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DETERMINING STUDENTS' ATTRIBUTES AND UTILIZATION OF INFORMATION RESOURCES IN ACADEMIC LIBRARIES IN IMO STATE, NIGERIA.

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DETERMINING STUDENTS' ATTRIBUTES AND UTILIZATION OF INFORMATION RESOURCES IN ACADEMIC LIBRARIES IN IMO STATE, NIGERIA.

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Abstract.

Objective: This paper aims at determining students' attributes and utilization of information resources in academic libraries in Imo State. The study focused on four (4) Universities in Imo State while four (4) variables were considered: students' study habit, intellectual curiosity and information literacy skill, with a sample of one hundred and twenty (120) respondents.

Methods: The sample respondents were drawn using a simple random sampling technique through structured questionnaires. The answer to the research questions were arrived at using the descriptive analysis while the hypotheses were tested using t-test at 5% level of significance.

Results: The results show that the major determinants of students' utilization of library information resources are: students' information literacy skill to use the computer and Internet facilities provided to access information resources for their assignments; to explore new ideas and balance their study time with recreation to avoid conflict. The result also shows a significant relationship between students' study habit, intellectual curiosity, information literacy skill and utilization of information resources in the library.

Conclusion: The extent of students' knowledge of how to access sources of information using computer and Internet facilities provided; students' desire to explore new ideas to among others update themselves and carry out their class assignments affects their utilization of library information resources. Finally, the students' study habits, intellectual curiosity and information literacy skill significantly affects the utilisation of library resources.

Key words:

Students study habits, Utilization of library information resources, students reading habit, intellectual curiosity, information literacy skill

1. Introduction

An ideal university library is saddled with the responsibility of providing information resources in all formats to enhance teaching, learning/research and community activities of its parent body. This mandate is usually encapsulated in the mission and vision of the university. In order to actualize this purpose, the university library normally despatches its resources in collection, development and acquisition of information resources capable of meeting the diverse and growing curriculum needs of students at the undergraduate, postgraduate and research levels.

However, the acquisition of these information resources is not an end to itself unless there is effective utilisation of the resources by the target audience. It is in view of this that Afebende and Ebaye (2008) noted that a library's effectiveness cannot be judged only by the quantum or volume of its collection but by judicious utilization of her resources by the target audience. Earlier on, Nwokedi and Ogundare (2005) asserted that the key objective of academic library like others is to

ensure maximum and efficient use of its acquired resources and services. This is because the indices of a rich library collection is measured by the frequency of use of its resources, hence a library is termed redundant if her resources are not frequently utilized. Furthermore, it is expected that effective library service is a marriage between adequate provision of information materials and utilization of same by her target audience. Therefore, the university library is concerned with best practices in collection development and organization of its resources in a manner capable of attracting potential users. It is only then that the mandate of the library will be fulfilled. Corroborating this, Achebe (2004), opines that efficient utilization of library's information resources requires concerted and conscious efforts which invariably enhances overall academic performance and self-development of the library clientele.

Bitagi and Garba (2014), enthused that effective utilisation of the information resources and services available in the library can uplift the intellectual capabilities of student's who patronizes the library. Similarly, utilizing such available information resources and services by lecturers actually enhances teaching, learning and research. In a similar vein, Oyewusi and Oyeboade (2009) assert that "the university library provides information resources and services sufficient in quality, depth, diversity, and currency to support teaching, learning and research in ways that is consistence with, and supportive of the institution's mission and goals". The onus therefore lies on the university library in making sure that resources are provided and utilised as this enhances intellectual and overall development of the students.

While it is a truism that the university library aims at providing adequate information resources as well as sensitizes students to use same, students' attributes play important role in utilization of such library resources. Earlier study has reported age, gender, level of study, students discipline, as having influence on the utilization of information resources in the library (Sivathaasan, 2013; Usoro, Umoren and Akwang, 2018). However, the crux of this study is to determine the effect of students' study skills/habits, intellectual curiosity and information literacy skills on utilisation of information resources in academic libraries in Imo State.

Study skills/ habits is essential for utilisation of library resources. According to Illogho (2015), study skills "refer to the students' knowledge of appropriate study strategies and methods and the ability to manage time and other resources to meet the demands of the academic tasks". In essence students who lack good study skills finds it difficult to use available resources in the library to their own advantage hence good study habits involve good degree of concentration and time management necessary for utilization of library resources.

Intellectual curiosity has to do with critical thinking as well as the urge to discover new things, explore one's environment and galvanise new ideas into existing argument. This is another factor responsible for the utilisation of information resources in the library. It is only curiosity that could inspire a student to seek for more information on a topic treated in class. In essence, an intellectually curious student would seek for information on a particular topic beyond the confines of what was taught in the classroom in order to have a well-grounded knowledge of a particular topic. Deitering and Rempel (2017), remark that most students in the university lack the curiosity to engage a topic further than what was taught in the classroom, hence the perceived low patronage of library's resources occasioned by students who are satisfied with the classroom discourse.

Information literacy skill is another attribute that equally affect the utilisation of information resources. It has much to do with the capability of one recognising when information is needed, where to assess it and using such information within the bounds of law. The information revolution

of the 21st century has necessitated the adoption of ‘Information and Communication’ technology (ICT) for retrieval and dissemination of information. Expatiating further, Akpovire, Olawoyin, Adebayo and Esse, (2019) maintain that the skill, however hinges on requisite knowledge to identify and use information independently and/ or by assistance in identifying needed information sources, assessing same for self- improvement and to expand the frontier of knowledge. The advent of information technology vis-a-vis the computer has greatly impacted upon the library resources and services as there exists electronic information resources, online databases and computer facilities needed to assess these resources. Utilising these resources requires a good degree of information literacy skill and students who are handicapped in this regard would not make effective use of the library resources.

It is a truism that students with good study habits, intellectual curiosity and information literacy skill would make effective use of the library resources either for independent study or group/ collaborative study which would have a trickle-down effect on their academic and overall development. It is also a truism that the library remains the pivot of research and learning especially for students who combine effectively these unique attributes aforementioned. This study therefore attempts at determining students’ attributes and utilization of information resources in University libraries in Imo State.

Statement of the Problem

University libraries have the mandate to procure the needed information materials in all format to meet the varying needs of library clientele and for the purpose of enhancing teaching, learning and research processes of their parent institutions. This function constitutes a reservoir of information that has the solution to almost all educational questions. Well-equipped library resources are provided in tertiary institutions to encourage effective utilization by students to satisfy their information/academic needs, yet previous studies observed low utilization/patronage of university library resources in spite of efforts of the institutions. Preliminary visits to the university libraries in the study area did not show high patronage/ utilization of information resources by students. One wonders why the laxity/low patronage of library resources when materials are provided to augment and stimulate academic activities. Many questions agitate one’s mind; what would be responsible for this undesirable situation. Could it be that the students’ attributes are responsible for this anomaly? Could it be attributed to students’ study habits? Could it be that the students are not intellectually curious or that they lack information literacy skills/any other intervening variables? It is against this backdrop that this study is carried out to determining students’ attributes and utilization of library resources in the selected Universities.

Aim and Objectives of the study

The aim of the study is to determine students’ attributes and utilization of library resources in the universities in Imo State, while the specific objectives are to:

1. Determine the effect of students’ study skill/habits on the utilisation of library resources in the selected universities in Imo State.
2. Find out the effect intellectual curiosity has on students’ utilization of library resources.
3. Determine the effect of students’ information literacy skills on the utilisation of library resources.
4. Determine the utilization of library resources

Research Questions

1. To what extent do study skill/habit affect students’ utilization of library resources in the Universities in Imo State?

2. To what extent do students' intellectual curiosity affect the utilization of library resources in the Universities in Imo State?
3. To what extent do students' information literacy skill effect the utilization of library resources in the Universities in Imo State?
4. To what extent do students utilize library resources?

Null Hypotheses

The following hypotheses were formulated to guide the study:

1. There is no significant relationship between students' study habit and the utilization of library resources in universities.
2. Students' intellectual curiosity do not significantly affect the utilization of library resources.
3. Students' information literacy skill do not significantly affect the utilisation of library resources.

Literature Review

Utilisation of library resources can be seen as how best library resources are consulted by a user for the purpose of solving a problem or achieving a set goal. It entails among others high patronage and meaningful consultation of library resources by target audience. According to Bitagi and Garba (2014), utilization of information resources and services is "the extent to which the resources and services of the library are actually used for teaching, learning and research". In a similar vein, Mwatela (2013) opines that information resources' utilization in academic libraries is a process comprising initiation, selection, formulation, collection and preservation of information resources.

Similarly, Crede and Kuncel (2008) define study habits as the "ability to apply suitable strategies and methods for study while utilizing time and resources efficiently". Furthermore, it is the student's knowledge of appropriate study strategies/ methods and the ability to manage time and other resources to meet the demands of the academic tasks. It involves the utilization of specific techniques to help a learner acquire, organise, retain, and use information. Similarly, Osah-Edoh and Alutu (2012) define study habits as "well-planned and deliberate patterns of learning, which have attained a form of consistency on the part of the learner towards understanding academic subjects and passing examinations".

Zimmerman as cited in Ilogho and Iroaganachi (2015), maintain that there is different study pattern for different persons, hence each individual is expected to fashion a study skill/method that is best suitable to produce the best result in any given circumstance. The secret lies in the ability to identify personal study methods that work for each individual in given environments, conditions and circumstances. Identifying personal study methods according to Mutsotso and Agenga (2010) requires making good decisions on how and when to study, including knowing what study strategies to adopt. It is in view of this that Ozsoy, Memis and Temur (2009) argued that learners should allocate time for study/learning with a view to assessing their rate of assimilation as well as how much they needed to allot to any particular assignment or subject. It has been discovered that lack of good study skills to a very large extent is directly related to students' poor achievement in schools. Osah-Edoh and Alutu (2012) reported that seventy-five percent of students who perform poorly do so because of poor study habits. They equally posited that poor academic performance among undergraduates are attributed to poor study habits. They pointed out amongst others "poor time management, laissez-affaire attitude, ineffective test taking technique, poor student-lecturer relationship and shyness to ask for help for difficult subjects." Ogunduyilemi, (2018) intoned that

learners that develop good study habits feel positive about themselves and their abilities, even as they can preserve knowledge for a longer time.

Intellectual curiosity is described as the desire to know, to engage, understand and solve complex topics and problems. “Curiosity is the intrinsic desire for new information that will stimulate interest or relieve uncertainty” (Litman, 2005). He added that intellectual curiosity is the third pillar of academic achievement. In the past, students’ cognitive ability (quick learners) and those who are more hardworking and well organised (higher conscientiousness) are known to perform better in educational setting as ability and effort are important determinants of academic achievement but in the present, academic achievement is equally driven by a third which is intellectual curiosity. Corroborating, Chant (2017) asserts that curiosity is an important factor in the utilisation of library resources but regretted that most undergraduate students lack the curiosity to approach the library for the sake of knowledge.

Deitering and Rempel (2017) outline three types of intellectual curiosity needed in the use of library resources for the development of the intellectual acumen of the students. These are: epistemic curiosity, perceptual curiosity and interpersonal curiosity which are very necessary in academic research process. Litman, Hutchins and Russon (2005), opined that epistemic curiosity “pushes people to figure out how things work; and it can be concrete (e.g. sparked by a desire to solve a puzzle, or take part in a machine) or abstract (e.g. sparked by a desire to understand theory or abstract concepts)”. Perceptual curiosity according to Deitering and Rempel (2017) is sparked by the drive to experience the world through the senses-to actually touch, hear, and smell things. This type of curiosity is needed to push students to think more expansively. Litman and Pezzo (2007) assert that the desire to know more about other people is interpersonal curiosity; which, “includes behaviours driven by empathy, or an interest in other people’s emotional states, and can be used to reduce uncertainty about how others are feeling or how they effectively needed information”.

Information literacy is an important skill in the present dispensation. Though differing definitions abound on information literacy, there is an agreement that it has to do with combining the old information skills with the ability to manipulate the new technologies. Most definitions on information literacy stem from that of the Association of College and Research Libraries (2000) which stated that “to be information literate, a person must be able to recognise when information is needed and have the ability to locate, evaluate and use ICT skills as an important component of information literacy skills”. Information literacy is now established, quite rightly, as a concept in the information world, and its contribution to lifelong learning is well established (Odede, 2018).

Research Methods

The researcher adopted a survey research design, while a structured questionnaire instrument was employed to elucidate responses from the target population. The study population was put at 1200, while a representative sample size of 120 was drawn from the four (4) Universities in Imo State (Federal University of Technology, Owerri(FUTO), Imo State University, Owerri(IMSU), Kingsley Ozumba Mbadiwe University(KOMU), Ogboko and University of Agriculture and Environmental Sciences(UAES), Umuagwo. A simple random sampling technique was used to elicit responses from the 30 students drawn from each university specifically from 200Level to 400Levels. The questions were rated and weighted on a 4-point rating scale as follows: Very high(VH=4), High(H=3), Low(L=2), Very low(VL=1) We adopted descriptive analysis to analyze the data. In the descriptive analysis, we apply frequency distribution tables, percentage and sample mean; while in inferential analysis, we apply t-test at 5% level of significance to test the hypotheses stated for the study. The data was first converted from ordinal to interval scale to

conform to standard. We applied t-test to test the hypothesis stated in the study. Again, the response on the research questions that is equal to the overall mean and above were significant and those below the overall mean were not significant. The mean and overall mean are presented in equation (1) and (2) as:

$$\bar{u} = \frac{1}{n} \sum_{i=1}^n u_i \tag{1}$$

The overall mean is given in equation (2) as:

$$\bar{\bar{u}} = \frac{1}{n_i} \sum_{i=1}^n \bar{u}_i \tag{2}$$

t-test statistic is given in equation (3) as:

$$t_{cal} = \frac{u_i - \bar{u}}{\sqrt{s^2 / n}} \sim t_{n-1} \tag{3}$$

where t_{cal} is the calculated value of t at n-1 degree of freedom

Data Presentation and Analysis

Table 1.1: Distribution of Gender of Respondents and Response Rate

S/N	Institution	Gender		% Response	% Response by Gender	
		Male	Female		Male	Female
1	FUTO	16	14	100	47.5	52.5
2	IMSU	13	17	100		
3	KOMU	12	18	100		
4	UAES	16	14	100		
	Total	57	63		100%	

From the data in Table 4.1 on the gender of the respondents and response rate we observed that fifty-seven (57) respondents contributing (47.5%) were males while sixty-three (63) respondents contributing (52.5%) were females. And response rate was very high, accounting for 100% of the total sample for the study; hence, the sample is a good representation of the population.

Table 1.2(a) Research Question (1): To what extent do study skill/habit effect students' utilization of library resources in the Universities in Imo State?

S/N	Determining the effect of students' study skill/habits on the utilisation of library resources					Total
		VH	H	L	VL	
1	I study in the library	46	59	10	5	120

2	I spend a lot of time in library for study purpose	29	61	20	10	120
3	I always plan ahead of my studies to make use of the library.	25	66	23	6	120
4	I use my free time between classes for reading or reviewing in the library	19	54	41	6	120
5	I balance my study time with recreation to avoid conflicts	24	80	12	4	120

Table 1.2(b) Analysis of Research Question in Table 4.2(a)

S/N	Determine the effect of students' study skill/habits on the utilisation of library resources	VH (4)	H (3)	L (2)	VL (1)	Mean (\bar{u})	Classification
1	I study in the library	184	177	20	5	96.5	Significant
2	I spend a lot of time in library for study purpose	116	183	40	10	87.3	Not significant
3	I always plan ahead of my studies to make use of the library.	100	198	46	6	87.5	Not significant
4	I use my free time between classes for reading or reviewing in the library	76	162	82	6	81.5	Not significant
5	I balance my study time with recreation to avoid conflicts	96	240	24	4	91	Significant
Overall mean($\bar{\bar{u}}$)						88.76	

From the analysis in Table 4.2(b) we observed that out of five (5) indicators on the Extent of study skill/habit on students' utilization of library resources, only two (I study in the library ; I balance my study time with recreation to avoid conflicts) were significant while three (I spend a lot of time in library for study purpose; I always plan ahead of my studies to make use of the library; I use my free time between classes for reading or reviewing in the library) were not significant. Hence, students 'studying in the library and balancing of study time with recreation to avoid conflicts determine the students' utilization of library resources in the Universities in Imo.

Table 1.3(a) Research Question (2): To what extent do students' intellectual curiosity affect the utilization of library resources in the Universities in Imo State?

S/N	Finding out the effect of intellectual curiosity on students' utilization of library resources	VH	H	L	VL	Total

6	I find it fascinating to learn new information which is why I come to the library	41	60	9	10	120
7	I come to the library to explore new ideas.	32	63	25	0	120
8	When I learn something new, I like to find out more that is why I visit the library	38	62	16	4	120
9	I am not satisfied with what is taught in the classroom alone hence I visit the library for more information.	32	54	25	9	120
10	The library gives me opportunity to explore the world around me.	24	62	13	21	120

Table 1.3(b) Analysis of Research Question in Table 4.3(a)

S/N	Finding out the effect of intellectual curiosity on students' utilization of library resources	VH (4)	H (3)	L (2)	VL (1)	Mean (\bar{u})	Classification
6	I find it fascinating to learn new information which is why I come to the library	164	180	18	10	93	Significant
7	I come to the library to explore new ideas.	128	189	50	0	91.8	Significant
8	When I learn something new, I like to find out more that is why I visit the library	152	186	32	4	93.5	Significant
9	I am not satisfied with what is taught in the classroom alone hence I visit the library for more information.	128	162	50	9	87.3	Not significant

10	The library gives me opportunity to explore the world around me.	96	186	26	21	82.3	Not significant
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Overall mean(\bar{u}) = 89.6

From the analysis in Table 1.3(b) we observed that out of five (5) indicators on the Extent the students' intellectual curiosity affect the utilization of library resources, three (I find it fascinating to learn new information which is why I come to the library ; I come to the library to explore new ideas; When I learn something new, I like to find out more that is why I visit the library) were significant while two (I am not satisfied with what is taught in the classroom alone hence I visit the library for more information ; The library gives me opportunity to explore the world around me) were not significant and hence, not relevant.

Table 1.4(a) Research Question (3): To what extent do students' information literacy skill effect the utilization of library resources in the Universities in Imo State?

S/N	Determining the effect of students' information literacy skills on the utilisation of library resources	VH	H	L	VL	Total
11	I Formulate questions based on my information needs	36	57	23	4	120
12	I know how to identify potential sources of information	30	73	9	8	120
13	I can develop successful search strategies	35	68	12	5	120
14	I know how to access sources of information using information technology facilities	47	59	14	0	120
15	I can evaluate information retrieved to authenticate them	40	71	9	0	120

Table 1.4(b) Analysis of Research Question in Table 4.4(a)

S/N	Determining the effect of students' information literacy skills on the utilisation of library resources	VH (4)	H (3)	L (2)	V L (1)	Mean (\bar{u})	Classification
11	I Formulate questions based on my information needs	144	171	46	4	91.3	Not significant
12	I know how to identify potential sources of information	120	219	18	8	91.3	Not significant
13	I can develop successful search strategies	140	204	24	5	93.3	Not significant
14	I know how to access sources of information using information technology facilities	188	177	28	0	98.3	Significant

15	I can evaluate information retrieved to authenticate them	160	213	18	0	97.8	Significant
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Overall mean(\bar{u}) = 94.4

From the analysis in Table 1.4(b) we observed that out of five (5) indicators on the the extent students' information literacy skill effect the utilization of library resources, three (I Formulate questions based on my information needs; I know how to identify potential sources of information; I can develop successful search strategies) were not significant while two (I know how to access sources of information using information technology facilities; I can evaluate information retrieved to authenticate them) were significant.

Table 1.5(a) Research Question (4): To what extent do students utilize library resources?

S/N	Determining the utilization of library resources	VH	H	L	VL	Total
1	I make use of OPAC in the library.	19	19	42	40	120
2	I make use of computer provided by the library	11	26	48	35	120
3	I use the computer facilities provided to access electronic resources in the library	18	41	30	31	120
4	I use the internet facilities provided by the library to have access to information resources for my assignment	47	19	25	29	120
5	I make use of the CD-ROM in the library for my assignments	9	32	39	40	120
6	I make use of the printer provided in the library to print out soft copies of information resources needed for my assignment	10	23	47	40	120
7	I make use of the photocopying machine in the library to have my own personal copies of information resources	10	18	42	50	120
8	I make use of the group study area provided by the library for group discussion with my colleagues	17	48	31	24	120
9	I make use of the library reading rooms for my independent study	32	39	39	10	120
10	I browse through the shelves in search of books to satisfy my curiosity about topic treated in class	41	62	17	0	120

Table 1.5(b) Analysis of Research Question in Table 4.5(a)

S/N	Determining the utilization of library resources	VH (4)	H (3)	L (2)	V L (1)	Mean (\bar{u})	Classification
1	I make use of OPAC in the library.	76	57	84	4 0	64.3	Not significant
2	I make use of computer provided by the library	44	78	96	3 5	63.3	Not significant
3	I use the computer facilities provided to access electronic resources in the library	72	123	60	3 1	71.5	Significant
4	I use the internet facilities provided by the library to have access to information resources for my assignment	188	57	50	2 9	81	Significant
5	I make use of the CD-ROM in the library for my assignments	36	96	78	4 0	62.5	Not significant
6	I make use of the printer provided in the library to print out soft copies of information resources needed for my assignment	40	69	94	4 0	60.8	Not significant
7	I make use of the photocopying machine in the library to have my own personal copies of information resources	40	54	84	5 0	57	Not significant
8	I make use of the group study area provided by the library for group discussion with my colleagues	68	144	62	2 4	74.5	Significant
9	I make use of the library reading rooms for my independent study	128	117	78	1 0	83.3	Significant
10	I browse through the shelves in search of books to satisfy my curiosity about topic treated in class	164	186	34	0	96	Significant

Overall mean($\bar{\bar{u}}$) = 71.4

From the analysis in Table 1.5(b) we observed that out of ten (10) indicators on the the extent students' utilization of library resources, five (I make use of OPAC in the library; I make use of computer provided by the library; I make use of the CD-ROM in the library for my assignments; I make use of the printer provided in the library to print out soft copies of information resources needed for my assignment; I make use of the photocopying machine in the library to have my own personal copies of information resources) were not significant while the other five (I use the computer facilities provided to access electronic resources in the library; I use the internet facilities provided by the library to have access to information resources for my assignment; I make use of the group study area provided by the library for group discussion with my colleagues; I make use

of the library reading rooms for my independent study; I browse through the shelves in search of books to satisfy my curiosity about topic treated in class) were significant.

Testing of Hypotheses

Testing the hypothesis using t-test, see equation (3), we have the result in Table 5

Hypothesis 1:

Table 2: There is no significant relationship between students' study habit and the utilization of library resources in universities.

Variables	Mean	N	SD	t-cal	t-crit	Remarks
Pair 1 Study habit	14.78	120	3.01	15.47	1.98	*S
Utilization of library facilities	23.79	120	6.81			

*significant at $P < .05$; $df = 119$

The result in Table 2, reveals that the calculated t-value of 15.45 is greater than the critical t-value of 1.98 at .05 level of significance and at 119 degree of freedom. With this result, the null hypothesis was rejected. This implies that there is significant relationship between students' study habit and the utilization of library resources in universities in Imo State.

Hypothesis 2:

Table 3: Students' intellectual curiosity do not significantly affect the utilization of library resources.

Variables	Mean	N	SD	t-cal	t-crit	Remarks
Pair 1 Intellectual curiosity	14.84	120	2.94	15.76	1.98	S
Utilization of Library Facilities	23.79	120	6.81			

*significant at $P < .05$; $df = 119$

The result in Table 3 reveals that the calculated t-value of 15.76 is greater than the critical t-value of 1.98 at .05 level of significance and at 119 degrees of freedom. With this result, the null hypothesis was rejected. This implies that students' intellectual curiosity significantly affects the utilization of library resources.

Hypothesis 3:

Table 4: Students' information literacy skill does not significantly affect the utilisation of library resources.

Variable	Mean	N	SD	t-cal	t-crit	Remarks
Pair 1 Information Literacy	15.73	120	2.43	11.50	1.98	S
Utilization of Library Facilities	23.79	120	6.81			

*significant at $P < .05$; $df = 119$

The result in Table 4 revealed that the calculated t-value of 11.50 is greater than the critical t-value of 1.98 at .05 level of significance and at 119 degree of freedom. With this result, the null hypothesis was rejected. This implies that students' information literacy skill significantly affects the utilisation of library resources.

Discussion, Conclusion and Recommendations

From the data in Table 1.1 on the gender of the respondents and response rate we observed that fifty-seven (57) respondents contributing (47.5%) were males while sixty-three (63) respondents

contributing (52.5%) were females. And response rate was very high, accounting for 100% of the total sample for the study; hence, the sample is a good representation of the population.

From the analysis in Table 1.2(b) we observed that out of five (5) indicators on the Extent of study skill/habit on students' utilization of library resources, only two (I study in the library ; I balance my study time with recreation to avoid conflicts) were significant while three (I spend a lot of time in library for study purpose; I always plan ahead of my studies to make use of the library; I use my free time between classes for reading or reviewing in the library) were not significant. Hence, students 'studying in the library and balancing of study time with recreation to avoid conflicts determine the students' utilization of library resources in the Universities in Imo.

From the analysis in Table 1.3(b) we observed that out of five (5) indicators on the Extent the students' intellectual curiosity affect the utilization of library resources, three (I find it fascinating to learn new information which is why I come to the library ; I come to the library to explore new ideas; When I learn something new, I like to find out more that is why I visit the library) were significant while two (I am not satisfied with what is taught in the classroom alone hence I visit the library for more information ; The library gives me opportunity to explore the world around me) were not significant and hence, not relevant.

From the analysis in Table 1.4(b) we observed that out of five (5) indicators on the the extent students' information literacy skill effect the utilization of library resources, three (I Formulate questions based on my information needs; I know how to identify potential sources of information; I can develop successful search strategies) were not significant while two (I know how to access sources of information using information technology facilities; I can evaluate information retrieved to authenticate them) were significant and hence, not relevant.

From the analysis in Table 1.5(b) we observed that out of ten (10) indicators on the the extent students' utilization of library resources, five (I make use of OPAC in the library; I make use of computer provided by the library; I make use of the CD-ROM in the library for my assignments; I make use of the printer provided in the library to print out soft copies of information resources needed for my assignment; I make use of the photocopying machine in the library to have my own personal copies of information resources) were not significant while the other five (I use the computer facilities provided to access electronic resources in the library; I use the internet facilities provided by the library to have access to information resources for my assignment; I make use of the group study area provided by the library for group discussion with my colleagues; I make use of the library reading rooms for my independent study; I browse through the shelves in search of books to satisfy my curiosity about topic treated in class) were significant.

The result in Table 2 reveals that the calculated t-value of 15.45 is greater than the critical t-value of 1.98 at .05 level of significance and at 119 degree of freedom. With this result, the null hypothesis was rejected. This implies that there is significant relationship between students' study habit and the utilization of library resources in universities in Imo State.

The result in Table 3 reveals that the calculated t-value of 15.76 is greater than the critical t-value of 1.98 at .05 level of significance and at 119 degrees of freedom. With this result, the null hypothesis was rejected. This implies that students' intellectual curiosity significantly affects the utilization of library resources.

The result in Table 4 revealed that the calculated t-value of 11.50 is greater than the critical t-value of 1.98 at .05 level of significance and at 119 degree of freedom. With this result, the null hypothesis was rejected. This implies that students' information literacy skill significantly affects the utilisation of library resources.

5.2. Conclusion

From the study, we conclude as follows:

That students 'studying in the library and balancing of study time with recreation to avoid conflicts determine the students' utilization of library resources in the Universities in Imo.

That students finding it fascinating to learn new information was why they come to the library; they come to the library to explore new ideas and when they learn something new, they like to find out more, that is why they visit the library. These determine the extent of students' intellectual curiosity in the utilization of library resources.

That the extent students' information literacy skill effect the utilization of library resources is determined by students knowing how to access sources of information using information technology facilities, and can evaluate information retrieval and authenticate them.

That the extent of students' utilization of library resources is determined by students use of computer facilities provided to access electronic resources in the library; students use of the internet facilities provided by the library to have access to information resources for their assignment; students use of the group study area provided by the library for group discussion with their colleagues; students use of the library reading rooms for their independent study, and students browsing through the shelves in search of books to satisfy their curiosity about topic treated in class.

The result in Table 2 reveals that there was significant relationship between students' study habit and the utilization of library resources in universities in Imo State. The result in Table 6 reveals that students' intellectual curiosity significantly affects the utilization of library resources. Finally, the result in Table 4 revealed that students' information literacy skill significantly affects the utilisation of library resources.

5.3. Recommendation

Based on the results of this study, it is recommended that:

1. The university management should at the point of admitting students give them orientation on developing good study habits that is very important in their educational success.
2. The university library management should equip the library with information resources that are current and relevant to the needs of the students. This would encourage and sustain their interest in patronising the library facilities.
3. The university library should initiate, plan and implement an information literacy program that would train students on the acquisition of information literacy skills needed for effective and ethical use of information resources and facilities in the library.

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