

Librarians' Indices And Utilization Of Electronic Information Resources In Bowen University Iwo

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Abstract

This study determined the Librarians' Indices on Utilization of Electronic Information Resources in Bowen University Iwo. Three research questions and three null hypotheses were formulated to guide the study. The study covered librarians' (academic librarians) of Bowen University Iwo. Ex-post facto research design was used for the study. The population of the study was 7 academic librarians'. Census sampling technique was used for the study; and a sample size of 7 academic librarians was used. The instrument titled "Librarians' Indices and Utilization of Electronic Information Resources Questionnaire (LIUEIRQ)" was developed by the researcher and validated by three librarians. Cronbach Alpha reliability method was used to compute the reliability of the research instrument which yielded a co-efficient of .72. The data collected were analyzed using mean and standard deviation for research question 1- 3, and t-test was used to test null hypotheses 1- 3. All the null hypotheses were tested at .05 level of significance. The findings indicated that librarians' indices influenced the level of utilization of electronic information resources in Bowen Universities Iwo. The study concluded that Librarians' Indices are significant determinants for the influence in the utilization of electronic information resources in Bowen University Iwo. Librarians' indices and utilization of electronic information resources in Bowen University Iwo is very crucial for acquiring current, timely, relevant and up-to-date electronic information resources for academic activities. Based on the findings, the study recommended among others, that the librarians' indices should not be barrier on their utilization of electronic information resources. Every librarian should be able and interested in making use of electronic information resources no matter of their status.

Keywords: librarians, indices, utilization, electronic, information resources, Bowen university, Iwo.

Introduction

Libraries occupy a unique position in the university community as a reservoir and repository of information resources geared to support not only the teaching, learning and research activities of its parent institutions but also stands as a potential force in the intellectual development of the students and faculty as well (Gulati & Raina, 2000). With the advent of Information Technology, its traditional role has taken an additional role that is vested with the capacity and capability to reach out to direct users as well as remote users. The ability of the library to reach out to both direct and remote users in this present information age requires some competences on the part of library managers. University education is geared towards the production of intellectuals capable of independent learning and research. For independent learning and research to take place, University education should depend largely on information resources and services provided by the library as these are the driving force for making the society to be educated (Ifidon & Ifidon, 2007). In addition, academic libraries according to Mohammed (2012) should as a matter of fact assist the Universities in the discharge of their functions by acquiring all relevant resources necessary for sustaining the teaching, learning, research and service functions of the Universities. Armstrong (2006) posit that the primary role of the library

is not only to fulfill the mission of the academic institution to which it belongs, but also to advance its aims and objectives for research work through ensuring job satisfaction by staff.

Age is very important in the taking on of utilization of electronic information resources. According to Nur' Aini (2011), older librarians possess the skills to enhance effective utilization of electronic information resources in the library than younger librarians. The author points out that while older librarians may have more experience, education and information resources which factors can be an incentive to utilization of electronic information resources, young librarians tend to have fewer facilities to enhance the said utilization of electronic information resources. In the library system, Siddique (2011) posits that older librarian and other information scientists tend to utilize needed information in the library based on the experience and years of work. According to the author, this implies that younger librarians may not have the necessary experience and skills to display needed facets of information to the teaming users.

Gender according to Prabhavathi (2011), is a determinant of the needed satisfaction expected by staff in any organization. In addition, it allows the values in a woman or a man in a given context to be showcased. Gender comprises a range of differences between male and female counterparts extending from the biological to the social roles they play in the utilization of electronic information resources in the library.

Academic qualification of librarians influences the manner to which librarians acquire, store, process, retrieve, and utilize information in the library. Librarian with greater academic qualification possesses the capability of creating, collecting, utilizing information in different formats for variety of purposes (Mairaj & El-Hadi, 2012). Academic qualification of librarian has facilitated the flow and effective means of utilization through the application of their wealth of experiences in the field of librarianship. According to Uhegbu (2007), academic qualification allows the provision of accurate computerized data collection as well as strategies for achieving service delivery.

The essence of librarian's indices is to allow for the creation of individual and teams that are at their convenient perform the expected duties for an expected output. It is in the light of the above that this study is conducted to determine librarian's indices and utilization of electronic information resources in the Bowen university library.

According to Shuling (2007), electronic information has gradually become a major resource in every university library in recent years. The growth and diversity of electronic resources, especially e-journals, has led many to predict the extinction of the printed journal. It has been suggested that a new paradigm is sweeping scholarship (Liew, Foo, & Chennupati, 2000; Harper et al., 2006). In the global information communications technology (ICT) dominated world, "place" is less important. The impact of moving from text-based to resource-based learning has involved heavier use of library materials and a demand for more and varied media sources (Kinengyere, 2007). This makes the provision and use of electronic information systems in academic libraries a critical issue for those working in information and library services (Armstrong et al., 2001). The pace at which information resources are being produced and converted into electronic formats is greater today than in previous years (Armstrong et al., 2001). Electronic information resources offer today's students new opportunities not available to previous generations. Liew, Foo, & Chennupati (2000) argue that while reading an e-journal is not the same as reading a printed issue, many people now acknowledge that electronic documents offer users advanced features and novel forms of functionality beyond those possible in printed form.

Statement of the Problem

Academic libraries all over the world occupy a prominent position in the provision of university education. They are established to provide information resources and services that support the teaching, learning and research of their parent institutions. They are expected to provide relevant electronic information resources both in print and electronic format to meet the ever-increasing level of utilization of electronic information resources.

Based on the researchers' discussion with the students and personal observation, it was noticed that students are not satisfied with the information services rendered to them which suggest that some librarians not possess the needed skills to competently deliver services to the students thereby hindering the students from deriving maximum satisfaction from the library's information services. The contradiction attributed to this problem is that some students are of the opinion that, librarians do possess the knowledge and skills to competently deliver services while others are of the opinion that librarians do not possess adequate knowledge to render quality

services for students' satisfaction. The question that comes to mind is: could poor utilization of electronic information resources be attributed to inadequate knowledge and lack of skills? Can poor utilization of electronic information resources by the library be attributed to age, gender, and educational qualifications on the part of librarians?

It is based on these questions raised that the study therefore seeks to find out why students are not utilizing electronic information resources in Bowen University Iwo library.

Objectives of the Study

1. To determine the influence of librarians' age on utilization of information resources in Bowen University Iwo library.
2. To determine the influence of librarians' gender on utilization of information resources in Bowen University Iwo library.
3. To determine the influence of librarians' academic qualifications on utilization of information resources in Bowen University Iwo library.

Research Questions

1. What is the influence of librarians' age on utilization of electronic information resources in Bowen University Iwo library?
2. What is the influence of librarians' gender on utilization of electronic information resources in Bowen University Iwo library?
3. What is the influence of librarians' academic qualifications on utilization of electronic information resources in the Bowen University Iwo library?

Research Hypotheses

1. There is no significant influence of librarians' age on utilization of electronic information resources in Bowen University Iwo library.
2. There is no significant influence of librarians' gender on utilization of electronic information resources in the Bowen University Iwo library.
3. There is no significant influence of librarians' academic qualifications on utilization of electronic information resources in the Bowen University Iwo library.

Literature Review

Information Utilization Capacity Theory (Curras, 1986)

The Information Utilization Capacity theory was propounded by Curras in 1986. This theory states that the utilization of information is dependent on the ability of the users to access information. According to Curras, the user's educational background, personality, belief, and so on, will largely affect the ability of the user to access information. The product of the theory is accessibility and this will lead to effective utilization of information. This, on the other hand, also implies that the users' ability to access information could be dependent on their knowledge and ability to librarians' knowledge of information resources, technical skills, and interpersonal skills.

The implication of this theory to the study is that the independent variables, which in this study include the librarians' knowledge of information resources, technical skills, and interpersonal skills, are determinants for the utilization of information resources. Access to information resources will be possible when students possess the knowledge of these resources, skills to search for information resources and also evaluate the information resources.

Concept of Utilization of Electronic Information Resources

The primary function of the academic library is to provide full range of electronic information resources and services necessary to carry out the goals and duties of the institution, which the library was established to serve (Imeremba, 2000). However, the provision of these resources and services is not enough and cannot promote the intended institutional goals if the library is not effectively utilized.

Electronic information resources greatly increase access to information and its implementation must be carefully planned to ensure optimal use of space and time (Adeleke, 2005). Oduwole & Akpati (2003) identified the available electronic resources that are commonly used in Nigeria Universities, which includes CD-ROM databases, electronic mail, online public access catalogue (OPAC), and Web resources.

Electronic information resources by Asiru (2011) are provided in electronic form and these include, online journals, online public access catalogue (OPAC), internet and other computer-based electronic networks. According to Asefeh & Nosrat (2007) states that for students to use electronic information resources they must be aware of the skills required to identify their information needs, searches and use of it effectively for their learning; research; and to update their knowledge.

Influence of Librarians' Age and Utilization of Electronic Information Resources

To classify people by age group is a useful technique for discerning patterns of knowledge, attitudes, and behaviour, especially in students' use of information sources studies. Ages often differ in postgraduate students' response to identical stimuli, in ways that transcend physical appearance and biological functions, as the communication skills acquired throughout their upbringing, the social roles they play, and the pressure, which they are subjected to differ. They systematically assign different values to similar labour characteristics (Carvajal, Clauson, Gershman & Polen, 2013). Furthermore, they asserted that age is an important modifier. Tenopir (2003) stated that there is some evidence that younger users are more enthusiastic adopters of digital resources than older users. Younger users rely on electronic resources more heavily and rate themselves as experts in using them, compared older users. Age is a variable that has been found to correlate with computers and use of electronic resources.

According to Okiki (2011), younger generations are brought up with computers. It also found that there were significant age differences on the computer task, as measured by older adults making few correct decisions and taking longer time to make their decisions than younger adults.

More so, Aramide, Ladipo & Adebayo (2015) affirmed the influence of age on the use of ICT by reporting that young librarians make use of ICT resources more than the old people do. According to the study, young librarians within the age range of 21-40 years were found to be more capable of using the ICT resources than every other age group. One explanation for this is the fact that the ICT is a more recent development and that the young population would have had the benefit of being exposed to it in their schools. This was corroborated by Alampay's (2006) study in the Philippines that emphasized that the use of ICT is more pronounced among the younger generation.

Furthermore, Yildirin & Saka (2006) in a study of technology adoption among medical faculty in a Turkish University found that lecturers whose ranks were lower than Professor had higher self-efficacy beliefs and were more likely to be early adopters of ICT.

Influence of Librarians' Gender on Utilization of Electronic Information Resources

Gender differences research shows that it is difficult to separate innate from learned behaviours, or to understand to what extent stereotyping influences individuals' perceptions and behavioral or cognitive sex differences. Gender, which a state of being male or female has been seen as a possible factor influencing the use of electronic information resources and OPAC, has been identified as an information and communication technology (Steinrova & Susol, 2007). In Oyeniyi (2013), human behaviours show tendencies of men and women to manifest differences in their characteristics when using digital resources such as OPAC and other electronic information resources in the library. Behavioural perspectives of male and females are better understood in the concept of gender. Ikolo (2010) in a study on gender difference based on use of electronic information resources revealed that the gender digital divide is manifested in the low number of female users of e-resources compared to men.

Similarly, a study on gender analysis of electronic information resources use by Manda and Mukangara (2007) reported that gender is associated with the use of electronic information resources and male students were more likely to use electronic information resources than female students were. In their contribution, Ford,

Miller & Moss (2001) observed that females tend to experience more difficulty finding information online, feel less competent and uncomfortable using the internet, use internet less frequently than males and make use of a less varied set of internet applications.

Influence of Librarians' Academic Qualifications on Utilization of Electronic Information Resources

The different academic qualification is very important as it influences the use of information resources in the university libraries. In a study by Bamigboye & Agboola (2011), the emerging role of the libraries as information providers in the new knowledge dispensation is enhanced by two main challenges. First, the value of information lies in the ability to access and adapt to suit new applications and improve the efficiency of existing systems. Universities are called upon not only to generate new knowledge but also to be able to market the innovations that have been generated out of knowledge transferred and adapted. Since this requires an atmosphere of research, libraries are challenged to provide access to relevant information by applying ICTs to facilitate quick, efficient access, integrate and repackage information for the end-user that will improve researches in higher educational institutions.

Olatokun (2009) emphasized that level of education had the strongest influence on the use of ICT, as most of the people that use ICT are mainly educated people. Aramide, Ladipo and Adebayo (2015) also asserted that those with higher education levels are more likely to use ICT because they may have more skills and chances to go online. At the same time, the role of formal education in building librarians equipped with ICT skills is currently the subject of debate. More so, Aramide, Ladipo and Adebayo (2015) reported academic discipline as another demographic factor that determines the adoption and use of ICT by librarians. They reported a significant difference between academic disciplines of librarians.

Research Methodology

This study adopted the ex-post facto research design, which represents a situation where it is not possible for the researcher to manipulate the variables under study since it has already occurred. Area of this study is Iwo in Iwo Local Government Area of Osun State. The population of the study comprised 7 librarians in the Bowen University Iwo library. The sample size of the study was 7 librarians' comprises only academic librarians'. Census sampling techniques were used to select the sample. The researcher developed an instrument, and the instrument elicit information on the librarians' indices (age, gender, academic qualifications). The researcher administered the questionnaire. Data obtained from the fieldwork analyzed using Mean and Standard Deviation to answer the research questions while t-test was used to test the hypotheses at .05 level of significance.

Data Analysis and Results

Research Question 1

What is the influence of librarians' age on utilization of electronic information resources in Bowen University library?

Mean and Standard Deviation Analysis of the Influence of Librarians' Age on Utilization of Electronic Information Resources

		Influence of Librarians' Age	N	Mean	SD
Utilization of electronic information resources	Agreed	05	32.03	2.71	
	Disagreed	02	26.53	3.49	

The result in Table 1 above shows that young librarians have the higher mean score of 32.03 than old librarians with lower mean score of 26.53. The result means that the young Librarians utilization of electronic information resources influences the usage of electronic information resources in Bowen University library.

Research Question 2

What is the influence of librarians' gender on utilization of electronic information resources in Bowen University library?

Mean and Standard Deviation Analysis of the Influence of Librarians' Gender on Utilization of Electronic Information Resources

	Influence of Librarians' Gender	of N	Mean	SD
Utilization of electronic information resources	Agreed	06	38.31	2.50
	Disagreed	01	18.37	3.27

The result in Table 2 above reveals that male librarians have the higher mean score of 38.31 than female librarians with lower mean score of 18.37. The result means that the male librarians' utilization of electronic information resources influences the uses of electronic information resources in Bowen University library.

Research Question 3

What is the influence of librarians' academic qualifications on utilization of electronic information resources in Bowen University library?

Mean and Standard Deviation Analysis of the Influence of Librarians' Academic Qualification on Utilization of Electronic Information Resources

	Influence of Librarians' Academic Qualifications	of N	Mean	SD
Utilization of electronic information resources	Agreed	05	41.40	3.12
	Disagreed	02	15.80	3.39

The result in Table 3 above reveals that the highly educated librarians have higher mean score of 41.40 than the librarians who are less educated with lower mean score of 15.80. The result means that librarians that are highly educated influence the one with less academic qualification in utilization of electronic information resources in Bowen University library.

Testing of Hypotheses

Hypothesis 1

Ho₁: Librarians' age does not significantly influence utilization of electronic information resources in the Bowen University Library.

Independent t-test Analysis of the Influence Librarians' of Age on Utilization of Electronic Information Resources in the Bowen University Library

	Influence of Librarians' Age	of N	Mean	SD	t-cal	t-cri	Decision at .05 alpha
Utilization of electronic information resources	Agree	06	32.03	2.71	11.19*	1.876	S
	Disagreed	01	26.53	3.49			

*significant at $P < .05$; $df = 5$

The result in Table 6 above reveals that the calculated t-value of 11.19 is greater than the critical t-value of 1.876 at .05 level of significant with 5 degree freedom. The result is significant therefore; the null hypothesis that Librarians' age does not significantly influence utilization of electronic information resources in Bowen University Library was rejected. The result means that Librarians' age significantly influences utilization of electronic information resources in Bowen University Library.

Hypothesis 2

Ho₂: Librarians' gender does not significantly influence utilization of electronic information resources in the Bowen University Library.

	Influence of Librarians' Gender	N	Mean	SD	t-cal	t-cri	Decision at .05 alpha
Utilization of electronic information resources	Agreed	06	32.28	2.50	12.85*	1.876	S
	Disagreed	01	26.42	3.27			

Independent t-test Analysis of the Influence of Gender on Utilization of Electronic Information Resources

*significant at $P < .05$; $df = 5$

The result in Table 7 above reveals that the calculated t-value of 12.85 is greater than the critical t-value of 1.876 at .05 level of significant with 5 degree freedom. The result is significant therefore; the null hypothesis that Librarians' gender does not significantly influence utilization of electronic information resources in the Bowen University Library was rejected. The result means that Librarians' gender significantly influences utilization of electronic information resources in Bowen University Library.

Hypothesis 3

H₀₃: Librarians' academic qualifications do not significantly influence utilization of electronic information resources in the Bowen University Library.

Independent t-test Analysis of the Influence of Academic Qualifications on Utilization of Electronic Information Resources

	Influence of Librarians' Academic Qualifications	N	Mean	SD	t-cal	t-cri	Decision at .05 alpha
Utilization of electronic information resources	Agreed	04	31.39	3.1	9.83*	1.876	S
	Disagreed	03	25.81	3.39			

*significant at $P < .05$; $df = 5$

The result in Table 8 reveals that the calculated t-value of 9.83 is greater than the critical t-value of 1.876 at .05 level of significant with 5 degree freedom. The result is significant therefore; the null hypothesis that librarians' educational qualifications does not significantly influence utilization of electronic information resources in the Bowen University Iwo Library was rejected. The result means that Librarians' academic qualifications significantly influence utilization of electronic information resources in Bowen University Iwo Library.

Findings of the Study

The findings of the study concerning the research questions and hypotheses are presented as follows:

1. There is a significant influence of librarians' age on utilization of electronic information resources in the Bowen University Iwo Library. Hence, hypothesis one that assumed no significant influence of librarians' age on utilization of electronic information resources in the Bowen University Iwo Library was rejected.
2. There is a significant influence of librarians' gender on utilization of electronic information resources. Hence, hypothesis two that assumed no significant influence of librarians' gender on utilization of electronic information resources in the Bowen University Iwo Library was rejected.
3. There is a significant influence of librarians' academic qualification on utilization of electronic information resources. Hence, hypothesis three which assumed no significant influence of librarians' educational background on utilization of electronic information resources in the Bowen University Iwo Library was rejected.

Conclusion

Based on the findings of the study, it was concluded that librarians' characteristics with particular emphasis on librarians' age, gender, educational background have a significant influence on utilization of electronic information resources at the Bowen University Iwo Library.

Recommendations

Librarians should be matured in age so that he can be able to think well and understand how to utilize electronic information resources properly.

Librarians should be gender equal whether male or female. Librarians should be always ready and versatile with the usage of electronic information resources than the female librarians.

Librarians should always be well knowledgeable academically. A well-educated librarian should be able to utilize electronic information resources.

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