

UNDERGRADUATES' SELF-EFFICACY AND SELF-ESTEEM AS PREDICTORS OF USE OF LIBRARY INFORMATION RESOURCES IN NIGERIA: A COMPARATIVE STUDY OF SELECTED UNIVERSITIES

BY

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Abstract

The study examined the undergraduates' self-efficacy and self-esteem as predictors of use of library information resources in Nigeria. The research design adopted for this study was the descriptive survey design. The population for this study was 28,829 undergraduate students of Delta State University, Abraka and Novena University, Ogume. The stratified random sampling technique was used to select a sample size of 384 respondents for the study while the instrument used for data collection was a structured Questionnaire. Data was analyzed using frequency distribution tables; percentage, mean scores and standard deviation. Results showed that the self-esteem and self-efficacy of the undergraduates were at a moderate level. The most frequently used library resources were textbooks (Delsu, mean=3.49, Novena, mean=3.32). Most of the undergraduates used the library information resources for examination preparation (Delsu, mean=3.49, Novena =3.32). A significant number of the respondents were satisfied with the textbooks (Delsu, mean=3.18, Novena, mean=3.25). The greatest constraint to the use of library information resources identified by most of the respondents in Delsu was lack of proper storage and display (mean=3.18), while in Novena, it was obsolete resources (mean=3.10). The study recommended that regular training should be conducted for library users in order to ensure that they are able to use complex library resources effectively.

Keywords: Psychological Factors, Predictors, Self-efficacy, Self-esteem, Library Information Resources, Library Use, Undergraduates, Nigeria

Introduction

Students and information seekers usually consult the library when in need of information to meet a need. When in library, users consult different kinds of information resources ranging from newspapers, journals, thesis and dissertation, magazines, encyclopedias, dictionary, audio-visual materials, electronic databases, computers, CD ROM, microfiche to library catalogues. These information resources enable the library to provide high quality information services in support of

teaching, learning and research for academic staff members (in higher institution of learning) as well as acquisition of knowledge for the students (Adio and Popoola, 2010).

Generally, library information resources are usually either in print or electronic format. Examples of the print format include textbooks, newspapers, printed thesis and dissertations, card catalogue, printed encyclopedia, dictionary, almanac and print journals. Non print information resources include computers, CD ROM, electronic databases, E-books and other audio-visual materials. Library information resources are usually copious in quantity, depth, and diversified and current to support the institution's curriculum. Due to the importance of these resources, libraries are considered to be an indispensable resource centre of an academic environment or institution. Vishala and Bhandi (2009) noted that library information resources enhance activities such as learning, teaching and research.

Similarly, Aina (2004) opined that library information resources ensures that libraries promote information and knowledge to their respective communities which comprise of students, lecturers, and researches in order to support their teaching, learning and research needs. Moreover, unlike in the 19th and 20th centuries when library resources were predominantly in printed form, contemporary library resources are either in printed or electronic form. Singh, Naidu and Jadon (2008) observed that there is a paradigm shift from stand- alone libraries to library and information networks; from printed publications to digital documents; and from ownership to access. The transition according to them is as a result of the impact of ICT, the internet and the web which is affecting all types of libraries. However, despite this development in libraries, observation, preliminary investigation and previous studies have revealed the declining rate of use of library information resources by undergraduates in universities. Aina (2004) noted that the rate at which undergraduates use the different library resources is on the decrease as more and more students prefer to stick to their smartphones when seeking for information. This is despite the fact that library information resources provide rich and current information which will aid students to complete their class work, assignments, research/project work, term papers and seminar presentation. Undergraduate students can benefit immensely from the use of library information resources. Through the use of these resources, they can access information that is useful for learning, research, examination preparation and assignment completion.

Furthermore, Yusuf and Iwu (2010) reported that the presence of technology and the internet as well as the complexities in libraries make students to use the libraries less often. They (undergraduates) have more recently reduced the use of library information resources to only seasonal occasions. Aanu and Olatoye (2011) also noted that libraries have become seasonal places of reading as most students make use of the library when preparing for examinations. In situations where libraries were seen to have recorded high patronage, evidence abound that users face a variety of challenges including, but not limited to, difficulty in catalogue use, obsolete materials, poor shelving and inability to use the different databases. However, the reason for the poor use of library information resources could be attributed to psychological factors such as self-esteem and self-efficacy.

The Oxford Handbook of Positive Psychology (2009) defined self-esteem as a person's overall sense of self-worth or personal value. It is a factual description of how one perceives oneself. If a student's perception is distorted, the student may think less of his/her true value and in the end becomes what he/she thinks even though it may not be an accurate depiction of the person. On the other hand, Bandura (1982) defined self-efficacy as a personal judgment of "how well one can execute courses of action required to deal with prospective situations. Self-efficacy and self-esteem

are factors that may affect the use of library information resources by undergraduate students. However, while different studies have been conducted to examine the use of library information resources, there seems to be scarce research on the relationship between undergraduates' self-esteem and self-efficacy as it affect their use of library information resources. Therefore, the study aimed at investigating undergraduates' self-esteem and self-efficacy as predictors of use of library information resources in Nigeria.

Problem Statement

Library information resources are vital materials for learning. The resources are information bearing materials which help to meet the need of information seekers. The library information resources equip undergraduates with the needed knowledge to complete a class assignment, prepare for examination, conduct research as well as learn new knowledge. These resources include but not limited to reference materials (such as dictionary, encyclopedia, handbook, gazetteer and yearbook), monographs, periodicals, indexes and abstracts, thesis and dissertation, databases, computers and library catalogue. These materials grant users access to wide range of information required to satisfy their information thirst. Through the use of the information resources, undergraduates can access information that is useful for learning, research, examination preparation and assignment completion.

Despite the benefits associated with the use of library information resources by the undergraduate students, personal observation and literature search has shown a poor use of library information resources by undergraduates. The reason for the poor use of the resources could be attributed to the level of self-esteem and self-efficacy of undergraduates. While self-esteem is a factual description of how an individual perceive himself or herself, self-efficacy is a person's belief in his or her ability to accomplish some specific goal or task. These factors (self-esteem and self-efficacy) may influence the use of library information resources by undergraduates as they play a vital role when seeking to fill a knowledge gap. Therefore, this study aimed at investigating undergraduates' self-esteem and self-efficacy as predictors of use of library information resources in Nigeria.

Objectives of the Study

The main objective of this study is to examine undergraduates' self-efficacy and self-esteem as predictors of use of library information resources in Nigeria. Specifically, the study sought to:

- i. determine the level of undergraduates' self-efficacy and self-esteem in Delta State University, Abraka and Novena University, Ogume;
- ii. examine the frequency of use of library information resources by undergraduates.
- iii. establish the purpose for which the undergraduates use library information resources.
- iv. assess the level of satisfaction by undergraduates when using library information resources.
- v. find out the constraints faced by undergraduates towards the use of library information resources.

Research Questions

The following research questions were derived from the specific objectives:

- 1 What is the level of undergraduates' self-efficacy and self-esteem in Delta State University, Abraka and Novena University, Ogun ?
- 2 How frequent do the undergraduates use library information resources?
- 3 What is the purpose of undergraduates' use of library information resources?
- 4 What is the level of undergraduates' satisfaction with the use of library information resources?
- 5 What are the constraints surrounding the use of library information resources by the undergraduates?

Literature Review

Information professionals have long sought to comprehend what factors are relevant in encouraging a person to seek out information. More recently, a particular focus of inquiry has been on those psychological factors that play a role in deciding to use the library as a place to seek information (whether physically or virtually). These inquiries assume an even greater importance in light of the fact that more undergraduates are using the library to find information they need, information that is unmediated by the library. Informed library users know that libraries have resources that are more comprehensive and scholarly than most Web sites provide. Libraries provide access to scholarly literature that, as a rule, is not freely available on the Web, or may not be online at all.

Some psychological factors of undergraduates (self-esteem and self-efficacy) have in various ways negatively or positively influenced the use of library information resources. On this note, the degree of self-efficacy is a variable that appears to influence use of the library information resources. Self-efficacy has been used in a variety of fields since its introduction in 1977 by Alberto Bandura. According to Bandura, self-efficacy is part of an individual's "beliefs in one's capability to organize and execute the courses of action required to manage prospective situations." (Bandura, 1982). Individuals get their self-efficacy beliefs in several ways. The first and most significant way is by interpreting what they did; self-efficacy is not a static concept, it is continually being actualized in an individual's mind, through what Bandura called "mastery experiences": "Outcomes interpreted as successful raise self-efficacy; those interpreted as failures lower it." (Pajares, 1997).

In same vein, Bandura (1982) also looked at how self-efficacy related to computer use, linking computer use with educational achievement, especially since computers provide "a ready means for self-directed learning". Disparities in computer skills can create disparities in educational development". He stressed further that "belief in one's efficacy to master computers, predicts enrollment in computer courses independently of beliefs about the instrumental benefits of knowing how to use them.

There have been several attempts by psychologists to define "self-esteem". There is a general agreement that the construct is composed of relatively permanent elements such as personality, attributes, skills, abilities, occupations, hobbies, and physical attributes. Undergraduates' self-esteem could affect their information use and academic achievement. Effective information use could be a product of their self-assessment or self-esteem. Self-esteem refers to the global understanding that a sentient being has about him or herself (Fleming and Courtney, 1984). It is composed of relatively permanent self-assessments such as personality attributes, knowledge of one's skills and abilities, one's occupations, hobbies and awareness of one's physical attributes

(Wikipedia, 2009). Most definitions of the self-esteem variable link the construct to achievement (Seneviratne, 2006).

Methodology

The descriptive (survey) research design was employed in carrying out this study. The research design was chosen because it enabled the researchers to draw conclusion by collecting data from a few believed to be representative of the entire population. The survey design enabled the researchers to examine self-esteem and self-efficacy as predictors of use of library information resources among undergraduates in Nigeria.

Population of the Study

The population of the study comprised of undergraduates in Delta State University, Abraka and Novena University, Ogume. According to the data collected from student's affairs offices in both universities, Delta State University, Abraka has a total number of 24,545 undergraduate students while Novenna University, Ogume has 4,284 undergraduates. Therefore, the population of this study comprised of the total number of undergraduates in Delta State University, Abraka and Novena University, Ogume which is 24,545 and 4,284 respectively.

Sample and Sampling Technique

The sample size for this study is 384 respondents. The stratified random sampling technique was used to select respondents from each stratum (i.e each of the two universities). According to Laerd dissertation (2020), the stratified random sampling is a type of probability sampling technique that gives an equal chance to select respondents from each stratum. Therefore, out of the 384 respondents selected, 257 were selected from Delta State University, Abraka while 105 respondents were selected from Novena University, Ogume. The selection of a total sample size of 384 respondents for a total population of 28,829 is considered adequate for the study as it is in line with Krejcie and Morgan's (1970) assertion that for a population size of 30,000; 379 sample size is adequate. Hence, the adoption of 384 sample size for a population of 28,829 is considered adequate for the study.

Research Instrument

The instrument used for data collection was a structured questionnaire. The instrument was divided into six sections. Sections A, B and F comprised multiple items with a four point scaling of Strongly Agree (SA), Agree (A), Disagree (D) and Strongly Disagree (SD) as well as having a weighting of 4, 3, 2, and 1 respectively. Section C contained multiple items with a scaling of Frequently, Not Frequently, Sometimes, and Never. Section D also comprised of multiple items measured using a modified four point scale of 'Always', 'Sometimes', 'Rerely', and 'Never'. Finally, section E had multiple items measured using a modified four point likert scale of 'Highly Satisfied', 'Satisfied', 'Partially Satisfied', and 'Not Satisfied'. The sections C, D and E had a weighting of 4, 3, 2, and 1 respectively.

To ensure validity of the instrument, the structured questionnaire was given to experts in both Library and Information Science and Measurement and evaluation. The reliability of the instrument was also done through a pilot study. The details of the results obtained on the sections are as follows; ($\alpha=.828$) for the level of psychological factors-self-esteem and self-efficacy of the undergraduate students (Section B); ($\alpha=.840$) for the frequency of use of library information

resources by the undergraduates (Section C); ($\alpha=.896$) for the purpose of use of library information resources by the undergraduates (Section D); ($\alpha=.933$) for the level of undergraduates' satisfaction arising from the use of library information resources (Section E); and ($\alpha=.784$) for constraints to the use of library information resources by the undergraduates (Section F). The instrument was administered personally by the researchers and the data collected was analysed using the descriptive statistics of frequency count, percentage, mean and standard deviation.

Results

Questionnaire administration and return rate

A total of 384 copies of the questionnaire were administered to the respondents, out of which, 359 copies were returned and found useful for analysis, thus, giving a response rate of 93%. Table 2 contains the tabular distribution of the questionnaire response rate.

Table 2: Distribution of Questionnaire Administration and Return Rate

Universities	Distribution	Return	Response Rate
Delta State University	279	257	92
Novena University	105	102	97
Total	384	359	93

4.2 Answers to research questions

4.2.1 Research question one: What is the level of self-esteem and self-efficacy of undergraduates in Delta State University and Novena University

Table 3. Level of self-esteem of undergraduates in Delta State University and Novena University

Statements	Delta State University						Novena University					
	SA Freq %	A Freq %	D Freq %	SD Freq %	Mean	SD	SA Freq %	A Freq %	D Freq %	SD Freq %	Mean	S.D
I feel good about myself	162 63.0	93 36.2	2 0.8	- -	3.62	0.50	63 61.8	39 38.2	- -	- -	3.62	0.49
I am able to do things as well as most other people	102 39.7	108 42.0	43 16.7	4 1.6	3.20	0.77	50 49.0	43 42.2	8 7.8	1 1.0	3.39	0.68
On the whole, I am satisfied with myself	91 35.4	129 50.2	31 12.1	6 2.3	3.19	0.73	43 42.2	48 47.1	9 8.8	2 2.0	3.29	0.71
I feel useless at times	4 1.6	25 9.7	123 47.9	105 40.9	1.72	0.70	1 1.0	12 11.8	54 52.9	35 34.3	1.79	0.68
I feel I do not have much to be proud of	20 7.8	55 21.4	41 39.3	81 31.5	2.05	0.92	10 9.8	32 31.4	34 33.3	26 25.5	2.25	0.95
I feel that I am a person of worth, at least on equal basis with others	91 35.4	144 56.0	17 6.6	5 1.9	3.25	0.66	45 44.1	52 51.0	4 3.9	1 1.0	3.38	0.61
Every time I try to get ahead, something or somebody stops me	30 11.7	92 35.8	103 40.1	32 12.5	2.47	0.86	11 10.8	35 34.3	47 46.1	9 8.8	2.47	0.81
I feel that I have a number of good qualities	113 44.0	110 42.8	30 11.7	4 1.6	3.29	0.73	52 51.0	35 34.3	13 12.7	2 2.0	3.34	0.78
All in all, I am inclined to feel that I am a failure	6 2.3	18 7.0	65 25.3	168 65.4	1.46	0.73	3 2.9	11 10.8	24 23.5	64 62.7	1.54	0.81
I take positive attitude towards myself	69 26.8	163 63.4	19 7.4	6 2.3	3.15	0.65	37 36.3	57 55.9	4 3.9	4 3.9	3.25	0.71
I wish I could have more respect for myself	45 17.5	126 49.0	69 26.8	17 6.6	2.77	0.81	24 23.5	39 38.2	30 29.4	9 8.8	2.76	0.91
I am self centred	1 0.4	11 4.3	78 30.4	167 65.0	1.40	0.59	1 1.0	8 7.8	39 38.2	54 52.9	1.57	0.68

Table 3 presents results on the level of self-esteem of undergraduates in Delta State University and Novena University. In order to determine the level of self-esteem, a test of norm was conducted. The scale between 1-16 shows that the level of self-esteem is low, the scale between 17-32 shows that the level of self-esteem is moderate and the scale between 33-48 shows that the level of self-esteem is high. Thus, for Delta State University, the overall mean for self-esteem as indicated by the responses of the undergraduates is 31.57 which fall between the scale “17-32”. Therefore it could be inferred that the level of self-esteem of undergraduate students in Delta State University is moderate.

The same test of norm was conducted for the results showing the responses of undergraduate students in Novena University as regards their self-esteem. The overall mean for self-esteem for the responses from Novena University was 32.65 which fall between the scale “17-32”. Thus, the implication of this result is that the level of self-esteem of undergraduate students in Novena University is moderate.

Table 4. Level of self-efficacy of undergraduates in Delta State University and Novena University

Statements	Delta State University					Novena University				
	SA Freq. %	A Freq. %	D Freq. %	SD Freq. %	Mean SD Freq. %	SA Freq. %	A Freq. %	D Freq. %	SD Freq. %	Mean SD
When I make plans, I am certain I can make them work	108 42.0	120 46.7	28 10.9	1 0.4	3.30 0.67	40 39.2	53 52.0	8 7.8	1 1.0	3.29 0.65
One of my problems is that I cannot get down to work when I should	57 22.2	58 22.6	107 41.6	35 13.6	2.53 0.98	21 20.6	22 21.6	51 50.0	8 7.8	2.55 0.91
If I can't do a job the first time, I keep trying until I can	65 25.3	131 51.0	46 17.9	15 5.8	2.96 0.82	35 34.3	46 45.1	16 15.7	5 4.9	3.09 0.83
When I set important goals for myself, I rarely achieve them	15 5.8	77 30.0	115 44.7	50 19.5	2.22 0.83	7 6.9	29 28.4	43 42.2	23 22.5	2.20 0.87
I give up on things before completing them	15 5.8	56 21.8	123 47.9	63 24.5	2.09 0.83	7 6.9	24 23.5	49 48.0	22 21.6	2.16 0.84
I avoid facing difficulties	84 32.7	76 29.6	64 24.9	33 12.8	2.82 1.03	23 22.5	30 29.4	33 32.4	16 15.7	2.59 1.01
If something looks too complicated, I will not even bother to try it	86 33.5	66 25.7	73 28.4	32 12.5	2.80 1.04	27 26.5	21 20.6	39 38.2	15 14.7	2.59 1.03
When I have something unpleasant to do, I stick to until I finish it	33 12.8	108 42.0	97 37.7	19 7.4	2.60 0.80	15 14.7	41 40.2	36 35.3	10 9.8	2.60 0.86
When I decide to do something, I go right to work in it	113 44.0	119 46.3	17 6.6	8 3.1	3.31 0.73	41 40.2	50 49.0	4 3.9	7 6.9	3.23 0.82
When trying to learn something new, I soon give up if I am not initially successful	26 10.1	73 28.4	100 38.9	58 22.6	2.26 0.92	9 8.8	23 22.5	36 35.3	34 33.3	2.07 0.96
When unexpected problems occur, I don't handle them well	48 18.7	113 44.0	67 26.1	29 11.3	2.70 0.90	20 19.6	34 33.3	34 33.3	14 13.7	2.59 0.96
I avoid trying to learn new things when they are difficult to me	34 13.2	62 24.1	114 44.4	47 18.3	2.32 0.92	12 11.8	24 23.5	45 44.1	21 20.6	2.26 0.92
Failure just makes me try harder	86 33.5	124 48.2	33 12.8	14 5.4	3.10 0.82	32 31.4	56 54.9	8 7.8	6 5.9	3.12 0.79
I feel insecure about my ability to do things	21 8.2	126 49.0	85 33.1	25 9.7	2.56 0.78	12 11.8	43 42.2	33 32.4	14 13.7	2.52 0.88
I do not seem capable of dealing with most problems that come up in life	41 16.0	97 37.7	80 31.1	39 15.2	2.54 0.94	12 11.8	27 26.5	42 41.2	21 20.6	2.29 0.93

Table 4 showed the results for the self-efficacy of undergraduate students of Delta State University and Novena University. In order to ascertain the level of self-efficacy possessed by the undergraduates, a test of norm was done. The scale between 1-20 shows that the level of self-efficacy is low. The scale between 21-40 reveals that the level of self-efficacy is moderate and the scale between 41-60 shows that the level of self-efficacy is high. Findings showed that the overall mean for self-efficacy of undergraduates in Delta State University is 40.11 which fall between the scale “21-40”; therefore, it could be inferred that the level of self-efficacy of undergraduate students in Delta State University is moderate.

As for respondents from Novena University, results showed that the overall mean for self-efficacy of undergraduate students is 39.15. This falls between the scale “21-40”. Therefore, this implies that the level of self-efficacy of undergraduates students just like their counterparts in Delta State University is moderate.

4.2.2 Research question two: how frequently do undergraduates of Delta State University and Novena University use library information resources?

Table 5. Frequency of use of library information resources by undergraduates in Delta State University and Novena University.

Library Information Resources	Delta State University						Novena University					
	Frequently Freq. %	Not Frequently Freq. %	Sometimes Freq. %	Never Freq. %	Mean Freq.	SD %	Frequently Freq. %	Not Frequently Freq. %	Sometimes Freq. %	Never Freq. %	Mean Freq.	SD %
Textbooks	171 66.5	44 17.1	38 14.8	4 1.6	3.49	0.80	34 33.3	32 31.4	17 16.7	19 18.6	3.32	0.90
Journals	86 33.5	87 33.9	54 21.0	30 11.7	2.89	1.00	19 18.6	17 16.7	32 31.4	34 33.3	2.39	1.10
E-books	35 13.6	96 37.4	60 23.3	66 25.7	2.39	1.01	31 30.4	22 21.6	31 30.4	18 17.6	2.35	1.10
E-Journals	37 14.4	81 31.5	65 25.3	74 28.8	2.32	1.04	36 35.3	21 20.6	26 25.5	19 18.6	2.27	1.13
OPAC	22 8.6	48 18.7	84 32.7	103 40.1	1.96	0.97	40 39.2	33 32.4	18 17.6	11 10.8	2.00	1.00
Online Database	96 37.4	68 26.5	58 22.6	35 13.6	2.88	1.06	15 14.7	24 23.5	26 25.5	37 36.3	2.83	1.08
CD-ROM	25 9.7	71 27.6	107 41.6	54 21.0	2.26	0.90	30 29.4	36 35.3	25 24.5	11 10.8	2.17	0.98
Newspapers	112 43.6	80 31.1	54 21.0	11 4.3	3.14	0.90	5 4.9	34 33.3	25 24.5	38 37.3	2.94	0.95
Magazines	87 33.9	100 38.9	53 20.6	17 6.6	3.00	0.90	10 9.8	30 29.4	36 35.3	26 25.5	2.76	0.95
Reference resources	112 43.6	81 31.5	45 17.5	19 7.4	3.11	0.95	34 33.3	27 26.5	31 30.4	10 9.8	2.83	1.00
Government publications	33 12.8	95 37.0	80 31.1	49 19.1	2.44	0.94	11 10.8	34 33.3	26 25.5	31 30.4	2.25	1.01

Table 5 presents results on the frequency of use of library information resources by respondents in the two universities. Findings showed that in Delta State University, the library information resources that were used frequently by majority of the respondents were textbooks (mean=3.49), newspapers (mean=3.14), reference sources (mean=3.11) and magazines (mean=3.00). On the other hand, the library information resources that were used sometimes included OPAC (mean=1.96) and CD-ROM (mean=2.26). While, the library information resources that were never used are electronic journals (mean=2.32).

Findings for Novena University also revealed that the most frequently used library information resources as noted by majority of the undergraduate students were textbooks (mean=3.32), newspapers (mean=2.94), reference sources (mean=2.83) and online databases (mean=2.83). On the contrary, the library information resources that were not frequently used by the respondents were OPAC (mean=2.00), CD-ROM (mean=2.17) and government publications (mean=2.25).

The results for the two universities were similar in a sense, as there was a consensus of the fact the most frequently used library information resources by the undergraduate students included textbooks, newspapers and reference sources. While library information resources like OPAC and CD-ROM were seldom used.

4.2.3 Research question three: What is the purpose of use of library information resources by undergraduates in Delta State University and Novena University?

Table 6. Purpose of use of library information resources by undergraduates in Delta State University and Novena University

Purpose	Delta State University					Novena University				
	Always Freq. %	Sometimes Freq. %	Rarely Freq. %	Never Freq. %	Mean SD Freq. %	Always Freq. %	Sometimes Freq. %	Rarely Freq. %	Never Freq. %	Mean SD Freq. %
Assignment	147 57.2	87 33.9	12 4.7	11 4.3	3.44 0.77	57 55.9	35 34.3	4 3.9	6 5.9	3.40 0.82
Pleasure	32 12.5	127 49.4	56 21.8	42 16.3	2.58 0.91	8 7.8	45 44.1	27 26.5	22 21.6	2.38 0.91
Research/Project	92 35.8	85 33.1	50 19.5	30 11.7	2.93 1.01	42 41.2	29 28.4	13 12.7	18 17.6	2.93 1.12
Seminar	26 10.1	57 22.2	85 33.1	89 34.6	2.08 0.99	15 4.7	26 25.5	28 27.5	33 32.4	2.23 1.06
Exam Preparation	162 63.0	70 27.2	14 5.4	11 4.3	3.49 0.79	58 56.9	26 25.5	11 10.8	7 6.9	3.32 0.92
Self-Development	103 40.1	95 37.0	38 14.8	21 8.2	3.09 0.93	34 33.3	36 35.3	18 17.6	14 13.7	2.88 1.03
Preparing Lecture Notes	120 46.7	82 31.9	23 8.9	32 12.5	3.13 1.02	40 39.2	31 30.4	11 10.8	20 19.6	2.89 1.13

Table 6 showed the purpose of use of library information resources by the undergraduates in the two universities. Findings showed that majority of the respondents in Delta State University used the library information resources for examination preparation (mean=3.49), assignment completion (mean=3.44) and preparation of lecture notes (mean=3.13). On the contrary most of the undergraduate students affirmed that they did not use the library information resources for seminar preparation (mean=2.08) and for pleasure (mean=2.58).

Results for Novena University revealed that the most prominent reason why the undergraduate students used the library information resources was for assignment completion (mean=3.40). Other significant reasons included, examination preparation (mean=3.32) and for research and project (mean=2.93). The pattern of response for the least reasons why undergraduate students utilize the library information resources was similar with the results recorded in Delta State University. As seminar presentation (mean=2.23) and pleasure (mean=2.38) topped the list.

It can therefore be deduced from the results that the main reasons why the undergraduate students in Delta State University and Novena University used the library information resources were for the purposes of examination preparation, assignment completion, preparation of their lecture notes and for their project and other research activities.

4.2.4 Research question four: What is the level of undergraduates' satisfaction in using library information resources in Delta State University and Novena University?

Table 7: Level of satisfaction in using library information resources by undergraduates in Delta State University and Novena University.

	Delta State University						Novena University					
Library Information Resources	Highly Satisfied Freq. %	Satisfied Freq. %	Partially Satisfied Freq. %	Not Satisfied Freq. %	Mean SD		Highly Satisfied Freq. %	Satisfied Freq. %	Partially Satisfied Freq. %	Not Satisfied Freq. %	Mean SD	
Textbooks	105 40.9	127 49.4	18 7.0	7 2.7	3.28 0.71		43 42.2	46 45.1	8 7.8	5 4.9	3.25 0.80	
Journals	43 16.7	121 47.1	67 26.1	26 10.1	2.70 0.92		17 16.7	47 46.1	21 20.6	17 16.7	2.63 0.95	
E-books	24 9.3	68 26.5	102 39.7	63 24.5	2.21 0.92		13 12.7	31 30.4	30 29.4	28 27.5	2.28 1.01	
E-Journals	18 7.0	67 26.1	112 43.6	60 23.3	2.87 0.87		9 8.8	28 27.5	37 36.3	28 27.5	2.18 0.94	
OPAC	14 5.4	45 17.5	97 37.7	101 39.3	1.89 0.88		8 7.8	17 16.7	32 31.4	45 44.1	1.88 0.96	
Online Database	45 17.5	105 40.9	75 29.2	32 12.5	2.63 0.91		15 14.7	39 38.2	32 31.4	16 15.7	2.52 0.93	
CD-ROM	11 4.3	76 29.6	111 43.2	59 23.0	2.15 0.82		2 2.0	25 24.5	44 43.1	31 30.4	1.98 0.80	
Newspapers	94 36.6	107 41.6	43 16.7	13 5.1	3.10 0.85		37 36.3	36 35.3	21 20.6	8 7.8	3.00 0.94	
Magazines	84 32.7	105 40.9	56 21.8	12 4.7	3.02 0.86		30 29.4	37 36.3	30 29.4	5 4.9	2.90 0.89	
Reference resources	85 33.1	89 34.6	62 24.1	21 8.2	2.93 0.95		23 22.5	36 35.3	27 26.5	16 15.7	2.65 1.00	
Government publications	10 3.9	87 33.9	115 44.7	45 17.5	2.24 0.78		1 1.0	28 27.5	44 43.1	29 28.4	2.01 0.78	

Table 7 presented the level of satisfaction with library information resources by the undergraduates. Findings showed that the library information resources that most of the respondents were satisfied with in Delta State University were textbooks (mean=3.21), newspapers (mean=3.10) and magazines (3.02). While it was also discovered from the results that a significant number of the respondents indicated that they were not satisfied with OPAC (mean=1.89), electronic books (mean=2.21) and government publications (mean=2.24).

Results in Novena University revealed a similar pattern of response with the one reported in Delta State University as regards the library information resources that majority of the undergraduates were satisfied with. Findings showed that the library information resources that a significant number of the respondents were satisfied with included textbooks (mean=3.25), newspapers (mean=3.00) and magazines (mean=2.90). On the other hand, most of the undergraduate students recorded that dissatisfaction with OPAC (mean=1.88), government publications (mean=2.01) and electronic journal (mean=2.18).

Therefore, it can be concluded that the library information resources that most of the undergraduate students in the two universities were satisfied with were textbooks, newspapers and magazines. On the contrary, they were not satisfied with the library information resources like OPAC, government publications, electronic books and electronic journals.

4.2.5 Research question five: What are the constraints to the use of library information resources by undergraduates in Delta State University and Novena University?

Table 8. Constraints to the use of library information resources by undergraduates in Delta State University and Novena University

	Delta State University						Novena University				
Statements	SA Freq. %	A Freq. %	D Freq. %	SD Freq. %	Mean SD		SA Freq. %	A Freq. %	D Freq. %	SD Freq. %	Mean SD
Inadequate reading space	72 28.0	131 51.0	34 13.2	20 7.8	2.99 0.85		36 35.3	39 38.2	17 16.7	10 9.8	2.99 0.96
Storage and display of information resources	94 36.6	122 47.5	33 12.8	8 3.1	3.18 0.77		30 29.4	51 50.0	17 16.7	4 3.9	3.05 0.79
Poor reading chairs and tables	33 12.8	86 33.5	100 38.9	38 14.8	2.44 0.90		17 16.7	48 47.1	30 29.4	7 6.9	2.74 0.82
Outdated/obsolete resources	71 27.6	131 51.0	37 14.4	18 7.0	2.99 0.84		30 29.4	55 53.9	14 13.7	3 2.9	3.10 0.74
Lack of access to computers	72 28.0	65 25.3	72 28.0	48 18.7	2.63 1.08		42 41.2	35 34.3	15 14.7	10 9.8	3.07 0.98
Poor internet connectivity	74 28.8	81 31.5	54 21.0	48 18.7	2.70 1.08		41 40.2	39 38.2	13 12.7	9 8.8	3.10 0.94
Extension of Library opening hours	51 19.8	96 37.4	76 29.6	34 13.2	2.64 0.95		20 19.6	41 40.2	31 30.4	10 9.8	2.70 0.90
Poor ICT facilities	64 24.9	86 33.5	82 31.9	25 9.7	2.74 0.94		39 38.2	38 37.3	19 18.6	6 5.9	3.08 0.90
Erratic power supply	57 22.2	133 51.8	56 21.8	11 4.3	2.92 0.78		29 28.4	53 52.0	17 16.7	3 2.9	3.06 0.76
Inability to borrow library materials for personal use	111 43.2	96 37.4	21 8.2	29 11.3	3.12 0.98		26 25.5	47 46.1	16 15.7	13 12.7	2.84 0.95

Table 8 showed that most of the undergraduates in Delta State University alluded to the fact that all the constraints listed were challenges that they faced in their use of library information resources. However, the most prominent challenges affirmed by the respondents as the constraints militating against their use of library information resources were storage and display of information resources (mean=3.18), inability to borrow library materials for personal use (mean=3.12), inadequate reading space (mean=2.99), outdated and obsolete information resources (mean=2.99) and erratic power supply (mean=2.92). Similarly, most of the undergraduate students in Novena University also concurred with the opinion that all the constraints listed in the instrument were challenges hindering their use of library information resources. The greatest constraints were outdated and obsolete information resources (mean=3.10), poor internet connectivity (mean=3.10) and poor ICT facilities (mean=3.08). Others include; lack of access to computers (mean=3.07) and erratic power supply (mean=3.06).

Discussion

Results showed that the self-esteem and self-efficacy of the undergraduate students in the two universities studied were moderate. This is an indication that the undergraduates had a measure of self-worth and self-regard for themselves, as per their self-esteem. This is expected as a result of the fact that they are not only students of higher institution, but that of a university. They would consider themselves as privileged and very opportune to be where they are. Seneviratne (2006) noted that self-esteem is linked to the construct of achievement. As such, these undergraduates would consider their admission into the university as an achievement. This in a sense would provide a boost for their self-esteem.

As regards self-efficacy, results revealed that the undergraduates in the two universities have showed that they are indeed students who are worthy of being in a higher institution, as their level of self-efficacy was good. These undergraduates may have been helped to develop this level of self-efficacy from the orientation they had received from home before going into the university by friends and families. The orientation conducted during the first year and words of encouragement from lecturers and colleagues might have also helped them. It would be very difficult for students to be academically successful without a measure of self-efficacy. Bandura (1997: 2) averred that self-efficacy is part of an individual's beliefs in one's capacity to organize and execute the courses of action required to manage prospective situations. Undergraduates face quite a lot of situations that would test their intellectual capacity and stability during the course of their academic sojourn, only those with a good level of self-efficacy will come off victorious.

Findings also showed that the most frequently used library information resources by most of the undergraduates in the two universities were textbooks, newspapers, reference sources, online databases and magazines. This is not unexpected as majority of undergraduates rely more on textbooks for the purposes of preparation of their notes and assignment completion. The use of textbooks by these undergraduates could also be facilitated by referrals from their lecturers. As for the frequent use of newspapers and magazines, some undergraduates are concerned about what is going on in their environment, especially as regards politics, sports and entertainment; as such they would consider the use of these information resources as important. When undergraduates, especially those who are in their final year need information for their projects, they might not have a choice than to use online databases to access scholarly and current articles. This result is

supported by the findings of Ugah (2007), Agboola, Idayat and Odunola (2009), and Kumar (2013) who in their separate studies reported that textbooks, newspapers and reference materials were the most frequently used by the undergraduates.

Results further revealed that majority of the undergraduates in the two universities used library information resources for the purposes of examination preparation, assignment completion, preparation of lecture notes and research and project writing. This is also the case with most undergraduates in Nigeria. Majority of them find it very difficult to use the library information resources for pleasure reading or in order to update their knowledge in different areas. They need to be “forced” by examination, test or research before they remember to use the library information resources. This result is corroborated by Agboola, Idayat, and Odunola, (2009) who discovered that majority of their respondents indicated that they used library information resources for research activities and for the purposes of lectures.

Findings showed that most of the undergraduates in the two universities indicated a high level of satisfaction with the following library information resources; textbooks, newspapers and magazines. This is therefore an indication that even if textbooks might not be enough or current as the case may be, they still find the available ones useful and they are satisfied with it. As for newspapers and magazines, since the undergraduates noted that they were satisfied with them, it means the libraries in the two universities subscribe to them regularly and the undergraduates have access to them and they meet their needs. Yang (2004) alluded to this by expressing that user satisfaction is based on the degree of perceived quality that meets users’ expectation. This result is in contrast with the findings of Seneviratne (2006) who reported in a study that users noted that they were not satisfied with the currency of materials in the library.

The constraints to the use of library information resources by majority of the undergraduates in the two universities include obsolete information resources, poor internet connection, poor ICT facilities, lack of access to computers, erratic power supply, and inadequate reading space, inability to borrow library materials for personal use and storage and display of information resources. These are problems that are not common to these two universities, but quite a number of universities in Nigeria, especially government owned ones are battling with similar challenges. Ojo and Akande (2005) identified the root cause of these challenges as poor funding. If university libraries get the proper allocation that is due to them, the university libraries will completely turn around with effective and efficient library services, provided with state of the art equipment in a very conducive environment.

Conclusion

Self-efficacy and self-esteem are important variable that could influence someone’s cause of action. As such, it is important for librarians and other researchers to consider the relationship between self-esteem, self-efficacy and the use of library information resources by undergraduates.

Additionally, the use of library information resources by the undergraduates especially textbooks, newspapers, reference sources, magazines and online databases for various academic activities like examination preparation, assignment completion, and research, reveal that the university library is still effective in this age of search engines. However, more needs to be done to address the apathy that some undergraduates display towards the use library resources as a result of the series of challenges facing the university libraries like obsolete information resources, lack of ICT

facilities, inadequate reading space and the likes. These challenges need to be addressed for the university libraries to be more effective in providing valuable services to the undergraduates.

Recommendations

Based on the conclusion, the following recommendations are made;

1. In order to sustain the frequent use of library information resources like textbooks, newspapers, reference sources and magazines, efforts should be made to ensure that the undergraduates have the self-worth and self-confidence. This can be done by building their self-efficacy and self-esteem during library orientation.
2. The library management should ensure that the library staff have good attitude towards all library users and are easily approachable by the undergraduate students. This help undergraduate students with low self-efficacy and self-esteem to effectively use the library and information resources
3. To ensure that the undergraduates are satisfied with complex library information resources like OPAC and electronic journals, it essential for the library to organize training sessions for undergraduates on how to use the OPAC and how to access articles in electronic journals. This will further build their self-efficacy and also help them appreciate the role of the university library in their academic pursuits.

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