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2019

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Okuonghae, Omorodion Mr. and Osedumme, Chinonso Gerald, "DEMOGRAPHIC FACTORS AS CORRELATE OF USE OF LIBRARY INFORMATION RESOURCES BY UNDERGRADUATES IN NIGERIA" (2019). *Library Philosophy and Practice (e-journal)*. 3591.

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# DEMOGRAPHIC FACTORS AS CORRELATE OF USE OF LIBRARY INFORMATION RESOURCES BY UNDERGRADUATES IN NIGERIA

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## **Abstract**

The study examined demographic factors as correlate of use of library information resources by undergraduates in Nigeria. One hypothesis was tested for the study and the descriptive research design was adopted for the study. The population of the study is 24,545 and 4284 undergraduate students in Delta State university, Abraka and Novena university, Ogume. The multistage sampling technique was used and a sample size of 367 (10%) was adopted. The instrument for data collection was a structured questionnaire. The study revealed that among all the demographic factors that were considered (gender, age, level, income, marital status, residence and religion) only income, place of residence and marital status had significant positive relationship with use of library information resources by undergraduates in the two universities. Thus, the study concluded that demographic factors influence the level of use of library information resources. The researchers recommended that in order to ensure high use of library information resources; the library must provide regular and detailed orientation exercise for undergraduates in universities.

**Keywords:** Demographic Factors, Library Information Resources, Undergraduates, Nigeria

## **1. Introduction**

Libraries in universities provide access to wide range of information sources which range from print to non-print resources. These resources are what is referred to as Library information resources. Libraries acquire information resources in soft copy such as CD-ROM, databases, internet resources, audio materials, video materials, microforms, among others as well as hardcopy such as printed books (Babcock, 2018). Nwabueze and Ntogo-Saghanen (2017) explained that library information resources include government publications, rare books, textbooks, fictions, encyclopedias, dictionaries, geographies,

maps, atlases, journals, microform, microfilm, periodicals, DVD, RAM, CD-ROM, computer, cassettes, painting, videos, floppy disk, compact disks, pamphlets, television and many more. Nwosu (2013) also opined that library information resources include computers, online databases, photocopiers, scanners, printers, router, and other E-library resources.

The library, being a warehouse of knowledge, affords undergraduates the opportunity to access vast amount of knowledge. Despite this benefit, Abubakar and Salamatu (2018) reported that the level of use of library information resources among undergraduates is low, thereby leading to underutilization of library resources. Also, Oluremi (2017) reported that university libraries in Nigeria are grossly underutilized as most students prefer to seek information elsewhere. The implication of this is that when the resources are underutilized, it will lead to waste of scarce financial resources. However, Momodu (2017) explained that the reason for the poor use of library information resources by undergraduate could be attributed to demographic factors.

Demographic factors such as age, gender, marital status, level of income, occupation, family background, and residence have in one way or the other influenced how undergraduates use library information resources. University libraries have been making frantic efforts towards providing relevant library information resources to satisfy diverse information needs of the users. Undergraduate students irrespective of their age, gender and religion and so on have in turn been exploring the advantage offered by the availability and use of library information resources to support their academic activities.

Demographics often yield important clues as to what factors contribute to undergraduates' use of library information resources. Whitmire (2001) found that there was a correlation between background characteristics such as gender, race, and initial critical thinking scores and library use during the freshmen and sophomore years, although these played less of an important role in the junior year. Demographic factor is an economic and sociological combined total measure of a person's work experience and of an individual's or family's economic and social position relative to others, based on income and education, and occupation (Marmot & Michael, 2004) indicates When analyzing a family's social economic status, the household income, earners' education

and occupation are examined, as well as combined income, versus with an individual, when their own attributes are assessed. On the contrary, age has its implication on the use of library information resources as such; younger ones tend to patronize the use than the older ones. Consequently, level of income would affect the students because some of these resources would be out of their league as such, accessibility and usage of these resources becomes a predicament. Thus, gender is another variable which emphasizes how the male or female students utilize the electronic resources available and their differences in terms of use. Educational background or level of education can play a role in students' library information resources use, because their educational status determines how they use the resources. As this study proceeds, literatures will review how all these demographic factors in one way or the other affects the students' use of library information resources.

## **2. Statement of the problem**

University library house numerous information resources which help both the staff and students to meet their information needs. These library information resources range from print to non-print resources. Undergraduate students use the different library information resources for different purposes such as learning, research, personal study and for completion of assignment. However, despite the importance of library information resources to undergraduates, personal observation and library statistics have shown a decline in the use of library information resources by undergraduates. The situation is worrisome because institutions have invested millions of naira in establishing the library and stocking it. More so, undergraduates need to consume the content of the library information resources to excel in their academic. The reason for this decline could be attributed to the demographic factors of the undergraduates. These factors include their age, gender, marital status, religion, level of income, residence, institution, and level of study. Therefore, this study is aimed at investigating demographic factors as correlate of use of library information resources among undergraduates in Nigeria.

## **3. Objective of the Study**

The main objective of this study is to examine demographic factors as correlate of use of library information resources by undergraduates in universities in Nigeria. However, the study specifically:

- i. find out the influence of demographic factors (age, gender, level of study, religion, residence, income level, marital status, and institution) of undergraduates on the use of library information resources.

#### **4. Hypothesis**

The null hypothesis below was tested at 0.05 level of significance.

- i Ho<sub>1</sub>: There is no significant relationship between the undergraduates' demographic factors and the use of library information resources in Delta State University and Novena University.

### **5. Literature Review**

The review of literature for this study was done to examine the previous studies conducted on undergraduate demographic differences and their use of library information resources. The review was done in line with the variables of this study.

#### **5.1 Demographic differences of undergraduate's use of library information resources**

The use of library information resources at learning centers and higher institutions are prominent. The use of library information resources does witness the spectacular impact on undergraduates' way of performing their study/research. Though, there are several existent literature on the influence of demographic factors such as age, gender, marital status, level of income, occupation and so on have in one way or the other their different influences or effects on undergraduates use of library information resources.

The educational background of a student's parents may play a statistically significant role in the likelihood of library visits by the student (Wolf, 2005). This stems from the fact that better educated parents realize the values of the library and may have inculcated this notion in their children in the past. This includes taking their children to

the libraries during their formative years, thus, leading to these values being carried over into the university setting.

First year students (freshmen) are the least likely library users while those in their final year (seniors) of studies are most likely to do so (Whitmire, 2001). This stems from the belief that students in their initial years of university studies may not be required to write detailed term papers compared to their peers taking upper level courses. In contrast, Geffert and Christensen (1998) noted that freshmen are more likely to use the library than seniors. This is primarily because incoming students are more amenable to library instructions and propaganda, and would thus be more receptive to library visits. Hence, the effect of student's academic year on library information resources use appears to be mixed.

However, the use of various library information resources have reshaped the mindset of students as to the importance of library's existence. In the past, information was transferred from the librarian to the user, due to the emergence of technologies which the libraries in the 21st is definitely operating on, most of the communication and transfer of information is now between the user and the computer. Undergraduates are increasingly expected to use library information resources whilst at the university. In this present age, electronic information resources in one or the other is now trending which have depreciated the rate at which print resources are being used by undergraduates. For the undergraduates to match up with the exponential of these trending electronic information resources in the library, they must brazen up in their skills ability towards accessibility and retrieval of the resources. Their demographic standards or status plays different roles on how they use the available library resources.

Thus, to make use of the growing range of electronic information resources, students must acquire and practice the skills necessary to exploit them (Okello-Obura and Magara 2008). Skill learning is essential in a technology driven environment but can be enhanced tremendously through the use of innovative learning strategies. Okello-Obura and Magara also suggested that the skills required accessing the maximum potential of electronic information resources are much greater than those required for searching printed sources. These skills include knowledge of the structure of the database

and the instructions which must be input into the computer by the searcher – as well as an understanding of the ways in which the instructions are linked to one another.

Prior to this, Bimber (2000) on reaction of postgraduate students at Fuzhou University, Fujian, People's Republic of China argued that the gender gap in the Internet is larger where more intensive Web use is concerned. Islam (2011) conducts a research on demographic influence concerned with inclusion of digital library on e-learning in the Faculty of Information Management at University Technology Mara, Malaysia, according to the research, demographic factors such as level of education and gender are major factors in understanding and appreciating e-learning. It is presumed that students with high levels and strong educational backgrounds have a broader knowledge on the use of technology and its advantages on gaining scholastic achievement. They are exposed to the latest innovation that technology offers. They are expected to be more computer literate which makes it easy for them to explore the Internet. Also, students with higher level of education tend to update their knowledge and information that can easily be gained thorough e-learning. For example, rather than go to the library to research about a new topic, they just make use of the online library. Hence, e-learning for them is effective.

More so, developmental changes had also brought innovations and creative services as found in the case of OPAC as a digital library resource of information technology which aid research and information search much easier and faster. However, the use of digital resources or information and communication technology device of modern days is faced with series of challenges. Islam listed some of these challenges to be related to level of education, programme of study, age and gender to be significant in the effectiveness of the use of OPAC and other digital resources in the library that has such services. Gender which a state of being male or female has been seen as a possible factor influencing the use of electronic information resources and OPAC has been identified as an information and communication technology (Steinrova and Susol, 2007). In Oyeniya (2013) human behaviours show tendencies of men and women to manifest differences in their characteristics when using digital resources such as OPAC. Behavioural perspectives of male and females are better understood in the concept of gender in socio- psychological literatures where the physical, mental and social

differences in the use of OPAC and other electronic resources. Khahid (2009) opined that the place of age, gender, level of study have no relevant influence on the utilization of OPAC digital resources, computer use and their users attitude.

Various things affect students' decision in using the library information resources in their various institutions. Andaleeb and Simmonds (2008) stated that the socio-economic level of parents is a crucial factor. The quality of services the library provides is also a factor. Aguolu and Aguolu (2002) attribute this to students' financial problems, or their (income level), because many do not have enough money to purchase even the required texts, which are unavailable in the local market, even if the students had the funds to purchase them.

## **5.2 Undergraduates' use of library information resources**

Recent literature reviews looking into library usage and undergraduate attainment have found little evidence of research until the last few years (Cox & Jantti, 2012, Stone & Ramsden, 2012). Stone and Ramsden reported that much of the current research has been around school library resources (Farmer, 2006, Ontario Library Association, 2006). There have been a number of recent studies looking at academic library value and researchers (Auckland, 2012, Oakleaf, 2010). These studies have tended to look at the 'bigger picture' and have not attempted to look at possible relationships between use of library information resources and demographic factors.

Exploring and quantifying the social impact of libraries, the 'value for the individual' as Poll and Payne (2006) described it as a complex challenge, and usually involves segmenting users and potential users in various ways, including using demographic factors. Research into student academic library use and demographic factors is less advanced than much of the work done in the public library sector, but it does exist. Several studies have focused upon gender, particularly in relation to students' use of the Internet. In a review of the literature, Fortson (2007) noted that male college students tended to use the Internet for entertainment.

However, unlike previous studies (Weisser, 2000), Fortson et al. found that men and women 'did not differ on their use of the Internet for educational or academic assistance (eg, library services, course access).' A 2009 study by Jones, (2009) found that male college students spent more time online than female students, but that there



was greater library use (in person and online) by the female students. It also found that female students are more likely to use mainstream information sources such as search engines and library websites, while male students are more likely to include nonmainstream online sources.

Cox and Jantti (2012) reported in their research that there were gender differences in library electronic resource usage, finding that although women used e-resources more than men, the male students, 'get a lot more traction than women from increasing their use of resources, both print and electronic. This all suggests that gender is worth investigating further when considering how different groups of students use the library.

Fortson (2007) describe the picture of differential library use based on race as 'complex'. But a number of studies recognise the importance of understanding differences in usage between various racial groups – as Whitmire (2003) says, 'understanding the academic library use of a culturally diverse student body and the factors associated with these experiences, academic librarians can provide better services that assist undergraduates with their academic integration and subsequent retention and academic achievement.' (Whitmore, 2003, p.148). In addition to Whitmire's research, there have been a number of studies in the United States, which concentrated on the use by Hispanic students. Jones (2009) found that Hispanic students were less likely to use the internet for academic use and the library for long periods of time in comparison with their counterparts. Green (2012, p.107) concludes that although Hispanic students have similar needs to the students body at large and that any help that serve Hispanic students serve all students, there are also direct measures that could be undertaken to target Hispanic students specifically.

Previous studies in the public library sector have looked into age (Koontz, 2005), but studies of usage in academic libraries have tended not to include this demographic. Cox and Jantti (2012) found that age did have an impact, with users over 39 getting less benefit from both borrowing and electronic resources than their younger counterparts.

Part of this study seeks to extend and expand on the existing literature by testing the relationships between library information use data and demographic factors of undergraduates at Delta State and Novena Universities. As Metoyer (2000) states, 'in planning library and information services, the rule of thumb is that the services and

programs should match the information needs of the clientele,' the aim of this work is to test whether demographic factors affect the information needs and behaviours of undergraduate students in order to help librarians improve their services.

## 6. Methodology

The study employed the descriptive survey research design to examine demographic factors as correlate of use of library information resources by undergraduates in Nigeria. The population of the study comprised of undergraduates in Delta State University, Abraka and Novenna University, Ogume. The data collected from the students' affairs offices of both universities revealed that Delta State University, Abraka and Novena University, Ogume has 24,545 and 4,284 undergraduates respectively. Using the multistage sampling technique, a sample size of 367 (10%) undergraduates was adopted for the study. A structured questionnaire designed by the researcher was used in collected data for this study. The instrument was administered personally by the researchers and the data collected was analysed using the descriptive statistics of frequency count and percentage. The Statistical Package for the Social Sciences (SPSS) was used for the analysis and testing of the hypothesis.

## 7. Presentation of Result

### 7.1 Questionnaire administration and return rate

A total of 384 copies of the questionnaire were administered to the undergraduate students in Delta State University and Novena University, both in Delta State, Nigeria. However, 359 copies were returned and found useful for analysis thereby resulting to a response rate of 93% (Table 1).

**Table 1: Distribution of Questionnaire Administration and Return Rate**

<b>Universities</b>	<b>Distribution</b>	<b>Return</b>	<b>Percentage</b>
Delta State University	279	257	92
Novena University	105	102	97
<b>Total</b>	<b>384</b>	<b>359</b>	<b>93</b>

### 7.2 Demographic characteristics of respondents

**Table 2 Demographic characteristics of respondents**

Variables	Delta State University		Novena University	
	Frequency	Percentage	Frequency	Percentage
<b>Gender</b>				
Male	98	38.1	45	44.1
Female	159	61.9	57	55.9
<b>Total</b>	<b>257</b>	<b>100.0</b>	<b>102</b>	<b>100.0</b>
<b>Age(Years)</b>				
15-20	88	34.2	29	28.4
21-30	143	55.6	51	50.0
31 and above	26	10.2	22	21.6
<b>Total</b>	<b>257</b>	<b>100.0</b>	<b>102</b>	<b>100.0</b>
<b>Level of Study</b>				
100	47	18.3	14	13.7
200	60	23.3	18	17.6
300	90	35.0	38	37.3
400	50	19.5	25	24.5
500	5	1.9	6	5.9
600	5	1.9	1	1.0
<b>Total</b>	<b>257</b>	<b>100.0</b>	<b>102</b>	<b>100.0</b>
<b>Level of Income</b>				
₦5000	22	8.6	14	13.7
₦10000	34	31.9	26	25.5
₦20000 and above	153	59.5	62	60.8
<b>Total</b>	<b>257</b>	<b>100.0</b>	<b>102</b>	<b>100.0</b>
<b>Marital Status</b>				
Single	223	86.8	74	72.5
Married	34	13.2	28	27.5
Divorced	-	-	-	-
Widowed	-	-	-	-
<b>Total</b>	<b>257</b>	<b>100.0</b>	<b>102</b>	<b>100.0</b>
<b>Residence</b>				
Urban	94	36.6	55	53.9
Rural	163	63.4	47	46.1
<b>Total</b>	<b>257</b>	<b>100.0</b>	<b>102</b>	<b>100.0</b>
<b>Religion</b>				
Christian	174	67.7	71	69.6
Islam	78	30.4	29	28.4
Pagan	5	1.9	2	2.0
None of the above	-	-	-	-
<b>Total</b>	<b>257</b>	<b>100.0</b>	<b>102</b>	<b>100.0</b>

Table 2 presents the result of the demographic characteristics of the respondents in the two universities. Results showed that for all the seven variables that make up the demographic characteristics, there was a unanimous pattern of respondents from

undergraduates in Delta State University and Novena University in six. Only one variable had a different pattern of response from the undergraduates. The results for gender showed that most of the respondents in the two universities were females 159 (61.9%) in Delta State University and 57 (55.9%) in Novena. While as for the male gender recorded 98 (38.1%) in Delta State University and 45 (44.1%) in Novena University.

Findings on the age of the undergraduates revealed that most of the respondents in the two universities were between the ages of 21-30 as there were 143 (55.6%) undergraduates in this age bracket in Delta State University and 51 (50.0%) in Novena University. On the other hand, the only 26 (10.2%) in Delta State University and 22 (21.6%) in Novena University were between the ages of 31 and above. This result is expected as undergraduates in this present era are not expected to be above 30 years old as the education rate of individuals is now faster than it was some decades ago.

The demographic characteristics results also showed that most of the respondents were in 300 level in both universities, 90 (35.0%) in Delta State University and 38 (37.3%) in Novena University. while only few individuals in Delta State University 5 (1.9%) and only 1 (1.0%) in Novena University were in 600 level. In addition, majority of the respondents attested to the fact that their level of income was between #20,000 and above as noted by 153 (59.5%) in Delta State University and 62 (60.8%) in Novena University. On the other hand, 22 (8.6%) in Delta State University and 14 (13.7%) in Novena University indicated that their level of income of #5000. As expected, findings also revealed that a significant number of the respondents 223 (86.8%) in Delta State University and 74 (72.5%) in Novena University noted that they were single, while 34 (13.2%) in Delta State University and 28 (27.5%) in Novena University were married individuals.

In addition, the only difference of opinion expressed by the respondents came up on the place of residence. While most of the undergraduates 163 (63.4%) in Delta State University acknowledged they resided in rural environment, majority of the respondents in Novena University 55 (53.9%) noted that they resided in an urban environment. Though, 94 (36.6%) of the undergraduates in Delta State University indicated that they resided in an urban environment, while 47 (46.1%) in Novena University also agreed that

there environment was rural. As for religion, there was a consensus of opinion, as most of the respondents in Delta State University 174 (67.7%) practiced Christianity, Islam 78 (30.4%), while only 5 (1.9%) were pagans. Similarly, 71 (69.6%) of the undergraduates in Novena University were Christians, Islam 29 (28.4%) as only 2 (2.0%) were pagans.

### 7.3 Test of hypothesis

#### 7.3.1 Hypothesis: There is no significant relationship between demographic factors and use of library information resources by undergraduates in Delta State University and Novena University

To establish the association between demographic variables and use of library services by undergraduate students of both universities, a correlation was conducted. Table 4.8 presents the association between demographic variables and use of library information resources in both universities. The results shows that in Delta State University, there was no significant positive correlation between demographic variables and use of library information resources by the respondents ( $r = .085$ ;  $df = 256$ ;  $p < 0.05$ ). This means that even though there is a relationship between demographic variables and use of library information resources, the relationship is not significant. There is the null hypothesis is accepted.

While in Novena University, there was a significant positive relationship between demographic variables and use of library information resources by the respondents ( $r = .246^*$ ;  $df = 101$ ;  $p < 0.05$ ). This implies that as demographic variables increase, there is an improvement in the use of library information resources by the undergraduates. Thus the null hypothesis is rejected and the alternative accepted.

**Table 3 Relationship between demographic variables and use of library information resources by the undergraduates in Delta State University and Novena University.**

Name of University	Variables	Mean	Std. Deviation	N	R	Df	Sig. (P)	Remarks
Delta State University	Demographic Variables	12.68	2.430	257	.085	256	.000	Not Sig.
	Use of library	29.86	6.106					

	information resources							
<b>Novena University</b>	Demographic Variables	12.99	2.515					
	Use of library information resources	28.53	7.140	102	.246*	101	.000	Sig.

In order to establish the contribution of each demographic variable to use of library information resources by undergraduates in Delta State University, correlation matrix table is presented (Table 4):

- a. There is no significant relationship between gender and use of library information resources ( $r=-.040$ ;  $N=257$ ;  $p<0.05$ )
- b. There is no significant relationship between age and use of library information resources ( $r=-.016$ ;  $N=257$ ;  $p<0.05$ )
- c. There is no significant relationship between level and use of library information resources ( $r=0.47$ ;  $N=257$ ;  $p<0.05$ )
- d. There is a significant positive relationship between income and use of library information resources ( $r=.169^{**}$ ;  $N=257$ ;  $p<0.01$ )
- e. There is no significant relationship between marital status and use of library information resources ( $r=.033$ ;  $N=257$ ;  $p<0.05$ )
- f. There is a significant positive relationship between place of residence and use of library information resources ( $r=.175^{**}$ ;  $N=257$ ;  $p<0.01$ )
- g. There is no significant relationship between religion and use of library information resources ( $r=-.034$ ;  $N=257$ ;  $p<0.05$ )

**Table 4 Correlation matrix showing the relationship between each demographic variable and use of library information resources in Delta State University**

Demographic variables		1	2	3	4	5	6	7	8
Genders	Pearson Correlation	1							
	Sig. (2-tailed)								
	N	257							
Age	Pearson Correlation	.064	1						
	Sig. (2-tailed)	.309							
	N	257	257						
Level	Pearson Correlation	.110	.708**	1					
	Sig. (2-tailed)	.078	.000						
	N	257	257	257					
Income	Pearson Correlation	-.062	.595**	.568**	1				
	Sig. (2-tailed)	.322	.000	.000					
	N	257	257	257	257				
Marital status	Pearson Correlation	.16	.429**	.344**	.189**	1			
	Sig. (2-tailed)	.008	.000	.000	.002				
	N	257	257	257	257	257			
Residence	Pearson Correlation	-.053	-.074	-.062	.161**	-.180**	1		
	Sig. (2-tailed)	.400	.238	.318	.010	.004			
	N	257	257	257	257	257	257		
Religion	Pearson Correlation	.076	-.046	.114	.037	.142*	-.013	1	
	Sig. (2-tailed)	.224	.463	.067	.558	.023	.838		
	N	257	257	257	257	257	257	257	
Use of library resources	Pearson Correlation	-.040	-.016	.047	.169**	.033	.175**	-.034	1
	Sig. (2-tailed)	.523	.800	.449	.007	.596	.005	.592	
	N	257	257	257	257	257	257	257	257

\*\* . Correlation is significant at the 0.01 level (2-tailed).

\* . Correlation is significant at the 0.05 level (2-tailed).

In order to establish the contribution of each demographic variable to use of library information resources by undergraduates in Novena University, correlation matrix table is presented (Table 5):

- h. There is no significant relationship between gender and use of library information resources ( $r=-.027$ ;  $N=102$ ;  $p<0.05$ )
- i. There is no significant relationship between age and use of library information resources ( $r=.099$ ;  $N=102$ ;  $p<0.05$ )
- j. There is no significant relationship between level and use of library information resources ( $r=.192$ ;  $N=102$ ;  $p<0.05$ )
- k. There is a significant positive relationship between income and use of library information resources ( $r=.218^*$ ;  $N=102$ ;  $p<0.05$ )
- l. There is a significant relationship between marital status and use of library information resources ( $r=.195^*$ ;  $N=102$ ;  $p<0.05$ )
- m. There is a significant positive relationship between place of residence and use of library information resources ( $r=.225^*$ ;  $N=102$ ;  $p<0.05$ )
- n. There is no significant relationship between religion and use of library information resources ( $r=-.028$ ;  $N=102$ ;  $p<0.05$ )



**Table 5 Correlation matrix showing the relationship between each demographic variable and use of library information resources in Novena University**

<b>Demographic variables</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	
Gender	Pearson Correlation	1							
	Sig. (2-tailed)								
	N	102							
Age	Pearson Correlation	.079	1						
	Sig. (2-tailed)	.429							
	N	102	102						
Level	Pearson Correlation	.008	.485**	1					
	Sig. (2-tailed)	.934	.000						
	N	102	102	102					
Income	Pearson Correlation	-.179	.371**	.463**	1				
	Sig. (2-tailed)	.072	.000	.000					
	N	102	102	102	102				
Marital status	Pearson Correlation	.061	.341**	.361**	.146	1			
	Sig. (2-tailed)	.541	.000	.000	.142				
	N	102	102	102	102	102			
Residence	Pearson Correlation	-.095	-.078	.082	.187	.004	1		
	Sig. (2-tailed)	.343	.439	.410	.060	.966			
	N	102	102	102	102	102	102		
Religion	Pearson Correlation	.232*	.035	.152	-.067	.041	-.047	1	
	Sig. (2-tailed)	.019	.729	.128	.501	.685	.641		
	N	102	102	102	102	102	102	102	
Use of library resources	Pearson Correlation	-.027	.099	.192	.218*	.195*	.225*	-.028	1
	Sig. (2-tailed)	.787	.320	.053	.027	.049	.023	.777	
	N	102	102	102	102	102	102	102	102

\*. Correlation is significant at the 0.05 level (2-tailed).

\*\*. Correlation is significant at the 0.01 level (2-tailed).

## 7.4 Discussion of the findings

Results for the two universities showed that among all the demographic factors that were considered (gender, age, level, income, marital status, residence and religion) only income, place of residence and marital status had significant positive relationship with use of library information resources by undergraduates in the two universities. The implication is that an

individual with a high level of income will want to use the library information resources to get the needed capacity to maintain that income level. On the other hand, an individual with a low income level will want to use all in his or her capacity to increase his or her income level. For such an individual, the use of library information resources may reveal opportunities that might lead to high income level. For the undergraduates, if they utilize library information resources effectively, they might excel in their studies and as such they may have the privilege of gaining employment in organizations that will reward them with high income.

Furthermore, there seems to a correlation between place of residence and use of library information resources. An undergraduate who lives in a rural environment might be deprived of library information resources, as most rural communities in Nigeria lack basic educational infrastructure. On the other hand, there is the likelihood that an undergraduate who resides in an urban environment might have access to the information resources in the library. Also, regardless of the pattern of settlement, it will be difficult for an undergraduate who resides in a location far from the library to use the information resources. As such undergraduates will use the library resources the more if the library is not far from their residence. The relationship between marital status and use of library information resources was also significant in this study. The implication is that marital status in terms of if an undergraduate is single or married that determines the use of library information resources. Abosede and Ibikunle (2011) also reported similar results in their study and they concluded that as marital status changes from single to married, library use increases. Meaning that married students tend to use the library more than the single ones.

## **8. CONCLUSION**

The proper use of library information resources will ensure that undergraduates are well informed and also enhance their decision making. It is therefore very important for undergraduates to adequately use library information resources for either independent study, preparation for examination, completion of research or assignment. When properly utilized, library information resources have the capability of meeting the information needs of not just undergraduates, but also of the entire university community (Mordi & Okuonghae, 2019). Thus, it is very expedient for library managers (for example, the university librarian) to identify those factors that may hinder the effective use of library resources and address those issues. This will ensure consistent proper use of library information resources.

## 9. RECOMMENDATION

Based on the findings from the study, the researchers recommended that:

1. A quick guide or direction on how to use some library resources such as library catalogue and electronic databases should be displayed for library users at strategic location in the library. This will help improve the use of library materials and reduce the workload for library staff.
2. Since the human resources are one of the most important resources in the library, a periodic training and retraining should be organised for them in order to deliver effective services to the library users (students).

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