



Gender Attitude of English Undergraduate Students Towards the Use of Library and Information Resources of Nasarawa State University Keffi

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ABSTRACT

The study examines the gender attitude of English undergraduate students towards the use of library and information resources of Nasarawa State University Keffi based on their studies. It gave an introduction by looking at the important role libraries play in knowledge acquisition in an academic setting, such as providing resources that help students in their studies. The total population of the study is 3150 which composed of the entire English department undergraduate students from 100-400 level. To determine the size the Taro Yamane method was used. A sample size of 355 was selected, using convenient sampling. The data was analyzed using mean and standard deviation to answer the research question, while ANOVA and t-test were used to test the hypotheses at 0.05% level of significance. The result from the finding based on gender items had a cluster mean of 3.71 and a standard deviation of 1.92 which is greater than the 3.00 scale mean. Drawing an inference from the hypothesis shows a result of one-way ANOVA, which is at 0.05, F_value 325.73, df 11-396, and P(Sig) .010. This shows there is a significant difference in the attitude of Nasarawa State University Keffi English undergraduate student towards the use of library and information resources based on their gender. The study concluded that the gender attitudes of English undergraduate students toward the use of library and information resources of Nasarawa State University Keffi in their studies reveal a complex picture. While both male and female students show a strong interest in using these resources for academic purposes, there are differences in the extent and manner of library amongst others: promotion of library resources, enhanced accessibility and tailored support services amongst others.

KEYWORDS: Library, Gender, Library resources, Attitude, English. Undergraduate, Students

Introduction

Libraries play an important role in knowledge acquisition in academic settings, providing students with essential resources to help them with their studies. However, the use of these resources may differ among students due to a variety of factors, including personal attitudes toward library use. Furthermore, gender dynamics in educational settings can have a significant impact on students' behaviours and experiences, potentially shaping their perceptions and interactions with libraries and information resources.

Nasarawa State University, Keffi, represents a microcosm of Nigerian higher education, with a diverse student body studying a variety of academic disciplines. Among these disciplines, English language is particularly of important, encompassing a wide range of literary works, critical analyses, and linguistic studies. However, how male and female undergraduate students in the English department interact with library resources remains an area for investigation.

Understanding undergraduate students' gender attitudes toward the use of library and information resources is important for a variety of reasons. For starters, it identifies potential disparities in access and utilization, highlighting areas for intervention to promote educational equity. Second, it provides insight into the factors that influence students' engagement with academic materials, which can be used to develop tailored support services. Finally, it adds to the larger discussion about gender equity in education by emphasizing the importance of creating inclusive learning environments that cater to a variety of needs and preferences.

This study seeks to investigate the gender attitudes of Nasarawa State University, Keffi, English undergraduate students toward the use of library and information resources in their studies. The study hopes to understand the underlying factors influencing male and female students' interactions with library resources by examining their perceptions, behaviours, and preferences. This study uses a comprehensive analysis to inform strategies for optimizing library services and fostering a more equitable educational landscape within the university context.

To achieve these goals, this introduction serves as a road map for the remainder of the study. We will begin by reviewing pertinent literature on gender dynamics in education and the use of library resources. We will then describe the methodology used to investigate the gender attitudes of English undergraduate students at Nasarawa State University, Keffi. Following data collection and analysis, we will discuss the implications of our findings and make recommendations for improving library services and gender equity in education.

Objective

The objective of this study is to:

- i. to investigate the attitude of Nasarawa State University Keffi English Undergraduate students towards the use of library based on their gender.

Research Question

1. What is the attitude of Nasarawa State University Keffi English undergraduate students towards the use of library in their study based on their gender?

Hypothesis

1. There is no significant differences in attitude of Nasarawa State University Keffi English undergraduate students towards the use of library in their study based on their gender.

Statement of the Problem

Despite the critical role of libraries and information resources in supporting academic pursuits, there is a lack of understanding about undergraduate students' gender attitudes toward their use, particularly in the English department at Nasarawa State University, Keffi. While research has identified gender differences in information-seeking behaviors and preferences, the specific factors influencing English undergraduate students' attitudes toward libraries and information resources have received little attention.

This study seeks to address the following problems:

Lack of Understanding of Gender Attitudes: There has been little empirical research on the gender attitudes of undergraduate students toward the use of library and information resources, particularly in the English department at Nasarawa State University, Keffi. Understanding how male and female students perceive and use these resources is critical for designing targeted interventions to improve their academic experiences.

Potential Disparities in Access and Utilization: Gender disparities in access to and use of library resources may exist among English undergraduate students, contributing to unequal learning outcomes. Identifying these disparities and the underlying causes is critical for promoting gender equity and inclusion in education.

Gender stereotypes and societal expectations may influence students' perceptions of library use, with some academic disciplines associated more strongly with one gender than the other. Exploring how these stereotypes manifest in the English department can provide insights into students' attitudes toward library resources as well as strategies for challenging stereotypical perceptions.

Understanding the gender attitudes of English undergraduate students toward library and information resources enables educators and library administrators to design tailored support services that meet the diverse needs and preferences of male and female students. However, a scarcity of empirical evidence on gender attitudes impedes the development of effective interventions.

In light of these issues, this study seeks to investigate the gender attitudes of Nasarawa State University, Keffi, English undergraduate students toward the use of library and information resources in their studies. By identifying the factors that influence students' attitudes and behaviors, this study hopes to inform initiatives aimed at promoting equitable access to library resources and fostering a supportive learning environment for all students in the university setting.

Literature Review

Gender dynamics in education have long been recognized as influential factors shaping students' experiences, behaviours, and outcomes within academic environments. Moreover, the utilization of library and information resources plays a critical role in supporting students' learning and academic success. In this literature review, we explore key points related to the gender attitudes of undergraduate students at Nasarawa State University, Keffi, specifically within the English department, towards the use of library and information resources in their studies.

Gender Differences in Information-Seeking Behavior: Based on research, people seek and use information differently depending on their gender. According to studies, females seek information more thoroughly and comprehensively, whereas males may take a more focused and goal-oriented approach. These distinctions may be due to socialization processes, cultural norms, and perceptions of academic tasks. Momudu (2014) submitted that female students at Ambrose Ali University used the library more than their male counterparts. A study carried out by Daramole (2013) to investigate gender differences in the use of academic library resources in the Federal University of Technology Library Akure shows that young women visit the library more than young men; single women visit the library more than married women.

Gender Stereotypes and Library Use: Gender stereotypes can influence the way individuals act in educational settings, including their use of library resources. Traditional gender roles may lead to perceptions that certain academic disciplines are better suited to one gender than the other, affecting students' motivation to engage with related materials. Addressing these stereotypes is critical to promoting gender equity and inclusion in education. According to Anwar and Abdullah (2021), concerning individuals' attitudes towards the learning English language, they state that it is the learning context that might explain their success in learning a language. Attitudes towards learning English language have an impact on behaviours such as choosing and reading books, listening to English radio, watching English channels etc. Particularly in academic, in case a student has a positive attitude towards learning English language, they will be able to attain many things in that particular area (Prabhu et al. 2020).

Previous Research on Gender Attitudes toward Library Resources: Several studies have investigated undergraduate students' gender attitudes toward library and information resources in various contexts. The findings have been mixed, with some studies indicating no significant gender differences in library use, while others have found differences in information-seeking behaviours and preferences. Understanding these variations can provide useful insights into the specific factors that influence students' attitudes toward library resources. A study by Ajuwon and Oshiname (2018) revealed that a great number of students in both universities have used the library, a finding which is similar to Anyaoku in which 85% of undergraduate medical students had used the library (Anyaoku 2015).

Contextual factors: When investigating gender attitudes toward library resources among English undergraduate students, it is necessary to consider the unique context of Nasarawa State University in Keffi. Factors such as the university's academic culture, resource availability, and support services may have varying effects on students' perceptions and use of library resources. Understanding these contextual factors is critical for interpreting research findings and developing effective interventions.

Overall, the literature review emphasizes the complex interaction of gender dynamics, academic disciplines, and library use in higher education. This review, which synthesizes existing research findings and theoretical perspectives, lays the groundwork for an empirical investigation of gender attitudes among English undergraduate students at Nasarawa State University, Keffi. This study aims to inform strategies for promoting equitable access to library and information resources and fostering an inclusive learning environment for all students by gaining a more nuanced understanding of their dynamics.

Theoretical frameworks

The study of gender attitudes toward library use can be placed within a variety of theoretical frameworks, including social constructivism and feminist theory. These frameworks provide lenses through which to examine how social, cultural, and

institutional factors interact with gender dynamics to influence people's interactions with library resources. Researchers can use a theoretical framework to elucidate the underlying mechanisms that cause gender differences in library use.

Constructivist Theory of Learning by Loertscher (1999)

Loertscher (1999) looked at the growing popularity of constructivism, which encourages students to take control of their own learning. Kuhlthau (1993) talks about the constructivist theory of learning, which builds on what students already know and actively involves them with a range of resources. These changes in approaches to teaching and learning have required school librarians to adopt a more outcomes-focused practice and a focus on information literacy as opposed to a collections-based practice. The concept of lifelong learning also has implications for the school library. In a society that needs multi-skilled workers capable of adapting to a rapidly changing external environment, including an increasingly digitized world, the emphasis is on encouraging those skills that will enable individuals to learn throughout their lives and not merely during the years of compulsory schooling. This impetus from governments globally to equip their citizens with the skills to function effectively in an increasingly digitized world, adapt readily to new situations, and acquire new skills quickly potentially gives the school librarian a crucial role in helping students learn to learn.

Relating this theory to students attitudes towards library use reflect that for students to change their attitude there is need to attach rewards aside their gross, dogged ability to succeed in their task and therefore, lecturers as well as parents should make conscious effort in building positive self-concept by encouraging them to be determine, confident and discipline in the academic pursuit and equally motivate students by gift items to trigger improve performance in the face of conflict. Traditional evaluations of library services have focused on outputs relating to expenditure, resources and use rather than on service outcomes. Even when performance indicators have been identified in relation to student achievement, these have often been framed in terms of performance on reading tests rather than in terms of curricular goals or broader learning outcomes; hence the need to gain a better

understanding of the nature of the contribution of school libraries to student learning more generally and information literacy more specifically.

Furthermore, owing to the principles of this theory, the task of building confidence and can do spirit in all circumstances and being willing to learn from the teacher especially, as well as family members will do a student good serving as a drive for academics and other success in life.

Research Methodology

The study focuses on the following sub-headings: Research Design, Population for the Study, Sample and Sampling Techniques, Method of Data Collection, Instrumentation, Techniques for Data Analysis amongst others.

Research Design

For this study, descriptive survey research designs were adopted and applied in order to provide an analysis and adequate descriptions of the Gender Attitude of Nasarawa State University Keffi English Undergraduate Students Towards the Use of Library and Information Resources in their Studies. Descriptive Survey according to Cohen, Manion and Morrison (2010), is a study design that deals with the collection of data from a given population, to describe certain characteristics and features of the Population. The design was considered appropriate for this study because it intended to Collect and analyze associate data.

Population, Sample and Sampling Techniques

Population of the Study

A population consist of element subjects or observations relating to the particular phenomenon of interest to the investigator (Okeke, 2011). A target population compose of the entire English department in which the researcher studied. It is the population on which generalization was based. The total population is made up of 3150 in the year 2020.

Sample and Sampling Techniques

To determine the same size for the purpose of this study. Below is the mathematical illustration for the Taro Yamane method.

$$n = \frac{N}{1+N(e)^2}$$

Where

- n = signifies the sample size
- N = signifies the population under study
- e = signifies the margin error (0.05)

The above formula determines the sample size from the given population. A total population of about 337 students of the total population and wishes to determine the sample size.

The study consisted of a questionnaire that was administered to gather information on the attitude of the usage of the library. The sample size was 355 using convenient sampling with the respondent from the students of the English department of Nasarawa State University, Keffi.

Methods of Data Collection

Instrument

The researcher personally obtain an introductory letter from the head of department of Curriculum Studies, Faculty of Education, Nassarawa State University to the faculty of Arts and Social Science Education (ASSE) and the instruments was distributed to the English undergraduate students from 100-400 level. The questionnaires was collected immediately after its completion for analysis by the researcher who seeks to find out if there is a relationship between the attitude of students and the use of the library.

Validation of the Instrument

The instrument was subjected to the appraisal of two experts in the Department of Educational Foundations, Curriculum unit and Measurement and Evaluation, Faculty of Education, Nasarawa State University, Keffi. These experts score the instruments in terms of comprehensiveness, appropriateness and clarity to ascertain the instrument construct validity. The tested items were considered not only appropriate to the standard of the tester, but also comprehensive in covering the selected topics and objectives thereby measuring the content validity. Scores from the appraisal of the experts were used to obtain a logical validity index of 0.78 of validation as shown in then Appendix.

Reliability of the Instrument

The instrument was pilot tested on some 400 level undergraduate students in English department of the Faculty Arts in Nasarawa State University Keffi students who are not part of this study to determine the instruments reliability of internal, consistencies and subject to Cronbach Alpha to produce the co-efficient index. In view of Anikweze (2013) any research instrument with reliability index of 0.78 and above is reliable.

Administration of the Instruments

For this study, the researcher administer questionnaires to the sample area to enable her collect the relevant data needed. The service of a research assistance was sought and trained for a period of one week to administer the questionnaire and to check the library inventory on the usage of the resources by the English Students of the two Faculty in Nassarawa State University Keffi.

Techniques of Data Analysis

The data was analyzed using mean and standard deviation to answer the research questions while ANOVA and t-test was used to test the hypotheses of 0.5 % level of significance.

Justification of the Methods

Descriptive survey research design was used for the study because the data was collected from the questionnaires administer to the English students from both faculty of education and arts. This is the best method when it comes to survey research. Obadan (2016) says a survey can take many forms including: questionnaire survey, observation survey, interview survey, panel survey web survey. The research questions was answered using mean and standard deviation while, Chi-square statistic, t-test and ANOVA which is a versatile statistics employed to test the research hypotheses. Five scale Likert scale was also used for options to the questions.

Research Question

Table 1.1: Shows Means and Standard Deviations on Attitude of NSUK English Undergraduate Students towards the Use of Library in their Study Based on their Gender

S N	STATEMENT	Mean	Std Dev
1	I spend less time in the library	3.66	1.91
2	There are no available resources I need for my studies in the library	3.73	1.93
3	I don't often use the library because of outdated materials	3.72	1.92
4	I don't use the library because of the attitude of the library staff	3.82	1.95
5	Library staff assist in the use of the library	3.64	1.90
6	There are insufficient staff to assist in the use of the library	3.66	1.91
7	The library is not catalogued properly for easy use	3.73	1.93
8	Books and other information are wrongly shelved and organized	3.72	1.92
9	I visit the library with my friends	3.82	1.95
10	The library has both text, electronic materials, audio-visuals etc. for learning	3.64	1.90
Cluster Mean		3.71	1.92

Scale Mean 3.00

Table 1.1 shows means and standard deviations on attitude of Nasarawa State University Keffi English undergraduate students towards the use of library in their study based on their gender. Items ranging from 1-10 had a clustered mean of 3.71 and the standard deviation of 1.92 which is greater than 3.00 scale mean. That is $3.71 > 3.00$. this implies that attitude of Nasarawa State University Keffi English undergraduate students towards the use of library in their study based on their gender is positive. This answered the research question.

1.2 Testing of the Hypotheses

Table 1.2: Shows One-Way ANOVA for Significant Differences in the Attitude Of NSUK English Undergraduate Students towards the Use of Library Based on Their Gender

	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	38776.765	11	3525.160	325.732	.010
Within Groups	4119.276	385	10.699		
Total	42896.040	396			

Table 1.2 shows results of One-Way ANOVA for the significant differences in attitude of Nasarawa State University Keffi English undergraduate students towards the use of library in their study based on their gender. At 0.05, F_value 325.73, df 11-396, and P(Sig) .010. That is, there is a significant difference in the attitude of Nasarawa State University Keffi English undergraduate students towards the use of library based on their gender. This result is in line with Danbale (2015) which show greater involvement of both male and female in accessing the vast library resources from different perspective.

Discussion of the Findings

Table 1.1 shows means and standard deviations on attitude of Nasarawa State University Keffi English undergraduate students towards the use of library in their study based on their gender. Items ranging from 1-10 had a clustered mean of 3.71 and

the standard deviation of 1.92 which is greater than 3.00 scale mean. That is $3.71 > 3.00$. this implies that attitude of Nasarawa State University Keffi English undergraduate students towards the use of library in their study based on their gender is closely related. Drawing inference from Ho1 in Table 1.2 shows results of One-Way ANOVA for the significant impact on the attitude of Nasarawa State University Keffi English undergraduate students towards the use of library based on their gender. At 0.05, F_{value} 325.73, df 11-396, and $P(\text{Sig})$.010. That is, there is a significant difference in the attitude of Nasarawa State University Keffi English undergraduate students towards the use of library based on their gender. This finding corroborated that of Wanyonyi, Odin, and Sikolia (2018) findings indicated that adequacy of information resources on user satisfaction at Pwani University library had positive effect on user satisfaction. Using regression analysis, the coefficient of determination, the R^2 , was 0.400 indicating a 40% of variance attributed to effect of services offered and user satisfaction at Pwani University Library.

Conclusion

In conclusion, the gender attitudes of Nassarawa State University Keffi English undergraduate students toward the use of library and information resources in their studies reveal a complex picture. While both male and female students show a strong interest in using these resources for academic purposes, there are differences in the extent and manner of their participation. Accessibility, perceived relevance, and socio-cultural influences all play an important role in shaping these attitudes. Understanding and addressing these nuances can help inform tailored strategies to increase library usage among all students, fostering a more inclusive and conducive academic environment for learning and scholarly growth. More research is needed to delve deeper into these dynamics and explore opportunities for optimizing library services to meet the diverse needs of students of all gender identities.

Recommendations

Based on the study's findings on the gender attitudes of Nassarawa State University Keffi English undergraduate students toward library and information resources, several recommendations can be made to improve library utilization among all students:

1. **Promotion of Library Resources:** Install targeted promotional campaigns that highlight the diverse range of resources available in the library, catering to the academic interests and needs of both male and female students.
2. **Enhanced Accessibility:** Remove any barriers to equitable access to library resources, including physical accessibility, operating hours, and technological infrastructure. This could include extending library hours, improving facilities, and offering remote access options.
3. **Tailored Support Services:** Create specialized support services, workshops, and tutorials to help students effectively navigate and use library resources during their studies. These initiatives should be inclusive and sensitive to each student's unique learning preferences and needs.
4. **Curriculum Integration:** Work with academic departments to incorporate information literacy skills into the curriculum, ensuring that students have the knowledge and skills to effectively use library resources as part of their academic journey.
5. **Cultural Sensitivity:** Identify and address any cultural or societal factors that might influence gender attitudes toward library use. Engage in dialogue with students and stakeholders to create a supportive and inclusive environment that values the diversity of perspectives and experiences within the university.
6. **Continuous Assessment and Feedback:** Conduct regular assessments and solicit student feedback to track the efficacy of library services and initiatives in addressing gender disparities in library use. Use this feedback to improve and adapt strategies.

By implementing these recommendations, Nassarawa State University Keffi can create a more inclusive and supportive environment that enables all students, regardless of gender, to make the best use of library and information resources in their academic endeavours.

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