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UNDERGRADUATE STUDENTS' PERCEPTION OF CONVENTIONAL AND DIGITAL LIBRARIES IN NIGERIA UNIVERSITIES

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Abstract

The study investigated the perceptions of Social Studies Education (SSE) students towards the use of conventional and digital libraries in South-east Nigeria Universities. It adopted a survey research design. Five research questions and five null hypotheses guided the study. The study was conducted in the South-east zone of Nigeria. The target population for this study was 238 Students. A sample size of 152 students using multi-stage sampling technique. A self-developed instrument titled "Questionnaire on perception towards the use of the conventional and digital Libraries (QPDCL)" was used for data collection. The reliability of the instrument was ascertained using Cronbach Alpha and the reliability was .847 which indicates that the instrument is reliable. The research questions were answered using percentage while the null hypotheses were tested using Man Whitney U test at 0.05 level of significance. The results showed among others that the perception of SSE students towards the conventional and digital libraries is highly satisfactory. However, it was discovered that the students preferred the digital library platform to the conventional library and this was as a result of its accessibility, currency, completeness, ease of use and accuracy. Some of the strategies recommended for improvement of the students use of the conventional and digital libraries include constant evaluation of the library service from student's point of view to know their user needs, library needs to add new books and reference resources in various subjects' disciplines especially the SSE related disciplines and increase number of journals and extension of library hours till 8.00 pm to enhance students use.

Keywords: Social Studies Education, conventional library, digital library, perception, Nigerian Universities.

Introduction

Libraries all over the world are known to be repository of knowledge to any institution where it exists as well as to the larger society. Primarily, they are to support teaching-learning, research and outreach activities. Libraries are places where learners source for materials on a given content. The university library is said to be the epicenter of the university because academic life revolves around it. In other words, the invaluable role played by the university library cannot be overemphasized. Clifford and Zaccus (2015) opined that "a university is as good as its Library" (p.44), little wonder, the Library is popularly referred to as the "nerve centre", the "pivot", the "heart" (Gunasekera, 2011), the "hub" or the "core" of the academic life of a university as well as

the “knowledge centre” for organizational learning (Ogunlana, Oshinaike, Akinbode, & Okunoye, 2013). Badurina, Tanackovic, and Balog (2016), Chinyere (2014) and Bailin (2011) believed that academic libraries are third places and they serve as the central point of the academia where students and lecturers socialize, collaborate and interact with each other in knowledge creation. The University library is an important instrument for intellectual development. It plays the role of supporting the goals of the university by maintaining successful research programmes, acquiring, organizing, preserving, retrieving and disseminating information to the students, contributing to the development of the lecturers, students and other users by satisfying their thirst for knowledge and societal information. In other words, the library is a connection point for people in the ever-changing world of information (Ogunlana, Oshinaike, Akinbode, & Okunoye, 2013). The university library is also the repository of knowledge (Orim, & Ntui, 2014) in the academic world because varying degrees of knowledge is stuck within it and this knowledge must be explored so as to boost the research frontiers of the university which constitutes its major focus. The university library is as part of the academic environment which provides support for learners and the perception of the conventional library could influence the use.

The conventional library can be said to be a physical space that constitutes the center for academic life which everything that has to do with academics revolves. Conventional libraries in the Nigerian Universities are built to provide services that will enhance students learning among other things and thereby improve their performance and achievement in examinations. Zabel, Wolfe, Naylor, and Drueke, (2010) observed that the conventional library space can serve as an extension that provides study areas, and workspaces for students and is organized to accommodate collaboration. The conventional library brings students together by providing a quiet refuge as well as a place for social gathering and collaborative learning that will help to cater for the divergent needs of the users (Bailin, 2011). Most times, utilize the conventional library for various reasons which may include, for studying, to borrow books, for research purposes, for group discussions, to do their assignments, to make use of the internet facilities and for convenience. The conventional library means so much to the entire university community.

The availability of the conventional library in the various Nigerian universities is one of the major means through which the aims and objectives of the National Policy on Education (NPE) is achieved. Also it is one of the building points for higher education in Nigeria as it plays major roles in the Nigerian educational system. According to Ogbuiyi and Okpe, (2013, p.34), “to the parent institutions, the university libraries play the role of acquisition of resources to support and promote the process of learning and teaching process, providing for research resources, cooperation and collaboration with libraries in other universities with the purpose of developing a network of academic library resources which will be easily accessible to provide for the user needs; providing diversified resources cutting across various disciplines and specializations; to bring information resources closer to the students.

The conventional library exists in components. That is, it is made up of several divisions, departments and units that function in an inter-related manner in order to achieve its primary

objectives (Clifford & Zaccus, 2015). These divisions include the Reference section, circulation, cataloging, serials section, acquisition sections and so on. However, some of these sections deal directly with the library users (public service division) while some operate independently of the library users (technical service division). The focus of this research is on the public service division that has direct contact with the users and they are the reference section, circulation section, Cataloging section, Serial section and special collections.

The library caters for the information needs of the students under varying circumstances (Liu, 2006). Conventional library serves as a place for sharing rich information, maintaining ideas, and give awareness to bring together individuals with learning aims. The primary purpose of each library is supporting, facilitating, and expanding formal education in higher institutions. The next step is to support informal education. Varying degrees of research abound concerning the invaluable posture of both the conventional and the digital library in the educational system of different countries and academic institutions of the world. Its advantages can be found in the area of contributing to the improvement of the academic proficiency of students in numerous disciplines, expanding the research frontiers and productivity of both staff and students. Others include providing a convenient study space for scholars and academics, providing multidisciplinary information, improving scholarly networks and many others.

Digital library can be defined as “systems that are heterogeneous in scope and yield very different functionality. These systems range from a digital object and metadata repositories, reference linking systems, archives, and content administration systems (mainly developed by industry) to complex systems that integrate advanced digital library services (mainly developed in research environments)” (Athanasopoulos, Candela, Castelli, Raheb, Innocenti, Ioannidis & Vullo, 2011, p.13). Digital Libraries provide an extension to the functions performed by the conventional library.

Generally, a digital library encompasses a collection of library resources in a digital format (example, Texts, images, videos) which makes for ease of accessibility by student communities irrespective of their location. In this Google generation, the digital libraries carry out the function of digital selection, scanning, cropping, uploading, formatting of data, and arrangement of data and retrieval. Digital resources include all types of non-printed materials, e-books, e-journals, online databases, research papers, eclasses and e-learning (Mandalia & Parekh, 2017).

Electronic resources as well as audio-visual collections, journals and Standard books and services are maintained in university libraries. According to Fatima and Tadasad (2013), the main objectives of the university library are to "support teaching-learning, the research and outreach activities" (p.363). This fact was also affirmed by Gunn (2002) who opined that the university libraries have the major purpose of supporting, facilitating, and enhancing the formal learning of the institutions. The major users (information seekers) of the university library in an academic environment are the students. In a university library information pertaining to diversified disciplines are organized, acquired, stored, processed and made available to provide for the information needs of the students, lecturers, and the university community in its entirety. The place

of the University library in accomplishing the missions and visions of universities across the nation cannot be overemphasized. They also carry out the role of promoting the achievement academically of its users by promoting information acquisition by the students and also to inculcate into them critical thinking and literacy skills (Soria, Fansen, & Nackerud, 2013). Therefore, Social Studies Education students (SSE) ought to possess a positive perception and attitude towards these provisions.

Social Studies is an integrated subject that would be said to be relatively new in Nigeria when compared with other subjects such as History, Geography, Economics, Political Science which make up the contents of Social Studies. Arisi (2015) sees it as a programme of study which inculcates desirable knowledge, skills, attitudes and actions in learners. Thus, in Nigeria, the goals of Social Studies Education curriculum design is aimed at transforming the minds of the students to make it sound and balances and training them to be responsible, self-directing and intelligent (Opoh, Edinyang & Ogbaji, 2014, p.144). In addition, SSE is also a subject that makes an inquiry into the culture of the society and it also plays the role of socialization in various societies of which, the conventional library plays a very critical role. SSE is a body of knowledge that is laden with values, attitudes, knowledge, and skills that promote the all-around positive transformation of the learners and the society at large. It harnesses an inter-disciplinary approach to equip learners with the critical-thinking skills and investigative skills for the main aim of procuring lasting solutions to the multi-faced social problems confronting the wider society.

In the Nigeria context, the goals of Social Studies Education curriculum design is aimed at transforming the minds of the students to make it sound and balances and training them to be responsible, self-directing and intelligent (Opoh, Edinyang & Ogbaji, 2014, p.144). Social Studies Education (SSE) has the major focus of producing well-trained, effective and equipped citizens who are nationalistic and patriotic. Such citizens are active participants in societal and individual activities based on the contemporary societal issues and can procure answers to the questions asked him/her by extracting information emanating from the social system. SSE as a trans-disciplinary field in the sense that it cuts across various disciplines in the humanities and also the social sciences where it borrowed relevant contents. Social Studies Education explores the world around and the information is deeply required to understand what actually constitutes the human environment and what is actually taking place in the. The level to which information is invaluable in all human endeavors is becoming overwhelming and cannot be overemphasized in this era of information technology. In other words, information is a vital resource that aids the growth and development of the society in every aspect (Ogunlana, Oshinaike, Akinbode, & Okunoye, 2013, p.127). Due to the trans-disciplinary nature of SSE, the students need relevant information from all fields which makes the conventional library and digital library a very relevant invaluable asset to the Social Studies undergraduate students in the various Nigerian universities. Furthermore, SSE is a subject that extensively studies man and his relationship with his environment. The library as part of the academic environment also constitutes part of the social and physical environment.

The multidisciplinary and trans-disciplinary nature of Social Studies Education makes it very imperative that the Social Studies Education students both at the undergraduate and the postgraduate level possess a very high level of versatility in the respective disciplines from which Social Studies borrowed its contents as well as distant fields that still deals with the study of man in the different aspects of his environment. Based on the foregoing, it is very imperative that the Social Studies Education Students in the various Nigerian universities possess a positive perception of conventional library. The perception of the usefulness of the conventional library among Social Studies Education students may go a long way in influencing the use of conventional libraries (Khan & Qutab, 2016).

Perception refers to a process of interpretation by which someone ascribe meaning to things. The way an individual perceives people or things could have a great influence on the relationship with such things or people. The perception of students towards the conventional is influenced by their preferences and expectations which may also involve the space attributes of the conventional library, satisfaction derived from its use (User Gratification Theory). Uses and gratifications theory was propounded by Katz in the year 1970. If a library user is satisfied such a user will return to use the library again and this process would bring about the development of a positive perception and use of the conventional library. The U&G perspective explains the social and psychological motives influencing students' perceptions towards the use of conventional library in order to satisfy one academic need or the other.

However, there have been arguments among scholars of what students' perceived usefulness and ease of use of electronic information resources and the resources available in the conventional libraries are, since ease of use to a very large extent determines students' attitude towards the use of either the digital or conventional library. Similarly, researchers argued that, students sometimes have difficulty using their university library and that visiting the library is termed to be unnecessary especially in the era of the development of the digital library. To this end, since perceptions are both psychological variants that determine choice and ease of use, this study investigated what the perception of Social Science Studies Education students is towards the use of conventional and digital libraries in South-east Nigeria universities.

Research Questions

The study was guided by the following research questions: -

1. What is the extent to which Social Studies Education students have access to the various sections of the Conventional Library and digital library resources in South-east Nigeria Universities?
2. What is the Social Studies Education students' perception of the conventional and digital libraries in South-east Nigeria Universities?
3. What is the preference of Social Studies Education ' students' between the conventional and digital libraries in southeastern Nigeria universities?

4. What are the factors affecting the use of the conventional and digital libraries by SSE students in South-east Nigeria Universities?
5. What are the strategies for improving the Social Studies Education Students use of Conventional and digital library resources South-east Nigeria Universities?

Methodology

This study adopted the Descriptive survey research design. Creswell (2012) sees survey research designs as one where the researcher to administers a survey to a sample or to the entire population of people to describe the attitudes, behaviours, or characteristics of the population. The rationale behind the utilization of this design is that it is directed towards determining the nature of a situation as it exists at the time of investigation and this study determined students' perceptions of the use of conventional library as it exists at the time of investigation. This study was conducted in the South-eastern Nigeria and was carried out among Social Studies University undergraduate students. The target population for this study was 238 Students which consisted all the Social Studies education students from 2nd year to 4th year in South-east Nigeria universities and the sample consisted of 152 SSE students in classes of 3rd and 4th years in three (3) universities in the south-east. The Multi stage Sampling technique was used to draw the respondents for this study. First, the purposive sampling technique was used to select three (3) universities that offer Social Studies Education at the undergraduate level and stratified random sampling technique was used in selecting the sample for this study. The breakdown of the sample size goes thus: 71 selected from University of Nigeria, Nsukka; 23 students' from Abia State University, Uturu and 58 students from Ebonyi State University, Uturu. A 4-point rating scale self-developed Questionnaire titled "Questionnaire on Perception towards the use of the conventional Library (QPCDL)" was used for data collection. The questionnaire was divided into two sections. Section A covered for the demographic information of respondents. Section B contained the items that measures the SSE students' perceptions. The questionnaire was validated by experts in the Department of Social Science Education, Department of Library and Information Science and the Department of Measurement and Evaluation all in University of Nigeria, Nsukka, so as to ascertain its construct validity and make corrections where necessary. The validates were required to thoroughly scrutinise the items in the instruments in order to ascertain their suitability, relevance and agreement with the purpose of the study. All the corrections and suggestions were adequately effected hence providing the final draft. The instrument was trial tested on 30 undergraduate Social Studies Education Students selected from The Federal College of Education, Eha Amufu and The College of Education, Nsukka all in Enugu State. The colleges are not within the population of the study but they both share the same characteristics with the population for the current study. The internal consistency of the instrument was determined using Cronbach Alpha and the co-efficient was be .847 which indicated that the instrument was reliable. The instrument was administered with the help of three (3) research assistants. The research questions were answered using simple percentage with a bench mark of 50% and above this meant that any item with 49% and/or 49.00

and below respectively was not accepted. While the null hypotheses were tested using Man Whitney U test at 0.05 level of significance with the aid of Statistical package for Social Sciences (SPSS) version 21.0.

Results

The results for this study are presented according to the research questions.

Research Question 1: What is the extent to which Social Studies Education students have access to the various sections of the Conventional Library in South-east Nigeria Universities?

Table 1: *The extent to which Social Studies Education students have access to the various sections of the Conventional Library in South-east Nigeria Universities*

| S/N | ITEM STATEMENT | HIGH | | MEDIUM | | LOW | | DECISION |
|-----|---------------------|-------|-----|--------|-----|-------|-----|------------|
| | | Freq. | % | Freq. | % | Freq. | % | |
| 1. | Serials | 106 | 71% | 15 | 10% | 20 | 13% | Accessible |
| 2. | Circulations | 79 | 53% | 32 | 10% | 29 | 19% | Accessible |
| 3. | Reference | 73 | 49% | 46 | 31% | 22 | 15% | Accessible |
| 4. | Special collections | 69 | 47% | 25 | 17% | 47 | 31% | Accessible |

Decision criteria (%: > 50 = accessible; < 50 = not accessible)

Table 1 clearly displays the frequency and percentage responses of students on the extent to which Social Studies Education students have access to the various sections of the Conventional Library in South-east Nigeria Universities. The table revealed that item 1,2,3 and 4 with a frequency and percentage level of 106 (71%), 79(53%), 73(49%) and 69(47%) respectively were highly accessible. This implies that the students have access to the serials, circulations, reference and special collections sections. This finding was further verified by hypothesis one.

Table 2: *The extent to which Social Studies Education students have access to Digital Library resources in South-east Nigeria Universities*

| S/N | Item statement | High | | Medium | | Low | | Decision |
|-----|---|-------|-----|--------|-----|-------|-----|------------|
| | | Freq. | % | Freq. | % | Freq. | % | |
| 1. | Wide Area Network (WAN) i.e. WIFI | 102 | 69% | 18 | 12% | 23 | 15% | Accessible |
| 2. | Institutional repository (e-dissertations and theses) | 68 | 46% | 37 | 25% | 38 | 25% | Accessible |
| 3. | E-journals | 84 | 57% | 29 | 19% | 29 | 19% | Accessible |
| 4. | E-books | 73 | 49% | 31 | 21% | 38 | 25% | Accessible |

| | | | | | | | | | |
|-----|---------------------------------------|--|----|-----|----|-----|----|-----|------------|
| 5. | Portals | | 81 | 55% | 33 | 22% | 26 | 17% | Accessible |
| 6. | Online Public Access Catalogue (OPAC) | | 64 | 43% | 30 | 20% | 45 | 30% | Accessible |
| 7. | Online databases | | 64 | 43% | 29 | 19% | 46 | 31% | Accessible |
| 8. | Online Library catalogue | | 71 | 47% | 28 | 19% | 39 | 26% | Accessible |
| 9. | Internet connectivity | | 78 | 52% | 29 | 19% | 36 | 24% | Accessible |
| 10. | Online indexes and abstracts | | 62 | 42% | 36 | 24% | 42 | 27% | Accessible |
| 11. | Online references | | 67 | 45% | 33 | 22% | 39 | 28% | Accessible |
| 12. | Online serials | | 59 | 39% | 30 | 20% | 51 | 34% | Accessible |

Decision criteria (%: > 50 = accessible; < 50 = not accessible)

Table 2 clearly displays the frequency and percentage responses of students on the extent to which SSE students have access to the various digital library resources in South-east Nigeria Universities. The table revealed that item 1,2,3,4,5,6,7,8,9,10,11 and 12 with a frequency and percentage level of 102(69%), 68(46%), 84(57%), 73(49%), 81(55%), 64(43%), 64(43%), 71(47%), 78(52%), 62(42%), 67(45%) and 59(39%) respectively were highly accessible. This implies that the students have access to Wider Area Networks (WAN), Institutional repository (e.g. e-dissertation, e-thesis etc.), e-journals, e-books, portals, OPAC, online databases, Online library catalogue, internet connectivity, online indexes and abstracts, online references, online serials.

Research Question 2:

What is the Social Studies Education students' perception of the conventional library and digital library in South-east Nigeria Universities based on class level?

Table 3: *Social Studies Education students' perception on the space attributes of the conventional library.*

| S/N | Item statement | Good | | Uncertain | | Poor | | Decision |
|-----|-------------------------------|------|-----|-----------|-----|-------|-----|--------------|
| | | Freq | % | Freq. | % | Freq. | % | |
| 1. | Lighting/Ventilation | 131 | 90% | 4 | 2% | 11 | 7% | Good |
| 2. | Cleanliness | 114 | 77% | 22 | 15% | 11 | 7% | Good |
| 3. | Furniture Seating Arrangement | 100 | 68% | 22 | 15% | 23 | 15% | Good |
| 4. | Reading Area | 111 | 75% | 18 | 12% | 16 | 10% | Good |
| 5. | Research Cabin | 84 | 58% | 37 | 25% | 23 | 15% | Good |
| 6. | Air Conditioning | 71 | 48% | 29 | 19% | 42 | 28% | No consensus |

| | | | | | | | | |
|-----|--|-----|-----|----|-----|----|-----|-----------------|
| 7. | Library Building (Environment Aspect) | 87 | 59% | 26 | 17% | 29 | 19% | Good |
| 8. | Printing Facilities | 72 | 49% | 30 | 20% | 41 | 27% | No consensus |
| 9. | Seating capacity | 90 | 60% | 28 | 19% | 26 | 17% | Good |
| 10. | Photocopying Facilities | 65 | 44% | 42 | 28% | 36 | 23% | No consensus |
| 11. | Modern | 87 | 59% | 26 | 17% | 30 | 19% | Good |
| 12. | Crowdedness | 67 | 45% | 35 | 23% | 39 | 26% | No consensus |
| 13. | Serenity | 88 | 56% | 32 | 21% | 22 | 17% | Good |
| 14. | Comfort | 105 | 71% | 20 | 13% | 19 | 11% | Good |
| 15. | Privacy | 87 | 59% | 30 | 20% | 28 | 19% | Good |
| 16. | Ease of interaction with colleagues' | 69 | 47% | 22 | 15% | 51 | 34% | No consensus |

Table 3 presents the results showing the students perception towards the conventional library. Item 1 shows the frequency and percentage result for the space attributes of the conventional library. The result showed that the students rated item 1,2,3,4,5, 7,9,11,13,14 and 15 to be good. These physical attributes include lightning and ventilation 131(90%), cleanliness 114(77%), furniture/seating arrangement 100(68%), reading area 111(75%), research cabin 84(54%), library building (environment aspect) 87(59%), seating capacity 90(60%), photocopying facilities 65(44%), modern 87(59%), serenity 88(56%), comfort 105(71%) and privacy 87(59%). However, the respondents could not reach a consensus on items 6,8,10,12 and 16 which is air conditioning, printing facilities, photocopying facilities, crowdedness, and ease of interaction with colleagues.

Table 4: What's your general perception of your conventional library

| S/N | Item statement | Agree | | Disagree | | Decision |
|-----|---|-----------|-----|-----------|-----|----------|
| | | Frequency | % | Frequency | % | |
| a. | I have high confidence in the conventional library | 113 | 83% | 21 | 14% | Agree |
| b. | I enjoy going to my university library | 98 | 66% | 42 | 27% | Agree |
| c. | I feel fulfilled going to my university library to read or consult books | 110 | 74% | 31 | 21% | Agree |
| d. | My university library is filled with current material in Social Studies education | 91 | 61% | 50 | 34% | Agree |

| | | | | | | |
|----|---|----|-----|----|-----|-------|
| e. | Libraries are places of opportunity | 93 | 63% | 49 | 33% | Agree |
| f. | Has high skilled and friendly and supporting librarians | 93 | 63% | 48 | 32% | Agree |
| g. | Locating materials are very easy | 88 | 59% | 55 | 37% | Agree |
| h. | conventional library services are satisfactory | 81 | 51% | 52 | 34% | Agree |

Decision criteria (%: < 50 = Disagree; > 49 = Agree)

Table 4 showed that the students agreed to the entire item about their general perception about the conventional library with a frequency and percentage thus: I have high confidence in the conventional library 113(83%), I enjoy going to my university library 98(66%), I feel fulfilled going to my university library to read or consult books 110(74%), My university library is filled with current material in Social Studies education 91(61%), Libraries are places of opportunity 93(63%), Has high skilled and friendly and supporting librarians 93(63%), Locating materials are very easy 88(59%) and conventional library services are satisfactory 81(51%). Hypothesis five further verifies these findings.

Table 5: *Social Studies Education students' perception of the use of the Digital Library.*

1. What is your perception of the Digital Library?

| S/N | Item statement | Agree | | Disagree | | Decision |
|-----|---|-------|-----|----------|-----|----------|
| | | Freq. | % | Freq. | % | |
| a. | Using the digital library is a memorable experience | 115 | 78% | 23 | 15% | Agree |
| b. | I can access digital library services anytime and anywhere within my campus | 91 | 61% | 50 | 34% | Agree |
| c. | Interactive services are provided for e.g. Emails, Google+ | 88 | 59% | 51 | 34% | Agree |
| d. | Information contents are relevant and always up-to-date to suit contemporary societal needs | 100 | 68% | 43 | 29% | Agree |
| e. | It is user friendly | 103 | 70% | 40 | 27% | Agree |
| f. | Digital library services are satisfactory | 90 | 61% | 51 | 34% | Agree |
| g. | Data and information services are made available in different forms | 96 | 65% | 46 | 31% | Agree |
| h. | Digital libraries enhances my learning and research needs to acquire knowledge more effectively | 100 | 68% | 44 | 29% | Agree |
| i. | Digital libraries promote further developments in different disciplines related to SSE | 102 | 69% | 42 | 28% | Agree |

| | | | | | | |
|----|---|-----|-----|----|-----|-------|
| j. | The digital library helps students properly perceive challenges and problems | 102 | 69% | 41 | 27% | Agree |
| k. | The digital library assist in developing, storing and distributing knowledge | 100 | 65% | 44 | 30% | Agree |
| l. | Digital libraries enable students to find solutions to societal problems | 122 | 82% | 21 | 14% | Agree |
| m. | The digital library helps to improve my academic productivity | 110 | 74% | 33 | 22% | Agree |
| n. | The digital library allows me to benefit from the experiences of other people | 103 | 70% | 40 | 27% | Agree |

Decision criteria (%: < 50 = Disagree; > 49 = Agree)

Table 5 clearly shows the response of the students on their perception of the digital library. The result shows that the students have a positive perception about the digital library. They all agreed to item a,b,c,d,e,f,g,h,i,j,k,l,m and n. the frequency and percentage of their response goes thus: Using the digital library is a memorable experience 115(78%), I can access digital library services anytime and anywhere within my campus 91(61%), Interactive services are provided for e.g. Emails, Google+ 88(59%), Information contents are relevant and always up-to-date to suit contemporary societal needs 100(68%), It is user friendly 103(70%), Digital library services are satisfactory 90(61%), Data and information services are made available in different forms 96(65%), Digital libraries enhances my learning and research needs to acquire knowledge more effectively 100(68%), Digital libraries promote further developments in other disciplines related to Social Studies Education 102(69%), The digital library helps to expand students' perceptions of challenges and problems 102(69%), The digital library offers the possibility of producing developing, storing and distributing knowledge 122(82%), Digital libraries allow me to find solutions to societal problems 122(82%), The digital library helps to increase my academic productivity in the university and in working life 110(74%) and Digital libraries provide systems and techniques that helps me benefit from the experiences of others 103(70%). Hypothesis two further verifies these findings.

Research Question 3:

What is the preference of Social Studies Education students between the conventional and digital libraries in southeastern Nigeria universities?

Table 6: *The preference of Social Studies Education students between the conventional and digital libraries in South-east Nigeria Universities.*

| S/N | Variables | Category | Frequency | % | | |
|--|--|----------------------|-----------|-----------------------|-----|----------|
| 1. | Between the conventional and digital library, what is your preferred format? | Conventional library | 45 | 30% | | |
| | | Digital library | 83 | 56% | | |
| 2. Why do you use the preferred format? | | | | | | |
| S/N | Item statement | Agree Frequency | % | Disagree Frequency | % | Decision |
| a. | Accessibility | 131 | 89% | 62 | 42% | Agree |
| b. | Completeness | 109 | 74% | 36 | 24% | Agree |
| c. | Easy to use | 111 | 75% | 34 | 23% | Agree |
| d. | Accuracy | 99 | 67% | 45 | 30% | Agree |
| e. | Currency | 100 | 68% | 44 | 29% | Agree |

Table 6 displays the result of the students' response on their preferred format between the digital library and the conventional library. The result showed that 45 students with a percentage of 30% preferred the conventional library over the digital library, while 83 students with a percentage of 60%. Item 2 further verifies their response by displaying the reason for their preference of either the conventional or digital library. Accessibility, completeness, easy to use, accuracy and completeness was identified as the reason for their preference of the format. These responses have the frequency and percentage of 62(42%), 109(74%), 111(75%), 99(67%) and 100(68%) respectively. Hypothesis seven further verified this response.

Research Question 4:

What are the factors affecting the use of the conventional library by Social Studies Education students in South-east Nigeria Universities?

Table 7: *Factors affecting Social Studies Education students' use of the conventional library.*

| S/N | Item statement | Agree | | Disagree | | Decision |
|-----|--|-------|-----|----------|-----|--------------|
| | | Freq. | % | Freq. | % | |
| 1. | Library staffs are hostile | 103 | 50% | 42 | 28% | Agree |
| 2. | Library is unconducive for studying | 71 | 48% | 72 | 49% | Disagree |
| 3. | I don't like library physical structure | 75 | 51% | 65 | 44% | Agree |
| 4. | The library is too noisy for me | 63 | 42% | 82 | 55% | Disagree |
| 5. | The library has outdated resources | 83 | 56% | 57 | 38% | Disagree |
| 6. | The library doesn't have adequate ICT resources that I need | 82 | 55% | 63 | 42% | Disagree |
| 7. | The library is always untidy | 61 | 41% | 83 | 56% | Disagree |
| 8. | I have enough personal materials in my house | 71 | 48% | 72 | 49% | No consensus |
| 9. | The library is poor in electronic resources | 99 | 67% | 44 | 29% | Agree |
| 10. | Lack of expertise in navigation and finding books and topics | 78 | 53% | 55 | 44% | Agree |
| 11. | Lack of understanding of the benefits of physical library | 71 | 48% | 71 | 48% | No consensus |
| 12. | poor infrastructure | 62 | 42% | 79 | 53% | Disagree |

Decision criteria (%: < 50 = Disagree; > 49 = Agree)

Results presented in table 7 shows the frequency and percentage responses of students on the factors affecting students use of the conventional library. The table revealed that items that item 2,4,5,6,7 and 12 with a frequency and percentage level of 72(49%), 82(55%), 57(38%), 63(42%), 83(56%), 72(49%), 71(48%) and 79(53%) respectively were not identified as the factors affecting their use of the conventional library while items 1,3,9 and 10 with a frequency and percentage level of 103(50%), 75(51%), 99(67%) and 78(53%) were identified as part of the factors. These implies that the challenges that do not affect SSE students use of the conventional library include; library is unconducive for studying, the library is too noisy, outdated resources, lack of adequate ICT resources needed, the library is always untidy, and poor infrastructure. While library staffs are hostile, I don't like the physical structure of the library, poor electronic resources and lack of expertise in navigation and finding books and topics were identified as the challenges. However, there was no consensus on items 8 and 11 which states that 'I have enough personal materials in my house' and 'lack of understanding of the benefits of the physical library'.

Table 8: *Factors affecting Social Studies Education students' use of the digital library.***1. What are the factors affecting your use of the digital library?**

| S/N | Item statement | Agree | | Disagree | | Decision |
|-----|---|-------|-----|----------|-----|-----------------|
| | | Freq. | % | Freq. | % | |
| 1. | Limited number of computers | 29 | 19% | 115 | 78% | Disagree |
| 2. | Compulsory subscriptions | 69 | 47% | 75 | 51% | Disagree |
| 3. | Lack of adequate electricity | 49 | 33% | 92 | 62% | Disagree |
| 4. | e-resources are obsolete | 65 | 43% | 75 | 51% | Disagree |
| 5. | Scarcity of relevant materials | 58 | 39% | 84 | 57% | Disagree |
| 6. | Poor network (WIFI) | 61 | 41% | 81 | 55% | Disagree |
| 7. | I have enough personal materials in my house | 68 | 46% | 72 | 49% | No consensus |
| 8. | The library is poor in electronic resources | 65 | 44% | 77 | 53% | |
| 9. | lack of skills in searching for information | 70 | 47% | 71 | 48% | No consensus |
| 10. | Lack of understanding of the benefits of digital library | 75 | 51% | 67 | 45% | Agree |
| 11. | lack of training, awareness, user orientation | 59 | 40% | 80 | 54% | Disagree |
| 12. | lack of databases on social sciences from where the contents of Social Studies were drawn | 75 | 51% | 65 | 44% | Agree |

Decision criteria (%: < 50 = Disagree; > 49 = Agree)

Results presented in table 8 shows the frequency and percentage responses of students on the factors affecting students use of the digital library. The table revealed that items that item 1,2,3,4,5,6 and 11 with a frequency and percentage level of 115(78%), 75(51%), 92(62%), 75 (51%), 84(57%), 81(55%) and 80(54%) respectively were not identified as the factors affecting their use of the digital library while items 10 and 12 with a frequency and percentage level of 75(51%) and 75(51%) respectively were identified as part of the factors. These implies that the challenges that do not affect SSE students use of the digital library include; limited number of computers, compulsory subscriptions, lack of adequate electricity, e-resources are obsolete, scarcity of relevant materials, poor network (WIFI) and lack of training, awareness and user orientation. While lack of understanding of the benefits of the digital library and lack of database on social sciences and especially humanities were identified as the challenges. However, there was no consensus on items 7 and 9 which is 'I have enough personal materials in my house' and 'lack of skills in searching for information'. This finding was further verified by hypothesis four.

Research Question 5: What are the strategies for improving the Social Studies Education Students use of Conventional and digital Library Resources in South-east Nigeria Universities?

Table 9: Strategies for improving the Social Studies Education Students use of the conventional and Digital Library Resources

1. What are the strategies for improving the Social Studies Education Students use of the conventional and Digital Library Resources?

| S/N | Item statement | Appropriate | | Less Appropriate | | Decision |
|-----|---|-------------|-----|------------------|-----|-------------|
| | | Freq. | % | Freq. | % | |
| a. | University libraries should ensure that their resources are contemporary and up-to-date | 127 | 86% | 17 | 11% | Appropriate |
| b. | A feedback mechanism should be provided to understand the views and needs of the students | 111 | 75% | 32 | 21% | Appropriate |
| c. | Multidisciplinary reference resources and books and journals as well as electronic databases should be provided | 107 | 79% | 27 | 18% | Appropriate |
| d. | More computers with high speed free internet should be made available | 101 | 68% | 42 | 28% | Appropriate |
| e. | Library hours should be extended till around 8.00 pm | 91 | 61% | 49 | 33% | Appropriate |
| f. | User friendly physical environment should be provided | 101 | 68% | 43 | 29% | Appropriate |
| g. | The entire operation of the library should be automated using the integrated library software package | 88 | 59% | 55 | 37% | Appropriate |

Decision criteria (%: < 50 = less appropriate; > 49 = Appropriate)

Table9 shows the frequency and percentage responses of students on the strategies for improving the Social Studies Education Students use of the Conventional and Digital Library Resources South-east Nigeria Universities. The result showed that items 1,2,3,4,5,6 and 7 with frequency and percentage of 127(86%), 111(75%), 107(79%), 101(68%), 91(61%), 101(68%) and 88(59%) respectively were deemed to be appropriate. This implies that the strategies for improving the Social Studies Education Students use of the Conventional and Digital Library Resources South-east Nigeria Universities includes: university libraries should ensure that their resources are contemporary and up-to-date, a feedback mechanism should be provided to understand the views and needs of the students, multidisciplinary reference resources and books and journals as well as electronic databases should be provided, more computers with high speed free internet should be made available, Library hours should be extended till around 8.00 pm, user friendly physical environment should be provided, the entire operation of the library should be automated using the integrated library software package. Hypothesis eleven further verifies these findings.

Discussion

The findings of the study were discussed in line with the objectives of this study according to the following sub-headings.

Access to the various sections of the Conventional and Digital Libraries.

The study of the extent to which SSE students have access to the various sections of the Conventional and digital libraries proved that the sections of the conventional library and digital library resources are highly accessible to the students. This substantiates earlier assertions by Bailin (2011) that the conventional library is a means of connecting students from various disciplines by providing a quiet refuge as well as a place for social gathering and collaborative learning that will help to cater for the divergent needs of the users. The university library was set up in order to satisfy all the teaching, learning and research needs of the students as well as the lecturers. Thus this is why the library should make all the various sections highly accessible to the students. However, the results presented on table 4 showed no significant difference in the extent to which SSE 3rd year and 4th year students have access to the various sections of the conventional library. This could be as a result of the fact that the learning and research needs of these students cannot be effectively categorized because the 3rd year students are at the pen-ultimate level where they conduct researches at a higher level. Thus this makes it necessary for them to have the same level of access to the conventional library resources just like the 4th year students. The study also show that students have access to digital library. This is in line with a study conducted by Issa, Bashorun, Mubashir and Adewusi (2011) where the findings revealed that CD-ROM (Compact Disc Read Only Memory), OPAC (On-line Public Access Catalogue) and Internet services in the library were made available to the students. Also, in a study conducted by Ekere, Omekwu and Nwaoha (2016), the results showed that respondents were have high awareness of digital library resources and were satisfied with the provision of WIFI. Their study further revealed that services such as online internet search services, e-mail services and online reference services were provided at the digital library. This is very important as the world is fast moving to broader academic dimensions, making it necessary for institutions to expand and improve upon their digital library resources and services, to aid all-round productivity.

Perception towards the use of the Conventional and Digital Libraries

The study showed that the students had a favourable perception towards the conventional and digital libraries. The results showed that the students endorsed the following space attributes of the library to be good. These physical attributes include lightning and ventilation, cleanliness, furniture/seating arrangement, reading area, research cabin, library building (environment aspect), seating capacity, photocopying facilities, modern, serenity, comfort and privacy. But the students could not reach a consensus on air conditioning, printing facilities, photocopying facilities, crowdedness, and ease of interaction with colleagues. This may be as a result of the fact that the South-eastern region is mostly cold which makes the availability of air conditioning system almost not noticeable, also, the seating capacity may be well organized and individualized which may

make it uneasy for the students know how crowded it is. The university is filled with people that render photocopying and printing facilities which the students may feel very comfortable to patronize instead of going to the library ruled by many protocols. Most times students prefer to use the library for individualized study thereby making it impossible to ascertain whether it provides for ease of interaction with colleagues. Students show positive perception towards digital library. These findings are grossly in line with the findings from the study conducted by Ekere, Omekwu and Nwaoha (2016) where they came to a general conclusion that the general perception of users towards the facilities, resources and services of digital libraries was greatly satisfactory. Furthermore, results obtained from a study conducted by Almisad (2015) showed that the participants said they liked educational SMS because in general they had a positive attitude toward the use of technology in education.

In a study conducted by Gunasekera (2011), the result showed that the students at the undergraduate level were satisfied with the services, resources and facilities of the library. This is in line with the response of the students on their general perception of the conventional library. The respondents agreed that they have high confidence in the conventional library, they enjoyed going to their university library because they felt fulfilled going to my university library to read or consult books. They also agreed that their university library was filled with current material in Social Studies education, Libraries are places of opportunity, their institutional library has high skilled and friendly and supporting librarians, locating materials are very easy and conventional library services are satisfactory.

Students' preference between conventional and digital libraries

The results showed that SSE students prefer the Digital library to the conventional library as a result of its accessibility, completeness, ease of use, accuracy and currency. This is in line with the study conducted by Cribb and Holt (2012) where they found out that students were more reliant on the Internet and their own personal library and books, rather than the school library. The students also identified that Internet is sufficient for their information needs'. Accessibility here entails that the students can easily access the digital library from anywhere be it hostel, classroom, with their PC or their smart phones and at any point in time. Also the digital library is usually loaded with a vast amount of educational resources that can meet the entire educational needs of the students which makes for its completeness. The digital library is also easy to use because most of its features which guides students' navigation through its various resources are self-explanatory. Most of the resources made available via the digital library platform have gone through professional scrutiny so as to ensure the accuracy and currency of its items. All these serves as the factors that motivates students to be inclined towards the use of the digital library over the conventional library.

Factors affecting the use of the conventional and digital libraries

From the findings, the students identified that the hostility of library staffs, the structure of the physical library, lack of expertise in navigating and finding books and topics posed as the challenges affecting their use of the conventional library. These findings align with the postulation made by Cribb and Holt (2012) where it was identified that those students whose schools had libraries stated that no one provided them guidance and support on accessing and using information resources whilst at school. also, the recommendations made by Ekere, Omekwu and Nwaoha (2016) advised that the library should employ dedicated staff members. The finding also revealed that the challenges that do not affect SSE students use of the conventional library include; library is unconducive for studying, the library is too noisy, outdated resources, lack of adequate ICT resources needed, the library is always untidy, and poor infrastructure. This signals that most university libraries have practically improves on their resources and services which gives them a thumbs up. However, libraries should note that improvement is a continuous process that should never be overlooked especially with the fast changing society.

The respondents could not reach a consensus on items which states that ‘I have enough personal materials in my house’ and ‘lack of understanding of the benefits of the physical library’. This could be as a result of the fast changing learning and research needs of the students which can be attributed to their yearly change in class levels, the societal changes that occur every now and then etc. This may have made it difficult for them to ascertain if they have enough personal material. The inability of the respondents to reach a consensus on whether they lacked understanding of the benefits of the physical library makes it necessary for the university libraries to expose the students to a greater dimension of the all-encompassing benefits of the conventional library.

Strategies for improving Students use of the Conventional and digital Library Resources

Based on the students’ responses on the strategies for improving SSE students use of the conventional library which includes. university libraries should ensure that their resources are contemporary and up-to-date, a feedback mechanism should be provided to understand the views and needs of the students, multidisciplinary reference resources and books and journals as well as electronic databases should be provided, more computers with high speed free internet should be made available, Library hours should be extended till 8.00 pm, user friendly physical environment should be provided, the entire operation of the library should be automated using the integrated library software package. This is in line with the concluding findings from the study carried out by Orim and Ntui (2014) where they concluded that academic universities can influence users’ attitude towards utilization of library services. This is also in line with the suggestions from Côté, Kochkina and Mawhinney (2016), where they stated that possible areas of improvement include developing policies and procedures around reference interactions to ensure quality, providing more web or in-person instruction on known-item searching (and other areas where there are frequently

asked questions), and incorporating newer technologies such as text messaging to improve the service. Improvements such as these will ensure that the service remains responsive and relevant to users in the decade to come. Ekere, Omekwu and Nwaoha (2016) also recommended that continuous provision forums where users can lodge their complaints concerning the inefficiency or effectiveness of the library system, provision of a communication and feedback mechanism for promoting library use. Strategies for improving SSE students use of digital library which includes. university libraries should ensure that their resources are contemporary and up-to-date, multidisciplinary reference resources and books and journals as well as electronic databases should be provided, more computers with high speed free internet should be made available. This is also in line with the suggestions from Côté, Kochkina and Mawhinney (2016), where they stated that in order to improve library use, there is need for developing policies and procedures to improve interactions and ensure quality and incorporating newer technologies such as text messaging to improve the service. Ekere, Omekwu and Nwaoha (2016) also stated that frequent review of the digital library resources and training of software developers and technicians will enhance the digital library system.

Conclusion

In conclusion, from the study so far, SSE students have access to the various sections of the conventional library and digital library resources and their perceptions of the library is highly satisfactory. However, it was discovered that the students preferred the digital library platform to the conventional library and this was as a result of its accessibility, currency, completeness, ease of use and accuracy.

Recommendations

From the findings of this study, the following recommendations were made: -

- Constant evaluation of the conventional library service from student's point of view is very paramount. This will help them to know the needs of the students and also the ascertain if their services are satisfactory. For this evaluation to be effective, libraries should provide a platform for feedbacks from the users in terms of online evaluation forms, questionnaires amongst others. This will also enhance the improvement and effectiveness of their services.
- Multidisciplinary reference resources and books and journals especially in the SSE disciplines, as well as electronic databases should be provided. The libraries must also ensure that these books are up to date with the latest edition. They should avoid obsolete resources.
- Library hours should be extended till 8.00 pm. This will enable users to accomplish their intended tasks every day and encourage them to keep coming to the library.
- A user friendly physical environment should be ensured by providing more ventilation and noise control. In other words, the physical space attributes of the conventional library should be ensured namely: ventilation, cleanliness, furniture/seating arrangement, reading area, research

cabin, library building (environment aspect), seating capacity, photocopying facilities, modern, serenity, comfort and privacy.

- The library should employ dedicated, courteous and willing staff members. These staff members must be qualified to work in a library. They should also be trained on how to enhance student-staff relationship in the library.
- A forum should be provided for students to bring in their complaints concerning how the library services satisfy users. This could be done using online forum in form of a social networking
- platform where students can lay their complaints from time to time.

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