi should be increased in the library to encourage capacity use of open access resources among users, especially where the library has limited computer systems.

6. Library staff should be given regular in-house training and orientation on the general concept of open access and also the procedures in accessing their links hence, enabling them to effectively assist users in accessing these resources easily online. These will as well equip the staffs who are expected to render reference services and answer other information related queries of library users.

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