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## DOES SOCIAL STUDIES EDUCATION STUDENTS' ATTITUDE DETERMINE HOW THEY UTILIZE CONVENTIONAL AND DIGITAL LIBRARIES IN NIGERIA?

Joseph Chinweobo Onuoha Ph.D

*University of Nigeria - Nsukka*, joseph.onuoha@unn.edu.ng

Chinonso Mbama

*Department of Social Science Education, University of Nigeria Nsukka*, mbamachinonso@gmail.com

Nkechinyere Edeh

*Department of Social Science Education, University of Nigeria Nsukka*, nkechinyere.edeh@unn.edu.ng

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## **DOES SOCIAL STUDIES EDUCATION STUDENTS' ATTITUDE DETERMINE HOW THEY UTILIZE CONVENTIONAL AND DIGITAL LIBRARIES IN NIGERIA?**

**Joseph C. Onuoha PhD; Chinonso Mbama and Nkechinyere Edeh**

Department of Social Science Education

University of Nigeria, Nsukka

### **Abstract**

*The study determined the attitude 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. Four research questions and four null hypotheses guided the study. The population of the study was 238 Students which consisted all the SSE students from 2<sup>00</sup> to 400 level. A sample size of 152 students selected through multi-stage sampling techniques were used for the study. A 4-point instrument developed by the researcher titled "Questionnaire on Attitude towards the use of conventional and digital Libraries (QACDL)" was used for the study. Cronbach Alpha was used to determine the reliability of the instrument and it yielded .771 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 students that SSE students have access to the various sections of the conventional and digital library and have negative attitude towards the conventional. Some of the strategies recommended for improvement of the students use of the conventional and digital library included: Academic libraries have to improve the quality of their services to survive in this era of Information Communications Technology (ICT) and schools should assess the library service from student's point of view to know their user needs amongst others.*

**Keyword: Social Studies Education, students' attitude, utilization conventional library, digital library, Nigeria**

### **Introduction**

A library is a place where resources are fused in diversified forms, which constitutes of resources, personnel as well as services that provides varying information to the users. "A library is an organization that provides a user with a collection of materials and a set of services" (David, 2002). The conventional Library can be said to be the physical library space that provides physical services to patrons whereby their physical presence is required in other to interact with the various resources and services it offers. Conventional libraries are usually stuck with books that require sorting, searching and picking up books, and for library management, it requires some works such

as cataloguing, shelving, sorting, placing, transporting, relocating etc. (Van Otterlo, 2016). Conventional libraries play the role of knowledge collection, storage, arrangement, and retrieval process (Mandalia & Parekh, 2017).

In the last couple of decades, academic libraries have undergone a series of transformation which has reformed the process of students learning, the teaching method and the mode of access to information. With the geometric advancement in information resources and the explosion in knowledge, libraries across the world are in the constant reformation to meet up with the need of users of information resources. All over the world, university libraries have begun to delve into restructuring both the conventional and digital space to meet up with our ever-changing world. The digital environment has assumed a pervasive influence on all aspects of our lives and the academic libraries have had to modify and restructure their services to suit the peculiar needs of its users.

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. Vladioiu and Constantinescu (2011) noted that the functions of the digital library go beyond surfing for information within the digital environment, rather, it poses as a fabricated mode of the conventional library (Khan & Qutab, 2016). This digital library was created by the Library of Congress (LC), in cooperation with other cultural heritage institutions, in the mid-1990s (Zavalina & Vassilieva, 2014). It poses as the hottest area in information resources management of academic library (Li, 2006). Part of the resources provided by the digital library include the internet, online institutional repositories, also various services of the conventional library have upgraded their platforms to the virtual realm that they have made readily available to the student in form of e-services and they include online Public Access catalogues (OPAC), online serials and online references. Furthermore, various educational resources are provided for the purpose of supporting students and faculty in their researches. Some of these resources include EBSCOhost, ebooks, AGORA, Hinari, Emerald, MEDLARS Science Direct, TEEEL, Oare Sciences, e-journals etc.

The Digital Library provides an immense possibility to the Social Studies Education students because it provides a highly desirable voice in this contemporary era where globalization is on the increase and it poses as an exciting novelty worth exploring (Dieu, 2017). Social Studies Education Students can now have access to the internet even in the comfort of their homes, hostel rooms and lecture halls. Through the internet, they can access all the contemporary e-resources in the form of e-books, e-journals, e-projects etc. Thus, Social Studies Education students in this era of ICT requires digital library services to remain relevant in the society.

Social Studies is seen not just as a study but as a way of life that involves understanding of how the environment influences man and how man in turn influences the environment (Olatunde,

2010). It is a subject which focuses on man, his problem of survival in the environment which are multifaceted in nature. It is an integrated subject that draws relevant contents from other disciplines to study man. Esu and Enu (2010) rightly opined that the interdisciplinary nature of social studies helps to inculcate into the students the necessary knowledge and critical thinking skill that will enable them to become effective and informed citizens.

The National Council for the Social Studies (1993) defined Social Studies as the interdisciplinary and integrated study of the social sciences and humanities disciplines for the purpose of promoting civic competence. These disciplines include: - Philosophy, Anthropology, Archaeology, Geography, Law, Political Science, History, Economics, Psychology, Religion, And Sociology, some contents of the Humanities, Mathematics, and Natural Sciences. Social Studies is focused on helping young people develop the ability to make reasonable, structured and informed decisions that will help to promote the good of the citizens in a heterogeneous and democratic society in an interdependent world (Alazzi, 2005). Social Studies Education is a discipline that promotes the all-round development of the society; political, economic, religious, social, cultural and even technological. 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. Thus, the library environment must be effectively equipped and made attractive for academic work to thrive.

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. The digital library plays a major role in promoting the versatility of the Social Studies Education students just as Athanasopoulos et al (2011) rightly opined that Digital Libraries shows a point where diverse disciplines meet and they provide access to a vast and all-encompassing collection of digital contents that cuts across all domain of human knowledge (p.14). This makes it suitable to enhance Social Studies teaching and learning, as a result of the diversified resources they bring together, they also hold a great promise of educational relevance because these resources serve as an illustration of a variety of educational topics in virtually all areas of knowledge, or to support individualized learning (Dobreva, Angelova, & Agre, 2015).

The importance of Information in the Social Studies Education field cannot be overemphasized in the sense that information is the fulcrum on which the ability to actualize the objectives of Social Studies lies. According to Aina (2004), University students take the library as the learning center as it provides materials that are needed for learning all disciplines or course of study. As evidenced by Alina's opinion, the SSE students must harness the invaluable positivity of the library and digital libraries by possessing a positive attitude towards its use. Based on the foregoing, it is very imperative that the Social Studies Education Students in the various Nigerian universities as their attitude could influence their use of the digital library services (Khan & Qutab, 2016).

Attitude is a hypothetical construct which poses as a representation how much an individual likes or dislikes someone or even something. Generally, attitudes can be a negative or positive towards a person, place, situation, thing or event. (Tega Enakrire & Orezimena, 2012). Attitude comprises anything a person may hold in mind about things, people, groups, and ideas" (Bohner & Dickel, 2011). "Attitudes are stable entities stored in memory versus temporary judgments constructed on the spot from the information at hand" (Gawronski 2007 as cited in Bohner & Dickel, 2011). Attitudes are believed to be formed through a process of subjective evaluation or a careful assessment of costs and benefits of something and they can be influenced by affective and emotional responses and beliefs.

The attitude of Social Studies Education students towards the Conventional and Digital Library may influence the way and manner to which they utilize both conventional and digital library resources at their disposal. The expectation of this study is that a positive attitude will enhance utilization while negative attitude will limit utilization. It is noteworthy that students' use of digital libraries could be influenced by their attitude which in turn is influenced by perceived usefulness as well as perceived ease of use as purported by the Technology Acceptance Model (TAM). Social Studies Education is fast gaining global attention and it has also been introduced into various universities in Nigeria. Presently 23 universities in Nigeria have introduced Social Studies Education into their school curriculum. Taking a critical look at what Social Studies Education really entails bearing in mind its bloated goals and objectives, it is very imperative to note that the globe is witnessing rapid technological change and radical change in social attitudes and behavior. The social studies students at the various level of education have to be

contemporarily equipped with skills, contents, information and values to be contemporarily relevant and globally competitive in the fast-transforming international society especially with the evolution of technology and its revolutionary influence that has caused, most libraries across the globe to go digital both in application and usage. Therefore, it is very imperative to really and ineptly investigate the Social Studies Education students' attitude towards the use of digital library resources at their disposal which forms the basis for this piece of research.

### **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' attitude towards the use of the conventional and digital libraries in South-east Nigeria Universities?
3. What are the factors affecting the use of the conventional and digital libraries by SSE students in South-east Nigeria Universities?
4. What are the strategies for improving the Social Studies Education Students use of conventional and digital Libraries South-east Nigeria Universities?

### **Methodology**

This study adopted the descriptive survey research design as the study aims at describing the attitudes of SSE students towards the use of conventional libraries. The area of the study is universities in south-east Nigeria: University of Nigeria, Nsukka, Abia State University, Uturu, and Ebonyi state university, Abakaliki. The population for this study was 238 and the sample was 52 Social Studies Education students of 3<sup>rd</sup> and 4<sup>th</sup> years levels in three (3) universities in the south-east. The sample size was selected using multi-stage sampling technique. First, the purposive sampling technique was used to select three (3) universities that offer Social Studies Education at the undergraduate level and then stratified random sampling technique was used in selecting the sample for this study which includes all the 3<sup>rd</sup> year and 4<sup>th</sup> year students in the selected universities. A 4-point rating scale self-developed Questionnaire titled "Questionnaire on Attitude towards the use of Conventional and Digital Libraries (QACDL)" was used for data collection. The questionnaire was validated by experts for to determine its suitability and it was trial tested on 30 undergraduate Social Studies Education Students selected another area different from the study area and the internal consistency was determined using Cronbach Alpha and it yielded .771 which showed that the instrument was reliable. The researcher administered the instruments through trained 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.

## Result

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 and digital library resources 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' attitude towards the use of the conventional and digital libraries in South-east Nigeria Universities based on class level?

**Table 3:** *Social Studies Education students' attitude towards the use of the conventional library in South-east Nigeria Universities.*

S/N	Variables	Category	Frequency	%		
1.	Are you a registered library user?	Yes	29	19%		
		No	114	77%		
2.	If yes, how frequent do you use the university library?	Daily	11	7%		
		2-4 times a week	1	0.7%		
		Once a week	6	4%		
		2-3 times a month	5	3%		
		Once a month	6	4%		
		2-3 times a semester	23	15%		
		Once in a semester	23	15%		
		2-3 times a semester	28	19%		
Once in a session	22	15%				
3.	<b>What do you go to the library to do?</b>					
S/N	Item statement	Agree		Disagree		Decision
		Frequency	%	Frequency	%	
a.	Study my own books	129	87%	14	9%	Agree



b.	Consult library materials	101	68%	41	27%	Agree
c.	Project, assignment and term paper needs	104	60%	38	26%	Agree
d.	For pleasure/leisure	62	41%	82	55%	Disagree
e.	Borrow, return and renew books	95	54%	52	34%	Agree
f.	Read newspapers	66	44%	81	54%	Disagree
g.	Copy notes	78	52%	68	45%	Agree
h.	As a meeting place for Group study	58	39%	85	57%	Disagree
i.	To access the internet	96	64%	49	32%	Agree
j.	For research	99	66%	47	31%	Agree
k.	For resources	99	66%	56	31%	Agree

S/N	Variables	Category	Frequency	%
4.	Which section of the conventional library do you patronise?	Serial section	29	19%
		Circulation section	33	22%
		Reference section	44	29%
		Special collections	27	18%

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

Table 3 clearly displays the frequency and percentage responses of students on their attitude towards the use of the physical library. The result of question one ‘are you a registered library user?’ ‘Showed that only 29 persons with a percentage of 19% were registered library users while 114 students with a percentage of 77% were not registered library users which display a negative attitude towards the use of the academic library.

Furthermore, item 2 displays the frequency of use of the conventional library by the SSE students thus: 11(7%) visits the library on a daily basis, 1(0.7%) visits the library 2-4 times a week, 6(4%) visits once in a week, 5(3%) visits 2-3 times a month, 6(4%) visits once in a month, 23(15%) visits 2-3 times a semester, 23(15%) visits once in a semester, 28(19%) visits 2-3 times in a semester while 22(15%) visits the library once in a session. This also poses as a negative attitude towards the use of the academic library.

The table also shows the results of students’ responses on the question ‘what do you go to the library to do?’, the results showed that the students agreed to the fact that they went to the library to study their books, consult library materials, work on project, assignment and term paper needs, borrow, return and renew books, copy notes, access the internet, for research and for resources with a frequency and percentage of 129(87%), 101(68%), 104(60%), 95(54%), 78(52%), 96(64%), 99(66%) and 99(66%) respectively. However, the students disagreed to the fact that they visited the library for pleasure/leisure, to read newspapers and as a meeting place for group

study with a frequency and percentage level of 82(55%), 81(54%) and 85(57%) respectively. This shows a positive attitude towards using the conventional library.

Item 4 displays the frequency and percentage of the section of the conventional library patronized by the students. 29(19%) normally patronize the serials section, 33(22%) patronize the circulations section, 44(29%) patronize the reference section while 27(18%) patronize the special collections section. This shows that the students scarcely patronize these sections of the conventional library which poses as a negative attitude. Hypothesis further verifies these findings.

**Table 4:** *Social Studies Education students' attitude towards the use of the Digital Library.*

<b>1. What do you use the Digital Library for?</b>						
S/N	Item statement	Agree		Disagree		Decision
		Frequency	%	Frequency	%	
a.	Online search of the database	116	79%	28	19%	Agree
b.	Consult library materials	107	72%	17	25%	Agree
c.	Financial transactions	70	47%	74	50%	Agree
d.	For pleasure	72	49%	71	48%	Agree
e.	Working on research project	101	68%	42	28%	Agree
f.	Preparing for an examination	102	69%	42	28%	Agree
g.	Assignments	98	66%	45	30%	Agree
h.	As a meeting place	64	43%	81	55%	Disagree
i.	To access the internet	85	57%	60	40%	Agree

  

<b>2. What is the extent of use of the following digital library resources</b>						
S/N	Item Statement	Highly Used		Less used		Decision
		Freq.	%	Freq.	%	
a.	Online Public Access catalogues (OPAC)	105	71%	38	25%	HU
b.	Online databases	99	66%	45	30%	HU
c.	e-journals	85	57%	57	38%	HU
d.	e-books	88	59%	52	34%	HU
e.	Digital reference services	96	65%	43	29%	HU
f.	Online serials	82	55%	58	39%	HU
g.	Institutional repository (e-dissertations and theses)	85	57%	57	37%	HU
h.	Online indexes and abstracts	92	61%	50	33%	HU

  

S/N	Variables	Category	Frequency	%
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3.	From what platform do you access the digital library resources?	Classroom	17	11%
		At the hostel	16	10%
		At home	8	5%
		At the library	83	56%

Results in table 4 above shows the frequency and percentage responses of students on what they use the digital library for. The table revealed that the students used the digital library for online search of database to consult library materials, for financial transactions, for pleasure, to work on research project, to prepare for an examination, for assignments and to access the internet, with a frequency and percentage level of 116(79%), 107(72%), 70(47%), 72(49%), 101(68%), 102(69%), 98(66%) and 98(57%) respectively while the student disagreed to the fact that the digital library was used as a meeting place with a percentage and frequency level of 81(55%).

Item 2 on the table also presented the frequency and percentage response of students on the extent to which they make use of the various digital library resources. The result showed that the OPAC, Online database, e-journals, e-books, Digital reference services, online serials, institutional repository (e-dissertation and e-theses) and the Online indexes and abstracts with a frequency and percentage level of 105(71%), 99(66%), 85(57%), 88(59%), 96(65%), 82(55%), 85(57%) and 9(51%) respectively were highly used by the students.

Item 3 displays the frequency and percentage level of students' responses on the platform through which they access the digital library resources. 17(11%) of the students accessed the digital library in the classroom, 16(10%) at the hostel, 8(5%) at home and 83(56%) at the library.

### Research Question Three:

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

**Table 5:** *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 5 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'. This finding was further verified by hypothesis nine.

**Table 6:** *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 and especially humanities	75	51%	65	44%	Agree

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

Results presented in table 6 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’.

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

**Table 7:** *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 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)*

Table 7 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 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.

**Table 8:** *Strategies for improving the Social Studies Education Students use of Digital Library Resources*

**1. What are the strategies for improving the Social Studies Education Students use of 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 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

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

Table 8 shows the frequency and percentage responses of students on the strategies for improving the Social Studies Education Students use of 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 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 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.

## **Discussion**

### ***Access to the various sections of the Conventional Library and digital library resources.***

The study of the extent to which SSE students have access to the various sections of the Conventional Library proved that the sections of the conventional library was 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 3<sup>rd</sup> year and 4<sup>th</sup> 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 3<sup>rd</sup> 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 4<sup>th</sup> year students.

The results showed that to a very large extent, SSE students have access to the various resources and services of the digital library in the South-eastern Nigerian universities. The students endorsed a high level of access to the 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. 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 highly aware of digital library resources and are satisfied with the availability of e-resources. The study also showed that such services as online internet search services, e-mail services and online reference services were provided for students at digital libraries. The necessity for the availability and accessibility of these resources cannot be overemphasized because the learning and research needs of students are divergent and it cuts across disciplinary, national and institutional boundaries. Also, 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.

#### ***Attitude towards the use of the Conventional Library and digital library***

The result from these findings showed that students have a negative attitude towards the use of the various sections of the conventional library which includes the serials, circulations, reference and special collections. Most of the students were not registered library users, also they scarcely visited the conventional library. The students barely visited the various invaluable sections of the library. These findings corroborate with the findings from research conducted by Okeke, Oghenetega and Nwabu (2013) where findings from the study showed that students do not make proper use of library reference services as a result of the obsolete materials in the section and nature of staff in this section. Also, Gunasekera (2011) in his study found that the undergraduate students do not fully utilize the library resources. The results also showed that irrespective of the fact that the students had a negative attitude towards the conventional library, there was a silver lining attached to their attitude which showed that whenever they went to the library, they were effective in their use of the library. This is shown in their responses where they opined that they went to the library to study their books, consult library materials, work on project,



assignment and term paper needs, borrow, return and renew books, copy notes, access the internet and for research. They disagreed to the fact that they use the library as a place for pleasure/leisure, to read newspapers and as a meeting place for group study.

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.

The findings showed that the attitude of SSE students towards the use of the digital library in South-east Nigerian universities is on the positive side. This finding corroborates with the findings from a study conducted by Issa, Bashorun, Mubashir and Adewusi (2011) where the study concluded that there is a positive attitude from the undergraduate students of the university towards computerized services in the library. Results from the study revealed that the students used the digital library for online search of database to consult library materials, for financial transactions, for pleasure, to work on research project, to prepare for an examination, for assignments and to access the internet. However, the students disagreed to the fact that they used the digital library as a meeting place. This is in line with the finding from a study conducted by Ukachi (2013) where the result of the study showed that the electronic information resources were not utilized for such purposes as chatting with friends and sending e-mails due to some restrictions by the librarians p.96. The result also showed that the OPAC, Online database, e-journals, eBooks, Digital reference services, online serials, institutional repository (e-dissertation and theses) and the Online indexes and abstracts were highly used by the students. This aligns with a study conducted by Côté, Kochkina and Mawhinney (2016), Results from the study showed that “all elements of the current service (i.e., email and chat, as well as widgets) are being used and would be required should a new Digital reference service platform be chosen in the future”. The responses also showed most of the respondents accessed the digital library from the physical 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) that most schools do not provide guidance and support on accessing and using information resources in the library for students. Also, the recommendations made by Ekere, Omekwu and Nwaoha (2016) advised that the library should employ dedicated and willing staff members. The finding also revealed that the challenges that do not affect SSE

students use of the conventional library include; library is uncondusive 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.

Based on the results, the respondents identified that the challenges affecting the SSE students use of the digital library. lack of understanding of the benefits of the digital library and lack of database on social sciences and especially humanities. 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 were not part of the challenges identified by the students. This shows that the university libraries are fast improving to meets the fast-changing needs of the society. 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. This is in line with the study of Liu (2006) that reported that students use of digital libraries is influenced by the speed and accessibility of the networks and some students see it as difficult to use. However, the respondents could not reach a consensus on whether they have enough personal materials in their house as well as lack of skills in searching for information constituted a challenge confronting their use of the digital library. This necessitates further reorientation of the SSE students about the digital 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, 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 schools can influence students' attitude towards the use 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 forums where users can lodge their complaints concerning the effectiveness or otherwise of the library system should be created and a feedback mechanism for promoting library use provided.

Based on the students' responses on the 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 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 some of the strategies for improving library use are constant review of the digital library system, training of software developers and training of library technicians to enhance digital library services.

## **Conclusion**

This study concludes that Social Studies Education students attitude determines to a large extent their use of digital and conventional libraries. Though they have access to the various sections of the conventional library and digital resources they have negative attitude towards the use of conventional libraries and its resources which could be attributed to the hostility of library staffs, the structure of the physical library, lack of expertise in navigating and finding books and topics. SSE students also showed satisfactory attitude towards digital library use. However, some challenges that could affect the access to digital resources include poverty in electronic resources as well as lack of expertise in navigating and finding books and topics, lack of understanding of the benefits of the digital library and lack of database on social sciences and especially humanities. Some of the strategies recommended for improvement of the students use of the conventional and digital library included: 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.

## Recommendations

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

- Schools should provide strong networks for students to comfortably access digital libraries.
- 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.
- A forum should be provided for students to lodge their complaints concerning how efficient the library system is or how bad it is. This forum can be an online forum in form of a social networking platform where students can lay their complaints from time to time.
- Frequent review of the conventional library service from student's point of view is very important so as to determine students' difficulties in accessing the library and using its resources and services.
- Library hours should be extended. 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.

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