

**DEMOGRAPHIC CHARACTERISTICS IN THE ATTITUDE OF  
POSTGRADUATE STUDENTS TOWARDS THE USE OF INFORMATION  
RESOURCES IN UNIVERSITY LIBRARIES IN THE SOUTH-SOUTH, NIGERIA**

**BY**

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MASTER OF SCIENCE (M.Sc.) DEGREE IN LIBRARY AND INFORMATION  
SCIENCE.**



**SEPTEMBER, 2016**

**DECLARATION**

I declare that this is an original research work carried out by me in the Department of Library and Information Science, Faculty of Education, Delta State University, Abraka, Nigeria, under the supervision of Prof. S. O. Uwaifo.

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**Date:.....**



## **CERTIFICATION**

I certify that this dissertation was carried out by ORAGBON, Ofure Joyce under my supervision in the Department of Library and Information Science, Delta State University, Abraka.

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**PROF. S.O. UWAIFO**

*Supervisor*

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**Date**



## **DEDICATION**

I dedicate this study to Almighty God who in His infinite mercies saw me through the course of this postgraduate programme.



## **ACKNOWLEDGEMENTS**

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## **ABSTRACT**

The study investigated the demographic characteristics in the attitude of postgraduate students towards the use of information resources in university libraries in South-south Nigeria. The specific purpose was to examine the differences in the attitude of male and female postgraduate students towards the use of information resources, explore the disciplinary differences in the attitude of postgraduate students towards the use of information resources, investigate the differences in the socio-economic status on the attitude of postgraduate students towards the use of information resources and ascertain the influence of age on the attitude of postgraduate students towards the use of information resources in university libraries located in Edo, Delta, Bayelsa, Akwa-Ibom, Cross River, and Rivers States. Four research questions and four hypotheses were raised to guide this study. The survey method was adopted. A sample of 1,744 respondents was drawn out of the population of 17,449 from which 1,412 was found usable for the study. The instrument used for gathering data was a questionnaire titled “Demographic Characteristics in the Attitude of Postgraduate Students Towards the Use of Information Resources in University Libraries (DCAPTUIRUL)”. The reliability of the instrument used for the survey was tested using Cronbach Alpha which yielded an index of 0.87. The data were analyzed using frequencies, percentage, mean, standard deviation, z-test and ANOVA. The results of the analysis revealed that gender difference, disparate academic discipline and age difference influence Postgraduate students’ attitude towards the use of information resources in university libraries in South-south Nigeria but the socioeconomic status difference of postgraduate students was not found to yield any effect on their attitude of postgraduate students towards the use of information resources in university libraries in South-south Nigeria. It was recommended that the libraries should acquire current and relevant information materials, organize symposium on available information resources as part of orientation programme for postgraduate students. Assignments that will compel postgraduate students to use library information resources should be encouraged by the academia. Finally the Reference librarians should be accessible for information resources consultation and get involved in constant capacity building to keep themselves abreast with the modern trends of librarianship.



## **CHAPTER ONE**

### **INTRODUCTION**

#### **1.1 Background to the Study**

The use of library and information resources for information gathering and sharing is very important in generating new ideas and knowledge which can be used for problem solving and socio-economic development. People use information resources for communication, professional development and professional related tasks, personal use, supporting teaching and administrative tasks, research activities as well as recreation (Renwick, 2005). In the education sector, empirical evidence shows that the use of information resources has positive impact on the teaching-learning process (Wulystan, Frankwell, Andrew & Angella, 2014). In a study conducted by Bhukuvhani, Chiparausha and Zuvalinyenga (2012), the result showed that lecturers use information resources for preparing lecture notes and this reflects the current state of the utilization of information and communication facilities.

Universities globally, are engines of growth and development, they play a great role in the social, economic, technological and manpower development of any nation. Universities serve as the main source of supply of highly skilled manpower, needed in the various sectors of the nation, (Ahmed & Nwalo, 2013). In view of the



above, the National Policy on Education (2004) acknowledged that university education shall make optimum contribution to national development, by intensifying and diversifying its programmes for the development of high level manpower within the context of the needs of the nation.

Information is the pivot on which any society rests. It remains the major ingredient in taking decisions and help in deducing the degree of uncertainty. Information and its user are as old as man. Indeed, without information, there cannot be communication (Okiki & Asiru, 2011). According to Tella, Ayeni and Omoba (2007:4), “in recent years, the use of electronic information resources has become prominent in the drive for making information and data transfer available to users, especially students”. The need for electronic information resources for the purpose of research and learning in various institutions has posed challenges in relation to system connection, working ability and access.

Ray and Day (1998) asserted that electronic information resources serve as a motivating factor to students as it provides them opportunities to transmit, acquire or download process and disseminate information on a subject of interest. Electronic information resources offer today’s students, opportunities different from their predecessors. It has many functions and benefits which can be of immense use to postgraduate students. Once the user is connected to the internet, the user can link up with any part of the world for whatever purpose the user intends (Osunrinde, Adekiya & Adeyemo, 2002).



Consequently, library and information resources have been invaluable to institutions of higher learning. For decades, higher institutions strive to establish and develop libraries equipped with a variety of resources that help to boost academic activities within the institutions. These resources serve as teaching aids in the teaching and learning process to both teachers (lecturers) and students. Students are expected to make use of these information resources to help them develop their lesson notes, complete assignments, prepare for examinations, present seminar papers, develop themselves and conduct research. The library resources in universities are open to use by students in general and postgraduate students in particular, and it is expected that these students make optimal use of them especially for their academic excellence. Accordingly, Amatea and Clark (2005) noted that experience has shown that the attitude of these postgraduate students towards the use of information resources in universities in Nigeria is not encouraging, and so postgraduate students' positive attitude is needed if library information resources are to be used. The proper use of the information resources can only be effective, if all stakeholders (especially users) within the university environments properly play their roles in the university system. It is expected that since these information resources are to be used by postgraduate students, there are certain demographic characteristics which may influence the attitude of postgraduate students towards the use of information resources in university libraries. The demographic characteristics include gender, academic discipline, socio-economic status, and age.



The word attitude cannot be easily defined to satisfy researchers of this topic. This is because of the broadness of the concept, which will bring about various definitions showing one's understanding or feeling of the concept/ word depending on an innate understanding or abstract feeling. Nevertheless, a certain commonality is apparent when we examine some of the more widely held definitions. Nyaegah (2011) expressed the view that attitude refers to certain regularities of an individual's feelings, thoughts and predispositions to act towards some aspects of the environment. He further emphasized the evaluative aspect of attitude. Also, Secord and Beckman (2001) noted the regularity of this evaluative disposition. Attitudes are predispositions which have developed through a long and complex process. Anastasi (1990:88) defined attitude as "a tendency to react favourably or unfavourably towards a designed class of stimuli. It is evident that attitude cannot be directly observed, but must be inferred from overt behaviour, both verbal and non verbal". Amatea and Clark (2005) explained attitude as a condition of readiness for a certain type of activity. Attitudes held by individuals may be simple or complex, stable or unstable, temporary or permanent and superficial or fundamental. Judgments based upon insufficient facts are likely to yield wrong results and, thereby, develop biased attitudes (Eyo, Joshua & Esuong, 2010).

Bassi and Camble (2011) posited that the issue of gender gap in library usage is gaining ground and attracting the attention of academic researchers. A look at gender as it influences one's attitude towards the use of information resources in



university libraries would reveal male and female postgraduate students' attitude towards the use of information resources. Gender differences are being discussed in academia, economy, politics, science and technology, and even religious circles.

According to McGinty and Moore (2008), gender issues have been in the forefront of public discussion regarding higher education. In the same vein, Waldman (2003) is of the opinion that gender is a relevant factor in use of information resources. This is because gender influences factors such as income, time constraints, literacy, education, language, and cultural context that affect access to facilities, training, and employment in information technology. Adibe (2002) succinctly noted that a gender difference towards library information resources affects an individual's interest and attitude towards its use. If gender is related to information resources use, then the issue of gender is so relevant in this age when considering postgraduate students' attitude to the use of library and the information resources therein.

The academic discipline of postgraduate students is another important variable of concern to this study. The different academic disciplines of the postgraduate students is very important as it may influence the students' attitude towards the use of information resources in the university libraries. Students of various disciplines may pose either a negative or positive attitude to the use of the library and information resources especially if they are not given proper orientation on the importance of information resources use in the university library. Okiki and



Asiru (2011:4) observed that one element of high quality service is the incorporation of user personal needs and expectations into the development of programmes and service. According to them, the continued success of a service organization depends on the organization's ability to adjust its products and services to correspond to users' needs. Many authors have summarized patron surveys in which they noted that age, academic discipline (education), and income rate are significant determinants of library use in more than 90 percent of the studies using these variables (gender, academic discipline, socio-economic status and age). Sharma (1988) observed that at the postgraduate level, students are mindful of acquiring qualifications and would like to work on prescribed courses of study. Academic study increases familiarity with and use of information resources in university libraries and as such could influence postgraduate students' attitude towards the use of the information resources.

The socio-economic status of postgraduate students in the use of information resources is another source of concern to this study. Socio-economic status in this context means the employment status of the postgraduate students. Some postgraduate students belong to the working class while others are not working. Examining the differences among the employed and unemployed postgraduate students in their attitude to the use of information resources is important to this study. According to Quadri (2013), the attitude of working postgraduate students towards information resources in university libraries may vary from those of non-



working students. This is so because it is easy for the working class to pay for subscription based resources especially because they do not have time to go into the library and seek materials because they have to pay attention to their job. The non-working students are free and have enough time to devote to the use of information resources in university libraries.

Apart from gender, academic discipline and socio-economic status, another significant variable in this study, is the age of the postgraduate students. Age difference in the use of information resources among postgraduate students is a source of concern to this study. Postgraduate students vary in age and it is imperative to note that this age variation may influence the use of information resources in university libraries. Tenopir and Kings (2007) conducted a study on use and users of electronic library resources: an overview and analysis of recent research studies using the University of Tennessee, Knoxville as a case study, and posited that there are some evidence that younger users are more enthusiastic adopters of digital resources than the older users. Younger users rely on electronic resources more heavily and rate themselves as more experts in using them than older users. Age is a variable which has been found to correlate with computers and use of online library resources. According to Okiki (2011), younger generations are brought up with computers. It also found that there were significant age differences on the computer task, as measured by older adults making few correct decisions and taking longer time to make their decisions than younger adults. According to Bar-



Ilan, Peritz, and Wolman (2003), the most active users of electronic journals are the younger members of the teaching and research staff. On the other hand, a recent survey of the medical teaching and research staff at the University of Tennessee by Bush, King and Tenopir (2004) showed that age was not an influential factor in whether the respondents read articles on paper or in electronic/online format.

Demographics often yield important clues as to postgraduate students' attitude towards the use of information resources in universities. Whitmire (2001) found that there was a correlation between background characteristics such as gender, economic status, age scores and information use. In Nigeria, research findings on gender, socio-economic status, academic discipline and age differences in library usage have been very limited, most especially in an academic library setting, hence the need for this study.

## **1.2 Statement of the Problem**

Library is an information house that is responsible for the provision and dissemination of information to her users in any form, whether print and non-print. However, despite the availability of these information resources to postgraduate students, the researcher observed (as a student in Delta State University, Abraka, an industrial trainee in Benson Idahosa University, Benin, and a worker in John Harris Library, uniben) that the usage of these resources is in a dwindling progression.



Could it be that their attitudes towards the use of these resources are influenced by some demographic characteristics such as; gender, academic discipline, socio-economic status and age? Therefore, this study sought to explore the demographic characteristics in the attitude of postgraduate students towards the use of information resources in university libraries.

### **1.3 Research Questions**

The following research questions will be answered in this study:

- i. What is the attitude of male and female postgraduate students towards the use of information resources in university libraries in South-south Nigeria?
- ii. What is the influence of academic discipline on the attitude of postgraduate students towards the use of information resources in university libraries in South-south Nigeria?
- iii. What is the influence of socio-economic status on the attitude of postgraduate students towards the use of information resources in university libraries in South-south Nigeria?
- iv. What is the influence of age on the attitude of postgraduate students towards the use of information resources in university libraries in South-south Nigeria?



#### **1.4 Research Hypotheses**

The study is guided by the research hypotheses below:

- Ho 1. There is no significant difference in the attitude of male and female postgraduate students towards the use of information resources in university libraries in South-south Nigeria;
- Ho 2. There is no significant difference in the attitude of postgraduate students from various academic discipline towards the use of information resources in university libraries in South-south Nigeria;
- Ho 3. There is no significant difference in the attitude of employed and unemployed postgraduate students towards the use of information resources in university libraries in South-south Nigeria;
- Ho 4. There is no significant difference in the age of postgraduate students and their attitude towards the use of information resources in university libraries in South-south Nigeria.



## **1.5 Purpose of the Study**

The purpose of this study is to ascertain if demographic variables of postgraduate students could influence their attitude towards the use of information resources in university libraries. The specific purposes are to:

- i. find out the attitude of male and female postgraduate students towards the use of information resources in university libraries in South-south Nigeria;
- ii. examine the influence of academic discipline on the attitude of postgraduate students towards the use of information resources in university libraries in South-south Nigeria;
- iii. investigate the influence of socio-economic status on the attitude of postgraduate students towards the use of information resources in university libraries in South-south Nigeria and
- iv. ascertain the influence of age on the attitude of postgraduate students towards the use of information resources in university libraries in South-south Nigeria.
- v. determine the significant difference in the attitude of male and female postgraduate students towards the use of information resources in university libraries in South-south Nigeria;
- vi. ascertain the significant difference in the attitude of postgraduate students from various academic discipline towards the use of information resources in university libraries in South-south Nigeria;



- vii. examine the significant difference in the attitude of employed and unemployed postgraduate students towards the use of information resources in university libraries in South-south Nigeria;
- viii. investigate the significant difference in the age of postgraduate students and their attitude towards the use of information resources in university libraries in South-south Nigeria.

### **1.6 Significance of the Study**

The study, demographic characteristics in the attitude of postgraduate students towards the use of information resources in university libraries in South-south, will be very beneficial to the postgraduate students, library, university management, researchers, and academia in general.

The postgraduate students will benefit when they gain access to this research and use it for research purpose thereby recognising the need to make use of the library, and becoming aware of the potential one can derive from the use of the available information resources in the library.

The library will benefit from this study because it will help to uncover the differences that exist in the attitude of postgraduate students towards the use of information resources in university libraries, by putting into cognisance their demographic characteristics, the information seeking behaviour of postgraduate students and therefore help the library re-strategize on implementing current



awareness programmes that could help win patronage from postgraduate students.

University management will benefit from this study as the study will make them see the need to support the libraries in their quest to equip the library with current and relevant information resources, see the need for constant capacity building of staff in general, and also help to design policies towards revamping the educational sector that will encourage the use of information resources in university libraries,

Researchers will also benefit from this study, as the outcome of the findings will be useful resources, which will add to existing body of literature, and help to unravel further investigations.

Academia as a whole will benefit from this study as it will enable them to design styles and ideas especially during the teaching-learning process that will motivate and compel the postgraduate students to patronize the libraries.

## **1.7 Scope and Delimitation of the Study**

This study investigates the demographic characteristics in the attitude of postgraduate students towards the use of information resources in university libraries. The South-south region of Nigeria was the focal region used to conduct the study. The study focused on demographic variables such as age, academic discipline, socio-economic status, and gender. University libraries in South-south



region of Nigeria were used to conduct the study. The postgraduate students used to conduct the study are Master degree students of government owned universities in the South-south region of Nigeria. Other postgraduate students such as PGD, Ph.D, etc have been excluded from this study. The master postgraduate students used for this study are from the faculties of Arts, Education, Sciences, and Social Sciences. This is because these are the faculties that are commonly found in most universities in South-south Nigeria and also to help the researcher streamline her investigation to a manageable size.

### **1.8 Operational Definition of Terms**

The following terms were defined as used in the study:

**Attitude:** it refers to the zeal, eagerness, disposition or drive to use or not to use information resources in university libraries.

**Demographic Characteristics:** this means the gender, academic discipline, socio-economic status, and age of postgraduate students.

**Information Resources:** these are information bearing materials available in university libraries generally categorized as print and non-print, electronic resources, etc. Examples are textbooks, dictionaries, bibliographies, newspapers, e-journals, e-databases, CD-ROMs (Compact Disc Read Only Memory) et cetera.



**South-South Nigeria:** the South-south region of Nigeria comprises of six states.

The states are Edo, Delta, Bayelsa, Rivers, Akwa Ibom and Cross River.



## **CHAPTER TWO**

### **REVIEW OF RELATED LITERATURE**

The literature reviewed the following sub-headings:

- 2.1. Conceptual Framework
- 2.2. Attitude of Male and Female Postgraduate Students Towards the Use of Information Resources in University Libraries
- 2.3. Influence of Academic Discipline on the Attitude of Postgraduate Students Towards the Use of Information Resources in University Libraries
- 2.7. Influence of Socio-economic Status on the Attitude of Postgraduate Students Towards the Use of Information Resources in University Libraries
- 2.8. Influence of Age on the Attitude of Postgraduate Students Towards the Use of Information Resources in University Libraries.
- 2.9. Appraisal of the Reviewed Literature



## 2.1. Conceptual Framework

The concept in this study is on the demographic characteristics in the attitude of postgraduate students towards the use of information resources in university libraries. Information resources are used by postgraduate students for problem solving and self enhancement.

Demographic characteristics such as age, academic discipline, gender and socio-economic status may influence the attitude of postgraduate students towards the use of information resources.

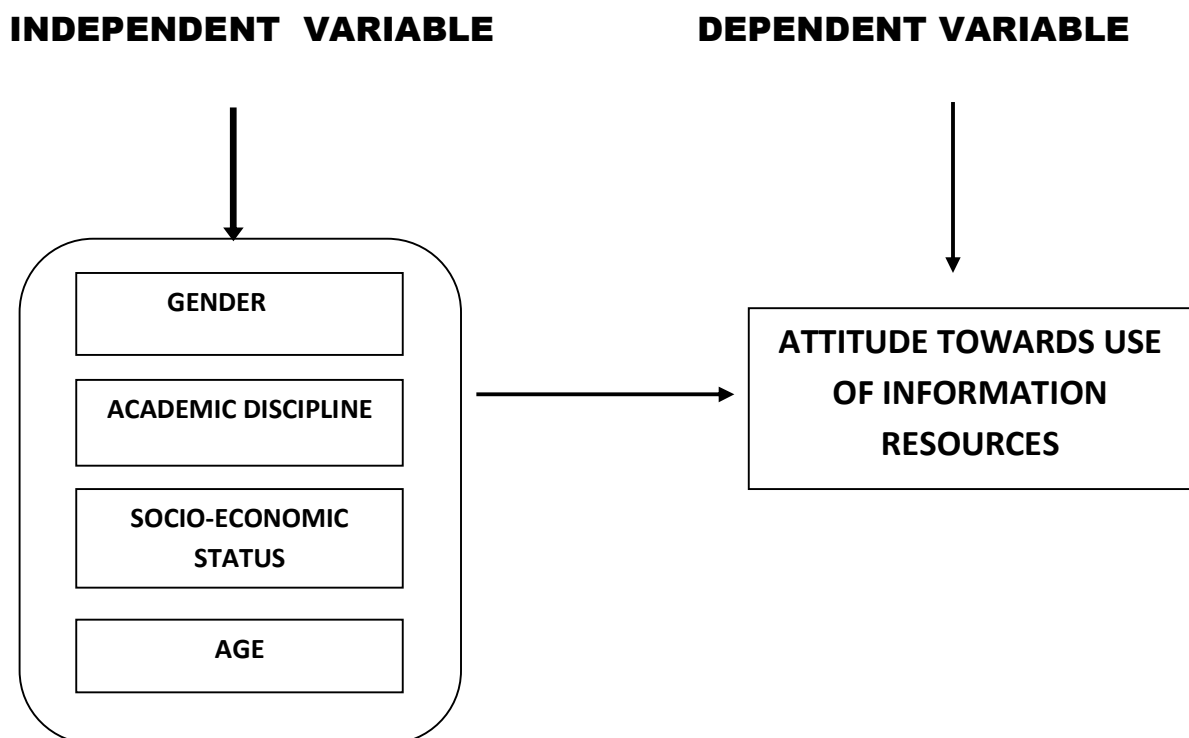


Fig 1: *Showing the conceptual model of the demographic characteristics in the attitude of postgraduate students towards the use of information resources. Self designed by the Researcher (2016).*



Figure 1 shows the proposed conceptual model of the study which sought to illustrate how gender, academic discipline, socio-economic status and age of the postgraduate students can influence the attitude towards the use of information resources. These are used to check if there are differences in the attitude of the postgraduate students towards the use of information resources in university libraries.

## **2.2. Attitude of Male and Female Postgraduate Students Towards the Use of Information Resources in University Libraries**

Gender differences are being discussed in the academia, economy, politics, science and technology, and even religious circles. McGinty and Moore (2008), indicated that gender issues have been in the forefront of impassioned public discussion regarding higher education. Similarly, Waldman (2003), noted that gender is a relevant factor in use of electronic databases. Consequently, Sacks, Bellissimo, and Mergendoller (1994) carried out a study on higher school students and found that their attitudes to information resources use tended to vary by gender. Utulu (2006) observed that the issue of the gender gap in the information resources use and the impact of new technologies on gender in particular on the economic and political spheres of women lives are of major importance. This is because gender influences factors such as income, time constraints, literacy, education, language, and cultural context that affect access to facilities, training, and employment in information Technology.



In order to facilitate access to information by all users within the university, The Federal Ministry of Education (2000) introduced the virtual library project, which pulled together resources electronically, connecting all academic libraries in Nigeria, with the hub at National University Commission. Consequently, university libraries in Adamawa state were not left behind in their efforts in providing electronic resources to their users.

A survey by Bassi (2010) on attitudes of students towards use of e-resources revealed that postgraduate students from the major users of these libraries and they are heterogeneous in nature. This posed a point of concern to the researchers to investigate gender difference in attitudes among students in these libraries towards the use of information resources. It is important to note that information resources open opportunities for both male and female students in the quest for their information needs and the pursuit of their educational career and future endeavours.

Many scholars have discussed the issue of gender difference among students towards the use of library resources. Manda and Mulkangara (2007) reported that gender is associated with the use of electronic information resources, and that male postgraduate students were more likely to use e-resources than female postgraduate students. They further reported that even when there was control for attitude towards the use of e-resources or training in the use of e-resources, the relationship between gender and e-resources is maintained. Similarly, Amkpa (2007) found that male and female students differ significantly in attitudes towards computer



applications which later affect their job opportunities after graduation. Tella and Mutula (2008) studied gender difference in computer literacy reported that students with higher computer literacy were more inclined to access and make use of library facilities. They further reported that differences exist between female and male postgraduate students at the University of Botswana with regard to computer literacy. In the same vein, Ford and Miller (1996) reported that gender is a predictor of internet use and attitudes, males seem to enjoy browsing on the internet for enjoyment, while females tend to only use it for work-related purposes. Ford, Miller, and Moss (2001) found that women tend to experience more difficulty in finding information online than men. In a related study, Tella and Mutula (2007) revealed that statistically, there is high preference for the internet as the first source of information among men. Men also put more stress on non-paid electronic resources as opposed to women's more frequent use of licensed resources.

From the foregoing, Obuh (2009) reported a high frequency of use of information resources by both male and female postgraduate students, but noted that gender gap in information resources usage appears negligible. Researches into different studies have identified how students acquire their search skills for the use of e-resources. Klatt (2001) reported that majority of students obtained their knowledge by trial and error or with the help of fellow students. Similarly, Adomi, Omodeko, and Otolu (2004) reported that most students acquired internet knowledge and skills through practical self-teaching. Irrespective of gender, library



resources are used by students for different purposes. Amkpa (2007) found that information resources are used for theses/dissertation/ project writing by postgraduate and final-year students. Furthermore, Reiner and Smith (2008) and Badu and Markwei (2005) all reported that students used e-resources mainly for research and assignments.

Funmilayo (2013) opined that gender difference has been an issue in the forefront of public discussion in all spheres of life, be it education, social, economic, political, health, governance and religion. In the educational parlance, gender difference has been recorded in terms of skills acquisition, information literacy behaviour, classroom interaction, teaching practice, reading habits, professional development, et cetera. Despite the scope of research on gender issues, significant changes in terms of gender equality and access to resources are still very limited.

According to Moser (2011), gender refers to a socially constructed relation between men and women (gender) and should be central in development programmes. Males and Females are generally educated side-by-side in schools, yet their experiences are profoundly different. A series of research studies during the 1970s and early 1980s reported that male protagonists dramatically outnumbered females in children's literature. Ernst (1995) confirmed that, though there has been a gradual decrease in gender imbalance in fiction, females continue to be portrayed as passive and dependent, while males are imaginative, diligent, clever, brave,



creative, and resourceful. It was reported that females read books about males or females, while males choose such as transportation, sports, and war. Although many interests are common, a large-scale gender analysis of reading preferences reports that males select graphic media such as comics, computers and newspapers (Hall & Coles, 1999) as well as topics which show greater interest in horses, mystery fiction, romance fiction, and fine arts and crafts (Sturm, 2003). Females read more than males, but they choose narrative fiction to the neglect of other genres (Burdick, 1996).

Burdick (1996) discovered that females are relatively more excited than males in embarking on any project but lack the confidence to carry it to a successful end without any assistance. Males interact independently and confidently with any electronic device while females depend on pairs and family to build up confidence during their search. Males perceive that the most important task in research is gathering information resources and completing the project, whereas females prefer to investigate and formulate. According to Manda and Mulkangara (2007), gender is associated with the use of information resources. Amkpa (2007) observed that male and female students differ significantly in their attitudes towards computer applications which definitely have adverse effects on their job opportunities after graduation. Also, Ernst (1995) reported that women find it more difficult to get information online than men. On the contrary, Obuh (2009) reported that both male and female postgraduate students have high frequency use of electronic information



resources. However, Block (2001) argued for a greater focus on male-oriented magazines and books. He further presented no data on male preferences within the library context, on area for which there is comparatively little information.

Applegate, (2008), revealed that several major studies of library users on the use of library resources conducted in the past on library use did not give significant report on gender differences. There is also no data on gender differences in the use of Federal University of Technology Akure (FUTA) academic library. Hence, the main objective of the study is to assess gender dimension of information and reading preference in FUTA library.

Onovughe and Ogbah (2013) examined gender difference in the use of library among students of colleges of education in Warri, Agbor and Mosogar in Delta State of Nigeria, and found that the female students make use of the library than the males; both sexes have similar reasons for the use of the library, both sexes acquired their search skills/knowledge through the user education, library guide/handbook and being taught by friends. Non-familiarity with different parts of the library and frequent interruption of electricity supply posed greater problems to their use of the library. It was recommended in the study that students should visit the library more often as that will help them to familiarize with the library; government should also wake up to its responsibility to its citizens as regards electricity and ensure a steady power supply.



Indeed, effective information use by postgraduate students in an academic environment could be as a result of the student's acquisition of the requisite social, emotional, cognitive skills and behaviour for successful social adaptation. Gender dimensions of these variables could be crucial to providing explanation on how female postgraduate had fared against her male counterparts in terms of social competence and information utilization (Momodu, 2014).

### **2.3. The Influence of Academic Discipline on the Attitude of Postgraduate Students towards the use of Information Resources in University Libraries**

The different academic disciplines of postgraduate students is very important as it influences the students' attitude towards the use of information resources in the university libraries.

In a study by Bamigboye and Agboola (2011), the emerging role of the libraries as information providers in the new knowledge dispensation is enhanced by two main challenges. First, the value of information lies in the ability to access and adapt to suit new applications and improve the efficiency of existing systems. Universities are called upon not only to generate new knowledge but also to be able to market the innovations that have been generated out of knowledge transferred and adapted. Since this requires an atmosphere of research, libraries are challenged to provide access to relevant information by applying ICTs to facilitate quick,



efficient access, integrate and repackage information for the end-user that will improve researches in higher educational institutions.

Furthermore, Bamigboye and Agboola (2011), buttressed that, the new knowledge economy emphasises that knowledge from wherever it is produced can be transferred to where it is needed. Library use study as an aspect of users' studies is a vital aid for effective planning and management in academic libraries. Most evaluative studies on library use have always concentrated on students' use of academic libraries. Although, students are an important part of academic institutions and perhaps the major users of academic library facilities, nevertheless, the staff of academic institutions particularly the academic staff also use the library. The need for good libraries in higher institutions of learning cannot be over-emphasized, as the quality of any education depends on the library, not the library as a magnificent building but the use of it. It is important that libraries serving academic communities have the broadest possible collection of books and other essential materials.

The proliferation of information resources has had a significant impact on the way the academic community uses, stores, and preserves information. In an effort to more fully understand how Information Resources affects the behaviours and attitudes of academic professionals, Journal Storage (JSTOR) conducted an anonymous survey of faculties at higher education institutions in the United States in late 2000. According to JSTOR, the main objectives of the study were to find out



how U.S academics perceive and use information resources for research, to learn about their attitudes regarding the current and future impact of information resources on the use of the library, and to gain insight into their awareness of issues relating to archiving.

With support from the Andrew W. Mellon Foundations (2000), JSTOR retained Odyssey, a market-research firm based in San Francisco, to conduct the study. The data for the study were gathered from responses to a detailed questionnaire mailed over 32,000 randomly selected humanities and social sciences faculty in the United States. More than 4000 faculties completed and returned the survey. From the study, over 60 % of the faculties responded that they are comfortable using information resources, and that they believe that a variety of information resources is of great importance to their research. Also, they consider information resources to be invaluable. In addition, 62 % of the faculties expected that they will increasingly be dependent on information resources in the future (Andrew Foundation in JSTOR, 2000).

In the same vein, Heterick (2002) posited that faculties will continue to rely on the library in order to use information resources. When asked to rate how much dependent they are on the use of library resources for research purpose, 48% responded that they were very dependent. Although some are of the expectation that the dependence will decrease in the near future. When asked how dependent they will be in five years, only 38% felt that they will be very dependent. Based on the



responses, this reliance on the library is not about the library as a place, but that many faculties can foresee a future in which they will actually never go into the library because of electronic information resources that can be easily accessible in their various domains

Along the same line, the survey asked faculties to rate the importance of three broad library functions: the library as a gate way, as an archivist, and as a buyer. More than 75 % of the respondents in all fields felt that the roles of archivists and buyer were very important. For the library gateway function, however, the responses differed according to their fields. In the area of online catalogue, the humanists use and rely on the library much more for their research. Also 80 % of the humanists rated the role of the library as a starting point for research, as “very important”. On the other hand, only 48 % of economists rated the role of the library as “very important” (Heterick, 2002).

In another recent study of 117 faculty members on the use and user perception of e-resources in Annamalai University, India, Natarajan, Suresh, Sivaraman and Sevukan (2010) drew a conclusion that frequency of electronic resources was low despite its wide range availability. They further identified constraints to include: inadequate time, poor awareness, poor subject coverage, and slow downloading. While Igbo and Imo (2010) identified lack of electronic resources and irregularity in subscription to electronic journals as some of the factors militating against the use of electronic information resources. In the same



vein, Omotayo (2010) noticed that, a major issue that constrains users is awareness of electronic information resources. He however argued that awareness of electronic resources is not necessarily a proof of its use. A factor that could discourage some people, particularly the older ones, from using electronic resources is the consequence of prolonged e-book reading. Apart from straining the eyes, using e-resources efficiently will require some computer literacy. Electronic resources are easier searched especially among vast amounts of data within the shortest possible time. Significantly, a good number of sources are available with the aid of the Internet, some of which can be accessed free of charge. Use of e-resources is becoming more pervasive. Research has to be undertaken in this regard. This study focuses on the effects of demographic variables, motivations, and the constraints of electronic resources on the pattern of its use (Omotayo, 2010).

The most relevant study to our research regarding faculty attitudes toward library use was conducted by Cannon (1994), at York University in Toronto which served as a foundation for several subsequent articles. She developed a twenty-item survey sent to full-time faculty in the social sciences and humanities. The aim of the survey was to better understand faculty perceptions regarding students' research skills, preferred methods of library instructions to meet students' needs, and faculty-librarian collaboration. Forty-four percent (44%) of respondents indicated that a librarian had taught a research session for their classes, with the English and History departments as the two most frequent requestors. Cannon's results also indicated



that a significant majority of the respondents reported being very open to partnering more closely with librarians (Cannon, 1994).

Leckie and Fullerton (1999) conducted a survey based on Cannon's questionnaire that targeted faculty awareness of, and attitudes toward, library instruction as it related to science and engineering undergraduate students at two Canadian colleges. They also queried the faculty's perceptions of the role of science and engineering librarians in library instruction. Although many faculties thought library instructions were necessary for students, relatively few requested instructional sessions. Similar to Cannon's findings Leckie and Fullerton discovered that faculties had a difficult time scheduling a session into an already-full semester. Of interest is that some faculties expressed resentment regarding library instruction, stating they thought students should have learnt this in high schools. Gonzales (2001) also built upon Cannon's research by expanding the questionnaire to include faculties in all disciplines at the University of Southern Colorado. Gonzales acknowledged that the small number of responses (44) made it difficult to draw conclusions in some areas, yet interesting information came to light. For example, a high proportion of faculties who requested library instructions also reported being heavy library users.

In 2005, Singh published the results of a large-scale research study involving mass communication and journalism faculties from schools across the United States. The faculties responded to a survey about their use of library instruction,



their students' information literacy (IL) skills, and the impact of the instruction on students' performance. Interestingly, this study brought to light the increasing trend of IL and research skills being tied into academic programme, college, and university accreditation. That same year, Manuel, Beck, and Molloy (2005) reported on researches that differed from other studies in that they focused on college faculties who were heavy users of library instructions. Their method was distinctive because they used face-to-face interviews, rather than a survey, to gauge faculty opinions on such items as the importance of library instructions, best and worst experiences, and the effects of the instructions on their students. The top reasons why faculties appreciated library instructions are the need to develop students' research skills, a need to combat the overreliance on the free Internet, and the value of library instruction for fostering college success.

Another study based on Cannon's work was conducted by Hrycaj and Russo (2007) at Louisiana State University. Like Gonzales, they targeted the entire faculties at their institution. When asked to specify what information their students needed the most help with, the faculties responded that the top two needs were finding periodical articles (85%) and evaluating resources (79%). As in other surveys, there appears to be great faculty interest in online tutorials as a delivery method for library instruction.

DaCosta (2010) also investigated attitudes of faculties toward library instruction in key areas. However, this study is unusual in that it compared findings



from institutions in two countries: De Montfort University in England and the College of New Jersey in the United States. Faculties at both schools were in agreement regarding the notion of conducting formal assessment of their students' abilities to conduct library research, 85% of the British and 91% of the American faculty agreed that students would learn research skills better if they were tested on their knowledge. There were other similarities in the results, notably that faculties in both countries placed a high value on students' research skills. However, this is contradicted by the fact that a relatively small number of instructors in this study actually requested library instruction.

#### **2.4. Influence of Socio-Economic Status on the Attitude of Postgraduate Students towards the Use of Information Resources in University Libraries.**

Being that Information resources appear in both print and electronic formats, and it is the hub of all the resources in the library, it is imperative to note that most of these information resources are subscription based while others are in open access. However, as a result of the dwindling economic situation of the country, the cost of accessing these resources is on the increase and this has a major implication on the users who are from poor socioeconomic background (Young, 2001). The library in this regard strives to retain her users by subscribing to these online databases thereby serving as gateways to information resources. This is a stride to



subsidize the high cost of procuring information resources by the postgraduate students who cannot afford them because of the high cost of the resources (Okiki, 2011).

Studies on the use of information resources are numerous and have been carried out either by students, research scholars, and or teachers of various institutions all over the world (Okiki, 2011). They have enhanced accessibility, increased usability, effectiveness and established new ways for information users in using information for more productivity in their endeavours and offer a multitude of advantages to the readers as well as to the knowledge seekers, enabling them to get satisfied with thirst of information needs. Information resources in general and electronic information resources like e-books, digital libraries, online journal, magazine, e-learning tutors, on line test e-journals, e-discussions, e-news, data archives and e-mail online chatting in particular can be accessed through computers or other electronic devices directly connected to the computer such as a CD-ROM (Compact Disc Read Only Memory) drive or remotely via network such as the Internet. Having access to relevant resource is highly essential for a user, who is a significant component in an information system. Recent global advances in communications infrastructure, digital media, network services, and electronic commerce present transformational opportunities and fundamental challenges for libraries. Developments in these areas appear to offer opportunities for increasing and enhancing library service offerings, reducing costs, and for improving



organizational performance (Young, 2001). Libraries now have both printed document as well as electronic information resources in their collection. The electronic documents can be stored, accessed, and delivered at the exact time; therefore the services of libraries are not confined within the four walls of the library but are integrated into local, regional, national, and international networks. The use of e-resources has been increasing rapidly across the world and users are increasingly expected to use these resources in order to fulfil their requirements.

Furthermore, Omehia and Obi (2008), conducted a study on user characteristics and use of information resources, findings revealed that the calculated f-value, 375.909 was greater than the critical f-value, 3.86; therefore the null hypothesis was rejected. This implies that postgraduate students' socio-economic status (high, middle, low) significantly affects their use of library services. Multiple Classification Analysis (MCA) of the three levels of socio-economic status (high, middle, low) was considered in order to determine the specific effects on the use of library services in the University of Uyo.

Attitudes regarding socio-economic and information resources vary among people. According to Walberg and Tsai (1985), a positive attitude towards reading is one of the strongest correlates of reading achievement. A study by Partin (2002) on the relationship between positive postgraduate students' attitudes towards reading and socio-economic status shows that a positive attitude of students is significantly related to and fostered by the socio-economic status. However, Ray



and Day (1998) carried out a study on students' attitudes towards information resources and also found that a large number of students leave universities without necessary skills to cope within the information based society. Further findings showed that financial constraint was a major hindrance to postgraduate students' information needs satisfaction.

Accordingly, Liew, Foo and Chennupati (2000) argued that while reading an e-journal is not the same as reading a printed issue, many students now acknowledge that electronic documents offer users advanced features and novel forms of functionality beyond those possible in printed form. However the high cost of accessing these poses challenge to the students from low socio-economic background unlike those from high socio-economic background. In addition, a research done by Rajagopal and Chinnasamy (2012) on users' attitudes and approaches towards information resources and services in academic Libraries showed that there is a growing interest in information resources among the engineering postgraduate users at affiliated colleges of Pondicherry University. Okiki (2011) confirmed through his study on electronic information resources awareness, attitude, and use by academic staff members of University of Lagos, that, 55% of academic staff indicated that the level of awareness of the subscribed electronic information resources by the Library Management is rather low. The study revealed that the website is seen as an increasingly important reading source.



Significant differences exist between academic programmes and types of reading materials and reading resources particularly in the use of websites. Some differences in socio-economic status existed. It was found that the working class attitude towards the use of information resources differs from the non-working postgraduate students' attitude towards the use of information resources.

In view of the above, some scholars analyzed that the Internet is one of the electronic resources regularly used by the users and people tend to read printed materials. In relation to this, Karim and Hasan (2007) figured out that there is no significant difference between the attitude of working and non-working students towards the use of electronic information resources. In another analysis, McKnight (1997) found that people do not tend to read from computer screens and they prefer to print out texts for reading. Most of the students do not prefer online resources except it is free. Considering the development of electronic resources, it is of importance to analyze reading in relation to cost. However, adoption of e-resources has made changes in the trend of information behaviour of university postgraduate students. In a related study by Okiki (2011), which centered on how the adoption of electronic information resources has affected academics' information behaviour, it was revealed that working students prefer to buy information resources unlike the non-working students.

In the same vein, Candela and Angel (2010) studied students' perceptions on the use of information resources at Catalan academic libraries and found that



differences exist in the working postgraduate students' attitude towards information resources and the non-working postgraduate students' attitude. The implication is that the working class has the money to pay for quality and expensive information materials unlike the non-working students.

In another study done by Sivathaasan and Velnampy (2013), on use of information resources and academic performance of postgraduate students, they jointly indicated that usage of information resources has a strong positive association with academic performance ( $r = 0.623$ ,  $p < 0.01$ ) and it has an impact on academic performance at the rate of 38.8 % ( $R^2 = 0.388$ ). The authors further found that there is a significant difference in the attitude of working and non-working students towards the use of information resources in university libraries.

The advent of technology has influenced the way human activities are being conducted today. The education sector in Nigeria is probably the most influenced due to the rapid growth being witnessed in the sector. Information technology is facilitating virtual delivery of programs and conduct of research. The study conducted by Diyaolu, Okunlaya and Ibrahim (2012) using survey research approach is the description of the influence of demographic factor on the use of digital libraries by postgraduate students in private universities in Nigeria selected two universities located in Ogun State, Nigeria and copies of structured questionnaires were randomly distributed among respondents to collect data. The study found out that there is a significant difference in the level of income of



students from both universities in relation to the use of digital resources. Conclusively, the study recommends that both young and old students should be encouraged and sensitized on the use of digital library and the resources it has.

#### **2.10. Influence of Age on the Attitude of Postgraduate Students Towards the Use of Information Resources in University Libraries.**

Classifying people by age group is a useful technique for discerning patterns of knowledge, attitudes, and behaviour, especially in students' use of information sources studies. Ages often differ in postgraduate students' response to identical stimuli, in ways that transcend physical appearance and biological functions, as the communication skills acquired throughout their upbringing, the social roles they play, and the pressure which they are subjected to differ. They systematically assign different values to similar labour characteristics (Carvajal, Clauson, Gershman and polen, 2013).

Furthermore, they asserted that age is an important modifier. Younger versus older students' comparisons can shed interesting perspectives on the role that work plays in people's lives. Baby boomers, a term applied to working postgraduate students born between 1946 and 1964, commonly are portrayed in the literature as a generation characterized by solid work-ethic principles, among them commitment to employers, a drive for material success, and a sense of duty. Conversely, generation Xers, comprised of individuals born between 1965 and 1990, exhibited a



preference for autonomy and flexible work schedules, were more interested in family and close friends than in material success, organize their lives around the latest gadgets, gave priority to personal growth and creativity, and viewed organizations with cynicism and contempt (Carvanjal...et al 2013).

Sivathaasan, Achchuthan and Kajananthan (2013) examined whether there are any significant mean differences among demographic variables such as gender, age group, faculty, and experience of university postgraduate students on their attitude towards the usage of information resources, employed independent samples t-test and one-way ANOVA (f-test) to test the operational hypotheses. The survey method used in this study is a questionnaire and a total of 75 usable responses were obtained using stratified random sampling technique. The t-test revealed a statistically significant difference between the mean number of usage of electronic information resources and gender ( $t = 5.099$ ,  $p < 0.05$ ) with the highest mean value of male university teachers. According to the f-test, there are significant mean differences among age group, and experiences of the postgraduate students on the usage of information resources, whereas mean usage of electronic information resources do not differ significantly among five different faculties ( $F = 2.075$ ,  $p > 0.05$ ).

Velnampy (2008) focused on a research of demographic variables and usage of information resources using a sample of 75 postgraduate students and indentified a statistically significant difference between the mean number of usage of electronic



information resources and gender ( $t = 5.099$ ,  $p < 0.05$ ) with the highest mean value of male postgraduate students using independent samples t-test. Furthermore, the author concluded that there are significant mean differences among age group, of the students on the usage of electronic information resources, whereas mean usage of electronic information resources do not differ significantly among five different faculties ( $F = 2.075$ ,  $p > 0.05$ ). In another study done by Sivathaasan and Velnampy (2013), on use of information resources found that differences do not exist in the attitude of postgraduate students towards the use of information resources.

Diyaolu, Okunlaya and Ibrahim (2012) also found that females tended to experience more difficulty finding information online, to feel competent and comfortable using the internet, to use the internet less frequently than males and to make use of a less varied set of internet application, though found a similar result in studying faculty members; while males tended to have computing skills than females, age and year of obtaining highest educational qualifications were also important factors in establishing computers skills. Tenopir (2003) stated that there is some evidence that younger users are more enthusiastic adopters of digital resources than older users. Younger users rely on electronic resources more heavily and rate themselves as experts in using them, compared older users. Age is a variable which has been found to correlate with computers and use of electronic resources. According to Okiki (2011), younger generations are brought up with computers. It also found that there were significant age differences on the computer



task, as measured by older adults making few correct decisions and taking longer time to make their decisions than younger adults.

Based on her findings, Islam (2013) concluded that the level of education, programme of study, age and gender were found to be significant factors in the use of information resources by postgraduate students. However race and marital status were found to have no significant effect on the use of information resources.

## **2.6. Appraisal of the Reviewed Literature**

The demographic characteristics in the attitude of postgraduate students towards the use of information resources in university libraries were reviewed using both empirical and current literature. The literature revealed the gender difference in the attitude of postgraduate students towards the use of information resources in university libraries, the influence of academic discipline and attitude of postgraduate students towards the use of information resources in university libraries, influence of socio-economic status and attitude of postgraduate students towards the use of information resources in university libraries and influence of age on the attitude of postgraduate students towards the use of information resources in university libraries. Numerous research works have been conducted in the area of use of electronic information resources, but only a few are concerned with the area of demographic characteristics in the attitude of postgraduate students towards the



use of information resources in university libraries in South-south, Nigeria. Since much study has not been conducted on the topic in this region, this study is very useful in filling that gap in knowledge.



## **CHAPTER THREE**

### **RESEARCH METHODS AND PROCEDURES**

This chapter discussed the methodologies employed in conducting the study. The following subheadings were useful guides while exploring this chapter:

- 3.1. Research Design
- 3.2. Population of the Study
- 3.3. Sample and Sampling Technique
- 3.4. Research Instrument
- 3.5. Validity of the Instrument
- 3.6. Reliability of the Instrument
- 3.7. Method of Data Collection
- 3.8. Method of Data Analysis

#### **3.1. Research Design**

The survey research type of descriptive research was employed in this study. This research design was adopted because a sample, which is a representative of the entire population was used for the study. According to Akuezuibo and Agu (2003:53) “ a survey research is one in which, a group of people or items are



studied by collecting and analyzing data from only a few people or items considered to be representative of the entire group”

### 3.2 Population of the Study

The population of this study is 17,449 being the entire number of postgraduate (Masters Degree) students in universities in the South-south, Nigeria.

Table 3.1 provides details of the population.

**Table 3.1: Population of the study**

University	Postgraduate Students Population
Ambrose Ali University, Ekpoma.	1,800
University of Calabar, Calabar.	1,900
University of Benin, Benin City.	2,943
Delta State University, Abraka.	1,751
Niger Delta University, Bayelsa.	550
Rivers State University of Science and Technology.	1,650
University of Port-Harcourt, Port-Harcourt.	2,730
University of Uyo, Uyo.	1,545
Akwa Ibom State University, Ikot Akpaden	1,050
Cross River State University, Calabar.	1,530
<b>Total</b>	<b>17,449</b>

Source: School of Postgraduate Studies of the various universities (2016).



### 3.3. Sample and Sampling Technique

The sample for this study is 1,744 postgraduate students. This stands for 10% of the entire postgraduate students' population. This was chosen in line with the suggestion by Okorodudu (2013) who posited that as a rule of thumb, the minimum sample values of 10% and above may be used and considered as appropriate and adequate. The accidental sampling technique was used for the study. Table 3.2 illustrates the sample size.

Table 3.2: Sample size

<b>University</b>	<b>Postgraduate Students Population</b>	<b>Sample size</b>
Ambrose Ali University, Ekpoma.	1,800	180
University of Calabar, Calabar.	1,900	190
University of Benin, Benin City.	2,943	294
Delta State University, Abraka.	1,751	175
Niger Delta University, Bayelsa.	550	55
Rivers University of Science and Technology.	1,650	165
University of Port-Harcourt, Port-Harcourt.	2,730	273
University of Uyo, Uyo.	1,545	154
Akwa Ibom State University, Ikot Akpaden	1,050	105
Cross River State University, Calabar.	1,530	153
<b>Total</b>	<b>17,449</b>	<b>1,744</b>



### **3.4. Research Instrument**

The researcher made use of a questionnaire entitled “Demographic Characteristics in the Attitude of Postgraduate Students towards the Use of Information Resources in University Libraries” (**DCAPSUIRUL**) as the instrument for data collection. The questionnaire was on a five point scale of SA (Strongly Agree), A (Agree), D (Disagree), SD (Strongly Disagree) and U (Undecided).

It is made up of two (2) sections which include: Section A: demographic data of the respondents, such as gender, academic discipline, socio-economic status and age; while Section B centers on attitude towards the use of information resources.

### **3.5. Validity of the Instrument**

The questionnaire was given face and content validity by the lecturers of the Department of Library and Information Science, Delta State University, Abraka. After that, it was given to the research supervisor for final vetting before it was used for the study. The corrections made by these experts such as ensuring that all items in the research questions and hypotheses were adequately covered by the instrument and all other corrections such as proofing for errors and grammatical constructions were reflected in the final copy of the instrument.



### **3.6. Reliability of the Instrument**

The instrument's reliability was tested using Cronbach's alpha. The instrument was given to 30 postgraduate students of Nnamdi Azikiwe University, Awka. The split half method of administration was used to administer the instrument to the respondents. The scores were computed using Cronbach's alpha with the use of Statistical Package for Social Sciences (SPSS) version 20. An index of 0.87 was realized (see Appendix II). This is considered adequate for the study.

### **3.7 Method of Data Collection**

Copies of the questionnaire were administered to the respondents with the assistance of five research assistants that were trained before the data collection process. These assistants helped the researcher in distributing and collecting the instruments. This lasted for a period of three weeks and the researcher ensured that data collection started by 9am-4pm on daily basis within the three weeks allocated for the data collection process.

### **3.8. Method of Data Analysis**

The researcher employed the use of descriptive statistics such as frequencies and statistical mean to analyze the data that emanated from the demographic variables of the respondents and to answer the research questions. The researcher also used inferential statistics such as z-test and Analysis of Variance (ANOVA) to



test the formulated hypotheses. Hypotheses one and three were tested using z-test while Hypotheses two and four were tested using Analysis of Variance (ANOVA). The researcher used z-test because it is used to measure the differences that exist between two variables while ANOVA helps to measure the difference among three or more variables.



## **CHAPTER FOUR**

### **DATA ANALYSIS, PRESENTATION OF RESULTS AND DISCUSSION OF FINDINGS**

The chapter presents the results and discussion of findings in line with the research questions and hypotheses. This chapter is discussed under four sections.

Section 4.1 deals with the questionnaire response rate,

Section 4.2 is concerned with the analysis of the demographic characteristics of the respondents,

Section 4.3 deals with the answering of the research questions and testing of the hypotheses.

Section 4.4 deals with the discussion of the findings.

#### **Section 4.1: Questionnaire Response Rate**

This section presents the questionnaire response rate of the respondents. Showing the number of questionnaire administered, retrieved and the percentage returned.

**Table 4.1: Response Rate of the Questionnaire**

Number of Questionnaire Administered	Number of Questionnaire Returned	Percentage (%) of Questionnaire Returned
1,744	1,412	81



A total of 1,744 copies of the questionnaire were distributed and 1,412 (81%) copies were returned. The response rate of 81% is considered adequate for the study because the standard and acceptable response rate for most studies is 60%.

## **Section 4.2: Analysis of the Demographic Characteristics of the Respondents**

### **Gender of the Respondents**

This section is devoted to analyzing the gender distribution of the respondents, putting into cognizance the frequency and the percentage of the gender.

**Table 4.2: Gender Distribution of the Respondents**

Gender	Frequency	Percentage (%)
Male	685	48.5
Female	727	51.5
Total	1,412	100.0

As can be seen from Table 4.2, the gender distribution of the postgraduate students in university libraries in South-South Nigeria showed that there are more females 727(51.5%) than their male counterparts 685(48.5%).

### **Academic Disciplines of the Respondents**

This section shows the distribution of the various academic discipline under discuss and the response of the respondents.



**Table 4.3: Distribution of Academic Disciplines of the Respondents**

Academic Disciplines	Frequency	Percentage (%)
Arts	477	33.8
Education	356	25.2
Social Sciences	267	18.9
Sciences	312	22.1
Total	1412	100.0

As can be seen from Table 4.3, there are more postgraduate students in the Faculty of Arts 477(33.8%). This is closely followed by Faculty of Education 356(25.2%). This implies that majority of the postgraduate students are in the faculties of Arts and Education.

#### **Socio-economic Status of the Respondents**

The distribution of the socio-economic status of the respondents is presented in Table 4.4

**Table 4.4: Distribution of the Socio-economic Status of the Respondents**

Socioeconomic Status	Frequency	Percentage (%)
Working	842	59.6
Non-Working	570	40.4
Total	1412	100.0

As can be seen from Table 4.5, majority of the postgraduate students are working 842(59.6%) while the rest are non-working 570(40.4%).



### **Age of the Respondents**

The table below presents the age distribution of the respondents.

**Table 4.5: Age Distribution of the Respondents**

Age	Frequency	Percentage (%)
21-25 yrs	411	29.1
26-30 yrs	421	29.8
31-35 yrs	280	19.8
36-40 yrs	200	14.2
41 yrs and above	100	7.1
Total	1412	100.0

Table 4.4 shows that there are more postgraduate students within the age range of 26-30 years 421(29.8%) and 21-25 years 411(29.1%) respectively.

### **Section 4.3: Answering of the Research Questions and Testing of the Research Hypotheses**

This section is devoted to answering of the research questions, and testing of the hypotheses.



### Research Question 1

What is the attitude of male and female postgraduate students towards the use of information resources in university libraries in South-south Nigeria?

### Hypothesis 1

The null hypothesis 1 drawn to provide tentative answer to the question states that there is no significant difference in the attitude of male and female postgraduate students towards the use of information resources in university libraries in South-south Nigeria. The data in Table 4.6 provide answer to this question and hypothesis.

**Table 4.6: Z-test Analysis of Male and Female Postgraduate Students and Use of Information Resources**

Gender	N	Mean	SD	$\alpha$	Df	z-cal.	p-value	Decision
Male	685	4.24	0.48	0.05	1406.376	2.502	0.012	Highly Significant
Female	727	4.17	0.54					

The result of Levene's test for equality of variances (0.014) is less than 0.05, hence, "Equal variances not assumed" is used for the result. There is a difference in the scores for the statistical mean of the use of information resources by male and female postgraduate students, Male (M=4.24, SD=0.48) and Female (M=4.17, SD=0.54;  $z(df=1406.376)=2.502$ ,  $p=0.012$ ). The null hypothesis is therefore rejected. This means that there is a significant difference in the attitude of male and



female postgraduate students towards the use of information resources in university libraries in South-south Nigeria. This implies that the gender of the postgraduate students may influence their use of information resources. The magnitude of the differences in the statistical means was very small ( $\eta^2=.004$ ), meaning that only 0.4% of the variance in the use of information resources is explained by gender.

### **Research Question 2**

What is the influence of academic discipline on the attitude of postgraduate students towards the use of information resources in university libraries in South-south Nigeria?

### **Hypothesis 2**

The null hypothesis 2 drawn to provide a tentative answer to the question states that there is no significant difference in the attitude of postgraduate students from various academic disciplines towards the use of information resources in university libraries in South-south Nigeria. Data in Table 4.7 provides answer to this question and hypothesis.



**Table 4.7: ANOVA Analysis of Academic Disciplines of Postgraduate Students and Use of Information Resources**

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	10.436	3	3.479	13.680	.000
Within Groups	358.016	1408	.254		
Total	368.451	1411			

Table 4.7 shows that there is a statistically significant difference between the groups (Arts, Education, Sciences and Social Sciences) as determined by one-way ANOVA ( $F(3,1408) = 13.680, p = 0.000$ ). The null hypothesis is therefore rejected. This implies that there is a significant difference in the attitude of postgraduate students from various academic disciplines towards the use of information resources in university libraries in South-south Nigeria. A Scheffee post-hoc test revealed that the difference lies in the Faculty of Sciences. It may be deduced from the analysis that postgraduate students from the faculty of Sciences use information resources more than those in other faculties. The result is presented in Table 4.8.



**Table 4.8: Scheffee Post-Hoc Analysis of Academic Disciplines of Postgraduate Students and Use of Information Resources**

Academic Disciplines	N	Subset for alpha = 0.05		
		1	2	3
Social Sciences	267	4.0955		
Education	356	4.1439	4.1439	
Arts	477		4.2294	
Sciences	312			4.3393
Sig.		.669	.184	1.000

### Research Question 3

What is the influence of socio-economic status on the attitude of postgraduate students towards the use of information resources in university libraries in South-south, Nigeria?.

### Hypothesis 3

The null hypothesis 3 drawn to provide tentative answer to the question states that there is no significant difference in the attitude of employed and unemployed postgraduate students towards the use of information resources in university libraries in South-south Nigeria. The data in Table 4.9 provide answer to this question and hypothesis.



**Table 4.9: Z-test Analysis of Socioeconomic Status Postgraduate Students and Use of Information Resources**

Socioeconomic Status	N	Mean	SD	$\alpha$	Df	z-cal.	p-value	Decision
Working	842	4.21	0.48	0.05	1410	0.119	0.905	Not Significant
Non-Working	570	4.20	0.55					

The result of Levene's test for equality of variances (0.064) is greater than 0.05, hence, "Equal variances assumed" is used for the result. There is no difference in the scores for the statistical mean of the use of information resources by postgraduate students of different socio-economic status, Working (M=4.21, SD=0.48) and Non-Working (M=4.20, SD=0.55;  $z(df=1410)=0.119$ ,  $p=0.905$ ). The null hypothesis is therefore accepted. This means that there is no significant difference in the socio-economic status of the postgraduate students towards the use of information resources in university libraries in South-south Nigeria. This implies that the socio-economic status of postgraduate students may not influence their use of information resources.

#### **Research Question 4**

What is the influence of age on the attitude of postgraduate students towards the use of information resources in university libraries in South-south, Nigeria?.



#### Hypothesis 4

The null hypothesis 4 drawn to provide a tentative answer to the question states that there is no significant difference in the age of postgraduate students and their attitude towards the use of information resources in university libraries in South-south Nigeria. Data in Table 4.10 provides answer to this question and hypothesis.

**Table 4.10: ANOVA Analysis of Age of Postgraduate Students and Use of Information Resources**

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	19.027	4	4.757	19.153	.000
Within Groups	349.425	1407	.248		
Total	368.451	1411			

Table 4.10 shows that there is a statistically significant difference between the groups (21-25 yrs, 26-30 yrs, 31-35 yrs, 36-40 yrs and 41 yrs and above) as determined by one-way ANOVA ( $F(4,1407) = 19.153$ ,  $p = 0.000$ ). The null hypothesis is therefore rejected. This implies that there is a significant difference in the age of postgraduate students and their attitude towards the use of information resources in university libraries in South-south Nigeria. A Scheffee post-hoc test revealed that the difference lies in ages of 21-25 years and 41 years and above. It may be deduced from the analysis that postgraduate students between the ages of



21-25 years and 41 years and above use information resources more than those in other age groups. The result is presented in Table 4.11.

**Table 4.11: Scheffe Post-Hoc Analysis of Ages of Postgraduate Students and Use of Information Resources**

Scheffe

Age	N	Subset for alpha = 0.05	
		1	2
36-40 yrs	200	4.0727	
26-30 yrs	421	4.1241	
31-35 yrs	280	4.1515	
41 yrs and above	100		4.3395
21-25 yrs	411		4.3622
Sig.		.614	.994

#### **Section 4.4: Discussion of the Findings**

This section is devoted to the discussion of the findings.

It can be deduced from the research findings in research question 1 and hypothesis 1 that there is a significant difference in the scores for the statistical mean of the use of information resources by male and female postgraduate students. This means that the gender of the postgraduate students may influence their use of information resources. This finding is in contrast with that of Obuh (2009) which stated that both male and female postgraduate students have high frequency of use



with regard to the usage of information resources. This is because from the findings, there exist a significant difference in the attitude of male and female postgraduate students towards the use of information resources in university libraries, in South-south, Nigeria.

The research findings in research question 2 and hypothesis 2 show that there is a statistically significant difference between the various academic discipline (Arts, Education, Sciences and Social Sciences). This result was found to be in agreement with Heterick's (2002) which explained that students' academic discipline will continue to affect their use of library and information resources. From the analysis, postgraduate students from the faculty of Sciences use information resource more than those in other faculties (under discuss).

From research question 3 and hypothesis 3, the findings revealed that there is no difference in the scores for the statistical mean of the use of information resources by postgraduate students of different socio-economic status. This means that the socio-economic status of postgraduate students may not influence their use of information resources. This outcome however contradicts that of Omehia and Obi (2008) that students' socio-economic status (high, middle, low) significantly affects their use of library services. This is because from the findings the socio-



economic status of postgraduate student does not influence the use of information resources in university libraries in South-south, Nigeria

Conclusively, the research findings in research question 4 and hypothesis 4 showed that, there is a statistically significant difference between the various age groups. This finding is in line with that of Velnampy (2008), which concluded that there are significant mean differences among the various age groups and usage of electronic information resources, and that of Islam (2013) which also concluded that age was found to be a significant factor, in the use of information resources by postgraduate students.



## **CHAPTER FIVE**

### **SUMMARY, CONCLUSION AND RECOMMENDATIONS**

This chapter presents the summary, conclusion and recommendations of the study and contribution to knowledge.

#### **5.1 Summary of the Study**

This study examined demographic characteristics in the attitude of postgraduate students towards the use of information resources in university libraries. A sample size of 1,744 postgraduate students was drawn from the entire population of Postgraduate students in South-south Nigeria, however, 1,412 responses was used for the study which represented 81% response rate obtained from the administered questionnaire. Four research questions were asked and four hypotheses were formulated and tested in this study. The data collected were analyzed using both descriptive and inferential statistics such as Frequency Counts, Percentages, Statistical Mean and Standard Deviation, Z-test, ANOVA, and Scheffee Post-Hoc Analysis.

The findings from this study show that:



- i. there exists a significant difference in the attitude of male and female postgraduate students towards the use of information resources in university libraries in South-south Nigeria;
- ii. the postgraduate students from various academic disciplines exhibit different attitudes towards the use of information resources in university libraries in South-south Nigeria. This was more evident in most of the faculties of science;
- iii. the socio-economic status of the postgraduate students may not influence their attitude towards the use of information resources in university libraries in South-south Nigeria; and
- iv. the differences in the age of postgraduate students influence their attitude towards the use of information resources in university libraries in South-south Nigeria.

## **5.2 Conclusion**

From this study, it can be concluded that there is a significant influence of demographic features such as gender, academic discipline and age on postgraduate students' attitude towards the use of information resources in university libraries in South-south Nigeria. This is due to the fact that gender, academic discipline and age which are the variables under discuss can influence postgraduate students' attitude towards the use of information resources in university libraries. However, the socio-



economic status of postgraduate students does not influence their attitude towards the use of information resources in university libraries in South-south Nigeria.

### **5.3 Recommendations**

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

1. The libraries of the universities in South-south Nigeria should have in it stock, current and relevant information materials (journals, books, Electronic based information materials etc), as this will stem the notion that the library is an archive of old, irrelevant and obsolete books.
2. As part of orientation for postgraduate students, the library in conjunction with the academia should organize symposiums on available information resources materials and how these materials can be used by the postgraduate students to achieve their academic goals.
3. Research methods and assignments including seminar papers that involve researches should be given to postgraduate students by the lecturers, such that they are compelled to consult the university library information material which becomes indispensable to them.
4. The library staff especially the reference librarians should understand the information seeking behaviour of postgraduate students; hence they need



constant capacity building, to keep them abreast with the current trends of librarianship. They also need to be current about available information materials in the library and more so, the reference librarians should make themselves more accessible for consultation vis-à-vis library information resources.

#### **5.4 Contribution to knowledge**

This research study has contributed to knowledge in the following ways.

- i. This study has revealed that gender plays a vital role in influencing postgraduate students' attitude towards information resources in university libraries in South-south Nigeria.
- ii. The study revealed that postgraduate students from different academic disciplines do not possess similar attitudes towards the use of information resources in university libraries in South-south Nigeria.
- iii. The study revealed that the socio-economic status of postgraduate students does not impinge on their attitudes towards the use of information resources in university libraries in South-south Nigeria.
- iv. The study also revealed that age as a demographic variable influences the attitude of postgraduate students towards the use of information science in university libraries in South-south Nigeria.



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## **APPENDIX I**

### **Questionnaire**

Department of Library and  
Information Science, Delta  
State University, Abraka.

Dear respondent,

#### **QUESTIONNAIRE ON DEMOGRAPHIC CHARACTERISTICS IN THE ATTITUDE OF POSTGRADUATE STUDENTS TOWARDS THE USE OF INFORMATION RESOURCES IN UNIVERSITY LIBRARIES**

This questionnaire is meant to elicit information on the demographic characteristics in the attitude of postgraduate students towards the use of information resources in university libraries. Your response is highly required to help validate my findings. All responses will be treated with utmost confidentiality as it is meant for academic purposes only.

Thank you very much.

ORAGBON OFURE JOYCE



**PART A:****DEMOGRAPHIC DATA OF THE RESPONDENTS**

1. Gender: Male [ ] Female [ ]
2. Academic disciplines: Arts [ ] Education [ ] Social Sciences[ ] Sciences[ ]
3. Age: 21-25 yrs [ ] 26-30 yrs [ ] 31-35 yrs [ ] 36-40 [ ] 41 yrs and above [ ]
4. Socioeconomic status: Working [ ] Non-Working [ ]

**PART B:****ATTITUDE TOWARDS THE USE OF INFORMATION RESOURCES**

INSTRUCTION: Please respond to the items, by ticking (✓) on either: SA (Strongly Agree), A (Agree), D (Disagree), SD (Strongly Disagree), or U (Undecided).

To what extent do you agree or disagree to the following attitudinal statements of the use of library resources.

S/N	STATEMENTS	SA	A	D	SD	U
1.	I think the Use of library resources should be made compulsory for all postgraduate students because they are very useful.					
2.	I feel library resources should always be up-to date.					
3.	I think library resources should be able to meet the information needs of the students.					
4.	I perceive it is worthwhile recommending library resources to friends and colleagues					
5.	I believe open access library resources are adequate, so I take advantage of the resources.					
6.	I prefer the e-section of the library to have a user friendly-interface.					
7.	I think library resources should be used to go beyond required					



	reading.					
8.	I perceive reference materials to be rich sources of information.					
9.	I feel that library resources should cover a wide range of scope.					
10.	I think refurbishing of library resources is acceptable to me.					
11.	It is my opinion that torn pages or mutilated pages of library resources discourage one from using the resources.					
12.	I feel that misplacement of library resources on the shelves will impede their visibility.					
13.	I think that poor nature of library resources can discourage an information seeker from visiting the library.					
14.	I think available library resources should cover the scope of departmental curriculum.					
15.	I perceive journals to be adequate library resources to postgraduate students.					
16.	I believe the deterioration of library resources can discourage one from making use of them.					
17.	I think the use of card or on-line catalogue is a matter of choice.					
18.	I believe basic retrieval skills are better than trial and error research method.					
19.	I feel adequate access to library resources is necessary to enable the use of the resource whenever the need arises.					
20.	I believe most of the library resources I find are useful hence I use them.					

Thank You



## APPENDIX II

### Reliability

#### DETAILED COMPUTATION OF COEFFICIENT OF RELIABILITY (USING CRONBACH'S ALPHA)

S/N	ODD	EVEN
1	44	38
2	37	33
3	36	32
4	42	37
5	35	36
6	38	40
7	37	39
8	35	32
9	35	28
10	42	44
11	35	33
12	40	35
13	37	37
14	41	36
15	38	37
16	32	35
17	31	35
18	42	38
19	35	33
20	41	38
21	41	34
22	31	33
23	33	30
24	29	29
25	37	35
26	42	40
27	33	36
28	33	36
29	37	35
30	41	39



Reliability Statistics	
Cronbach's Alpha	N of Items
.773	2

Using the Spearman's Prophecy formula for Step up

$$r_1 = \frac{2r}{1+r}$$

$$= 0.87 - \text{Significant}$$