Perception of Library Resources and Utilization Among Tertiary Institution Students in Akwa Ibom State, Nigeria

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Abstract

The study examined perception of library resources and utilization among tertiary institution students in Akwa Ibom State, Nigeria. Specifically, the study seeks to determine if: Perception of print resources influences students' utilization of library resources; Perception of e-resources influences students' utilization of library resources; Perception of audiovisual resource influences students' utilization of library resources; and Perception of reference resources influences students' utilization of library resources. Ex-post -facto research design. The choice of the ex-post -facto design over other designs was basically due to the fact that the phenomena under study had already occurred. The population of this study consisted of 6,000 registered library users from five tertiary institutions in Akwa Ibom State, Nigeria. The sample used a total of six hundred (600) respondents i.e. ten percent (10%) from each stratum of the population. The study employed Independent t-test as a statistical tool. The results of the analysis showed that Perception of print resources has a significant influence on utilization of library resources; Perception of e-resources has a significant influence on utilization of library resources; Perception of audiovisual resources has a significant influence on utilization of library resources; Perception of reference resources has a significant influence on utilization of library resources. Based on the findings of this study the following recommendations were made. Management in collaboration with government should make sure required textbooks and print information resources are well stocked in the shelves of libraries so that students who are willing will make use of these print resources to improve on their studies.

Keywords: perception of library resources, utilization, perception of print resources, perception of e-resources, perception of audiovisual resource, perception of reference resources

1. Introduction

In an academic community library users need information for making vital and relevant decisions. Obviously, they may acquire information resources through the means of visiting the library for academic activities such as assignments, test, term paper, recreation, or research work which entails the process of finding idea, facts, and new information by scientific and systematic study. Hence, the library then serves as a vital and important channel where information is acquired, processed and disseminated through the provision of appropriate information resources in its various formats. Library is the bedrock of academic excellence in our society today. However, within many professions, associations, and organizations etc. are known to store and disseminate information, but the most important system that is efficient to this respect is the library. Traditionally, the library is a service and information centre where the sum total or even most human civilization and developments in prints and non-prints media are stored and organized systematically for the use of all the citizens in the course of their quest for information, knowledge, learning, teaching, research, recreation and entertainment (Ijatuyi & Adebayo, 2006). Therefore, libraries are critical to tertiary institutions.

Tertiary institutions are essential agents in the development of human resources of any nation. The foremost role

of tertiary institutions as defined in the Nigeria National Policy on Education (NPE) is the provision of middle and high-level manpower for national development which is realized through learning, teaching, research and community services. Therefore, the most potent and effective way of developing human resources is through education. This is why tertiary institutions places premium on the implementation of the National Policy on Education. National Policy on Education (2004) emphasizes providing basic tools for further educational advancement. Also to inculcate permanent literacy and numeracy on the ability to communicate effectively with printed and non-print information resources. (Etim & Nssien 2007). This crucial role of tertiary institutions cannot be achieved without the availability and accessibility of library resources in the libraries. Most importantly, the library is a vital resources centre for knowledge acquisition and learning. In any educational system, especially at the tertiary level, the volumes of academic works students have to do are usually reading centered which implies extensive use of library resources therein. Madu (2000) defined audiovisual as a machinery or hardware of education or a highly structured approach to teach like programmed learning. They includes: Audio CD and CD-ROM, Television, Radio, Audio tapes/cassette, Slides Telephone, Compact disc, Graphics/Photographic etc.

Academic libraries normally provide for educational needs of students, to support the academic staff in their teaching role and provide for research activities of both the students and academic staff. Similarly, the libraries are to generate new knowledge and also encourage transferred and adopted of new innovation — such as providing more relevant prints resources, e-resources, audio visual, and current reference sources for users. Since our tertiary institutions require an atmosphere of research activities. As such, their collections must reflect the subject interests of the institutions. It must also be adequate in terms of quality, quantity and variety. The library does this through useful selection and acquisition of materials for teaching, learning and research; process and organize the materials for easy retrieval, and dissemination of information about the collections and encourages their active exploitation (Hameed & Osunrinade, 2010; Edem & Ofre, 2008).

The ultimate aim of all libraries as a service-oriented organization is to satisfy the needs of its clients. Thus, users' satisfaction with the information resources, facilities and service provided by the library has become a focal point of the present-day librarianship and information science. Information utilization varies in relation to subject fields of the user, educational background, amount of experience and functions performed (Ogunsola, 2004). To utilize means to make use of something or to find a practical or effective use for something while use on its part means to put something into action or service for some purpose (Microsoft Encarta, 2009). Therefore, utilization of library resources simply means using library resources or putting library resources into use by library users. Orgem (2012) defines a library user as "a person who uses one or more library services at least a year". Hence, people who go to any type of library ranging from national, public, private, special, school to academic: intentionally or otherwise, requiring the attention of any library staff, or library resource, are termed library users.

Gyasi, Lamptey and Frempong (2009), observe similarly in Ghana that nowadays, the position of an academic library in a typical African university is gradually being threatened by the dwindling utilization of its resources by students. Even though tertiary institution libraries have historically stood the test of time, by having offered significant role in sustaining research, teaching and learning in all areas of specialization or fields of study in various institutions of higher learning across the globe, there is seemingly a sea change in relationships between tertiary institution students and use of academic library resources and services in the last few years (Lawal, Nkereuwem & Edem, 2008). Based on this, the researcher decided to investigate the perception of library resources and utilization among tertiary institutions students in Akwa Ibom State, Nigeria.

2. Theoretical Framework

2.1 Demand Theory

The demand theory was propounded by Lionel McClovin in 1925. This theory states that libraries should acquire only those information resources that are demanded or that will meet the demands of the community where the library is situated. McClovin believed strongly that academic libraries were established in response to academic demand. As such, it was the duty of librarians to provide the services required by the academic community. His belief was that the library should ascertain the needs of the people and then satisfy them. McClovin realized that the users' idea of what is important and valuable did not always coincide with that of the librarian. Therefore, he sought to balance these two factors by assigning numerical value to various subjects (according to their importance) and other numerical values based on the number of requests for book on a particular subject. These two numbers would then be multiplied to obtain a representative number.

The proponents of demand theory justify their stance by the belief that libraries have no right to impose their choice on others and decide what others should read since they are not all knowing. To this group, librarians should provide just what the clientele want irrespective of whether they are of high quality or not since they are the ones indirectly paying for them. This is in line with S. R. Ranganathan's five laws of library and information

science (1931). These laws made it imperative for everybody to have access to library collections. Based on the laws, librarians acknowledged the individuality of reading and uniqueness of information seeking habits of library users. Thirion and Pochet (2009) cited three studies which have demonstrated that going to a library or even having a library in a school clearly influences the students' school results.

3. Literature Review

3.1 Perception of Print Resources and Their Utilization

Successful educational system depends exhaustively on the accessibility and utilization of information sources and services. In this regard, academic libraries provide knowledge and information resources for teaching, learning and research. Academic libraries are rapidly supporting, encouraging and adapting new forms of teaching and learning exercises (Edward & Fisher, 2002). Information use is strongly related to an individual's ability to take risks, to make rational decisions and to achieve successful results. To get the right information to the right user at the right time, the information control process of information delivery system must have access to both appropriate information resources and appropriate information solution. The system must be able to select from all relevant information resources or that particular subset that solves the particular need of the user.

In a study by Oyewusi and Oyeboade (2009) at Ladoke Akintola University, Ogbomosa, Nigeria on the accessibility and use of library resources by undergraduates. A questionnaire was distributed among 600 students in the university, out of which, 393 were found appropriate for data analysis and conclusion. The respondents were asked to indicate the reasons for using the library. In the response, it was found that 76.8% respondents use the library as a place where they can read and study, 7.9% used it for research, 4.3% visit the library when they want to borrow a book, while 7.4% sleep and socialize in the library. Results indicated that Nigerian students have a positive perception about library as a place where serious academic work can be done. The study by Oyewusi and Oyeboade (2009) further showed that 297(75.6%) of the undergraduate students search for information in books and journals while 79(20.12%) searches for information through the internet. The result of the study also revealed that 5(1.3%) respondents consulted electronic books, 7(1.8%) electronic journals and 3(.8%) databases. This result implies that books and journals were more consulted sources of information by students as a result of their positive perception about these particular sources of information in their respective libraries.

According to Adeoye and Popoola (2011) for effective learning process, learners must have access to necessary information materials and resources. These resources might be in print or electronic format. They express that librarians are responsible for providing the right information to the right person at the right time. Regarding the accessibility of library resources, the authors added that the more accessible information sources require the least effort to access. Siu-Runyan (2011) added that higher quality school and public libraries correlate with higher scores on reading test done at the international level. School libraries are important source of books, when students have access to books, they read them, and when they read a lot, all aspects of literacy improved. Furthermore, books not only have positive effect on achievement but also that the positive impact of access is as large as the negative impact of poverty.

Mubashrah, Riaz-ul-Haq, and Shaziah (2013) in their study Library Resources: Utilization by Teachers and Students showed students' opinion regarding utilization of library resources. Maximum frequencies highlighted that all male and female students were aware about the availability of books in the library and they usually make maximum use of it i.e., 55 percent (60) male and 42 percent (50) female students responded that they did not visit library because there was no required material. It was further disclosed that the alternate resources of the library are used by those students which already marked that they do not use library. Maximum percentage showed that 44 percent (64) female and 35 percentage (08) male students use internet as an alternative resource of library. Students reported that insufficient resource material available in libraries related to the specific courses offered. Moreover, if some material was available, it was irrelevant, outdated and insufficient considering the number of students enrolled. Students suggested adding latest books, course specific books in number sufficient for enrolled students, ICTs i.e., computer systems, internet, photocopier, etc. to enhance the use of library.

Ani and Esin (2003) examined a feasible degree of library use as per the description of people in the academia. This was the case of five federal Nigerian universities. Questionnaire was used as the main instrument through which data was obtained while survey research design was adopted as methodology. In the end, the result of the research declared library sources in print form as sources which were least used. Meanwhile computers were rated as sources which were extensively used. However, an insignificant utilization of online sources was recorded. Furthermore, the research attested that the rate at which print format information sources in the surveyed universities was steadily on a sharp decline was alarming. It was concluded that information technology mostly the internet recorded a negligible use due to the fact that it (information technology) is a recent development especially in African university libraries and therefore provision of relevant information

technology infrastructure and training programmes in those universities in order for academics to have an improved and sustainable use of information technology in their universities' libraries were duly recommended (Ani & Esin, 2003).

In a study by Charles, Paul and Alfred (2013) on the use of academic libraries among students in tertiary institutions in Ghana, it was discovered that the most favourite library resources that undergraduates use are recommended textbooks and reference materials such as encyclopedias, dictionaries, maps, and atlases. Majority of the respondents (467 or 35.5%) indicated recommended textbooks as the most sought for resources when using the libraries. This also corroborates with the findings of Bature (2009) that the resources with direct bearing on course of study was the one mostly utilized by undergraduates in Kebbi State of Nigeria. The study showed that reference materials were the next material most students use at the libraries and this constitutes 30.4% (407) of the response.

Adebayo (2000) in Musa (2010) opined that the use of learning resources be it print, non-print, audiovisual enhance effective learning and contributes to the full potential of the learners. Effective utilization of these learning resources can only happen when students have a positive perception about these resources, and these will go a long way in helping in their tutorials, exercises and homework. Books have been called veritable vehicles of communication and transmission of education, learning and culture in any society. If undergraduates have a positive perception of library resources and are keen in utilizing same, there is no doubt that such students will perform excellently in their chosen fields of study. Akujuo (1991) in Musa (2010) has shown books as basic tools for educational development. Several research reports confirmed non-availability and underutilization of learning resources. Adesina (1990) revealed that higher institutions of learning in Nigeria are experiencing non-availability of core textbooks. Gojeh (1993) found out that college libraries have outdated and inadequate collections, while some programmes in the colleges do not have books, journals and reference materials to meet the need of patron. To come out of this trend, current and relevant learning resources must be made available and school administration and library authorities must mobilize students to effectively utilize the available library resources for better academic performance.

3.2 Perception of E-Resources and Their Utilization

As digital resources have increased exponentially over the last decade, academic libraries have heavily invested in electronic books, research databases, as well as electronic journals, and made them accessible via their library web portals. Some libraries also undertake usability initiatives to improve their web portals in order to provide users with better and easier access to their electronic collections and services. Despite these great efforts, it has been observed that instead of accessing a wealth of electronic content through the library web portal, students tend to rely on internet search engines (e.g., Google), and public web portals (e.g., Yahoo) even though scholarly information is not always readily available there (Low, 2003), and they often have difficulty distinguishing authoritative from non-authoritative information on the internet. As a result, underutilization of library electronic resources has become a common concern (e.g., Hong, Thong, Wong, & Tam, 2002; Thomsett-Scott & May, 2009).

Lee (2005) explained that latest information technology should be used to build library infrastructures, which includes upgraded intranet, extranet, and internet, and available software programs to facilitate the capture, analysis, organization, storage, and sharing of internal and external information resources for effective knowledge exchange among users, resources persons (faculty, researchers, and subjects specialists, etc.), publishers, government agencies, business and industries, and other organizations via multiple channels and layers. In recent years, many of the newly developed information technologies for database and information/document management can be utilized in knowledge management, such as, data warehousing, data mining, text mining, content management, knowledge extraction, knowledge mapping, groupware, and information visualization. Doosuur and Mwuese (2013) carried out a study on student's perception of library services in universities in Benue State. Their findings showed that 3.4% of respondents and 30.1% of the respondents in Benue State University (BSU) and Federal University of Agriculture (UAM) respectively agreed that ICT services are been offered in their libraries 60.4% and 31.1% agreed to the provision of reference services in their libraries. 11% and 15.6% agreed to library instruction been rendered in their libraries. 18% and 13.2% agreed that circulation services are rendered in their libraries. While 5.8% and 09.6 percent agreed to internet services offered to students of this library. Geisler, Giersch, McArthur and McClelland (2002) and Asamoah-Hassan (2011) believe that digital library helps its users in several ways.

Shalini and Rajyalakshmi (2008) in a study of user perceptions and utilization of library and information services of information centers in Nagpur City found out that majority 138 (53.48%) of respondents use internet daily. In a survey conducted by Anjuwon (2006) on 172 physicians at the University College Hospital (LCH) Ibadan, a 31-item, anonymous, standardized questionnaire was completed. Romanov, Kalie and Aarnio (2006) conducted a survey to evaluate medical and dental students' utilization of electronic information resources. A

web survey was sent to 837 students (49.9% respondents).

3.3 Perception of Audiovisual Resources and Their Utilization

In the findings of Schultz (2000) on the effects of graphical elements on perceived usefulness of a library web page, it was found that higher positive response to aesthetically designed pages contributes to how students perceive pages and ultimately how they choose or do not. This implies that effective utilization of audiovisual resources which include the multimedia on the internet will enhance high resources utilization, which invariably influences the desire of students' high academic performance. In a related study, Schenkman and Jonsson (2000) found that the ratio of illustration to text and beauty were related in determining preference and that a correlation existed between beauty and overall impression. This means that what someone sees and also hears gives a higher level of comprehension and understanding and can relate to high utilization of multimedia resources.

Audiovisual resources are the best library resources for users including undergraduates because it addresses more than one sense simultaneously, as it addresses the senses of sight and hearing. According to Aloraini (2005) it provides different stimuli in their utilization which includes texts, spoken words, sound and music, graphics, animations and pictures. All these elements when combined can result to effective utilization of library resources. In a study conducted by Beichner (1994) cited by Eno (2015) it was found that the utilization of multimedia has a positive effect on the knowledge and emotions of the students who study scientific subjects. Amen (1995) as cited by Eno (2015) also conducted another study on the impact of the hypermedia on the students' academic performance and their attitudes towards using the computer to teaching faculty of education students, Minya University. The study was conducted on 30 males and females students in the third grade in the faculty and they were represented into two groups; one was experimental and the other was the control group studied by traditional method. The study found statistically significant differences between the two groups concerning students' computer attitude scale in favour of the experimental group. Moreover, if found out statistically significant differences in the academic performance test between the two groups in favour of the experimental group. This implies that students who perceive audiovisual resources positively will make adequate utilization of it in their research work.

Yunis (2005) conducted a study on the effectiveness of multimedia software to study geometry in the second grade of preparatory schools aimed at identifying to what extent multimedia software helps in the academic achievement of the preparatory schools students in the subjects of both sex and its remembrance. A sample of 300 students of both sexes was used for the study. The experimental group was 150 while the control group was also 150 of both sexes. The experimental group used multimedia utilization while the control group was not exposed to multimedia utilization in their learning of geometry. The results revealed significant statistical differences in their average of academic achievement showing higher achievement in the experimental group. This in effect is an indication that when an enabling environment is provided for students, they will have a positive perception of multimedia resources which in turn will increase their utilization of these resources.

Similarly, Nasr (2005) studied the effectiveness of the use of multimedia computer technology on teaching geometry to the third preparatory grade students on their academic performance and the development of innovation thinking. Two groups were formed, experimental and control groups. The experimental group was exposed to utilization of multimedia in their study of a similar topic in geometry while the control group was not. The two groups were exposed to pre-text and a post-text achievement test. The results revealed that there are statistically significant differences between the average grades of the two groups at the level of academic performance. The experimental group that used the interactive multimedia performed better than the control group. The percentage the programme efficiency was 72 percent in developing students' positive perception of audiovisual resources. The efficiency degrees of the proposed programme were 60/70, which means that 72 percent of the students who utilized the multimedia got 60% or more of the final grade in geometry thinking test.

In a recent study by Aloraini (2012) on the impact of utilization of multimedia on students' academic achievement in the College of Education at King Saud University. The study aimed at finding out the impact of using multimedia on the female students' academic performance in the computer and its use in education. The study made use of equivalent groups, one experimental and one control consisting of 20 female students. The experimental group was introduced in the utilization of multimedia in their learning process while the control group was not allowed to use multimedia. Pretest as well as posttest was administered to the two groups. The results of the analysis of both the pretest and posttest revealed that there were statistically significant differences between the experimental group and the control group at a significant level of 0.05 in favour of the experimental group. This study also confirms many other results from studies like Watkins (1999), Abu (2005), Da'iij (2008), Nasr (2005), which shows significant difference among students' utilization of audiovisual resources. In the different results, those found to utilize audiovisual resources are those who perceived these resources positively and because they made use of these resources, their studies improved significantly.

There is also a large body of research that supports the influence of utilization of audiovisual resources on

students' academic performance through language acquisition (O'Hara & Pritchard, 2006; Pritchard & O'Hara, 2005; Leu, 2005; Cummins, 2005; Zhao, 2005). Numerous other studies demonstrate that students who utilize available multimedia and/or hypertext environments show greater gains in areas of language development than students who learn in more traditional environments. Zhao (2005) reviewed studies on influence of utilization of multimedia on language acquisition and came up with the following conclusions. Enhancing access efficiency through digital multimedia: multimedia presentations (video, images, text) can create stronger memory link than text alone. In addition, digital technologies allow instant playbacks, which provide learners with quick and easy access and different section of instructional materials than when they are using a textbook. Enhancing authentically using video and the internet: The internet provides learners with access to authentic materials like news and literature, while video can offer context rich linguistic and culturally relevant materials to learners. Furthermore, it has been discovered that students' perception of library resources goes a long way in determining how students utilize these resources. Boster' study (2004) of 2,500 sixth and eight grades students in Los Angeles that students who utilize multimedia resources and as a result of their positive perception of these resources had a statistically significant increase in mathematics performance scores.

3.4 Perception of Reference Resources and Their Utilization

According to Edem and Odu in Lawal, Nkereuwem and Edem (2008), these resources are documents that contain miscellaneous information on any topic be it on event, organization, individuals, government, subject area, and discipline. These resources, when there are available in the library may raise students' curiosity and thereby increase their utilization. Several scholarly journal articles in one field of specialization or research can now be accessed and there is no doubt that effective utilization of these invaLuab1e reference resources by both students and lecturers in the academic community will enhance high productivity and better academic performance (Ani & Ahiauzu, 2008).

In a study by Charles, Paul and Alfred (2013) on the use of academic libraries among students in tertiary institutions in Ghana, it was discovered that the most favourite library, resources that undergraduates use are recommended textbooks and reference materials such as encyclopedias, dictionaries, maps, and atlases. Majority of the respondents (467 or 35.5%) indicated recommended textbooks as the most sought for resources when using the libraries. This also corroborates with the findings of Balure (2009) that the resources with direct bearing on course of study was the one mostly utilized by undergraduates in Kebbi state of Nigeria. The study showed that reference materials were the next material most students use at the libraries and this constitutes 30.4% (407) of the response.

In a study by Shalini and Rajyalakshmi (2008) titled User Perceptions and Utilization of Library and Information Services of Information Centers in Nagpur City, it was revealed that 82,94% users are using reference services, 73.25% users know the periodical services provided followed by 49.32% of users aware about user orientation programme, 64.72% users are having awareness about reprographic services. 55.42% users are known about information services. Lending, reference and periodical services are more utilized by the user's community. All the 100°/b users are using lending services. Book reservation service is used by maximum (55.55%) users. Reference service is used by 92.85% of users. Maximum number of users 78.94% and 100% users used bibliographical services and reprography services respectively. 84.21% of users used newspaper clipping service. Periodicals are being used by 92 85% of users.

Momodu (2013) in his study "Library utilization among college of medicine research year undergraduates: Case study of Ambrose Alli University, Ekpoma Nigeria" revealed that though the research year undergraduates have library identification cards, they however, did not utilize reference resources for their research work. Toner (2005) conducted a study on the non-use of library reference sources by freshmen students. The researcher found out that libraries need to market their services better to the students that are not frequent visitors to the library. Marshall, Burns and Briden (2007) asserted that library instruction would help students perceive libraries as a credible resource. Students see faculty as the subject expert and interact with them almost every day. On the other hand, they view librarians as people who work in the library with whom they almost never interact. They do not think of librarians as subject experts, or even research experts, but only people managing library collections. Onifade, Ogbuiyi and Omeluzor (2013) in their study "Library resources and service utilization by postgraduate students in a Nigerian private University" observed that majority 36 (47 percent) of the respondents used reference sources occasionally while only 8 (10.5percent) of the respondents used the reference materials daily and 20 (26,34) respondents used the reference materials weekly followed by 7(9.2 Percent) used reference sources on a monthly basis.

4. Methodology

Ex-post -facto research design. The choice of the ex-post -facto design over other designs was basically due to the fact that the phenomena under study had already occurred. The population of this study consisted of 6,000 registered library users from five tertiary institutions in Akwa Ibom State, Nigeria. One thousand, seven hundred

and sixty registered library users from the University of Uyo, 660 registered library users from Akwa Ibom State University, 1,370 registered library users from Akwa Ibom State Polytechnic, 970 registered library users from the Maritime Academy of Nigeria and 1,240 registered library users from the College of Education, Afaha Nsit. The sample used a total of six hundred (600) respondents i.e., ten percent (10%) from each stratum of the population. Thereafter, 176 registered library users were sampled in the University of Uyo, 66 registered library users were sampled from the Akwa Ibom State University, 137 registered library users were sampled from Akwa Ibom State Polytechnic, 97 registered library users were sampled from the Maritime Academy of Nigeria, while 124 registered library users were sampled from the College of Education, Afaha Nsit. Their ages were between 16 and 36 years. The study employed independent t-test as a statistical tool.

5. Presentation of Results

5.1 Hypothesis One

Perception of print resources has no significant influence on students' utilization of library resources. The independent variable in this hypothesis is perception of print resources (classified into Negative and Positive perceptions), while the dependent variable is utilization of library resources (classified into print information resources, e-resources, audiovisual resources and reference resources), Scorers below the mean, on the perception of print resources scale, were classified as having negative perceptions; while those above the mean were classified as having positive perceptions. Subjects who scored exactly the mean were negligible in number so they were considered as having positive perceptions. Based on the two classifications of perception, independent t-test statistical technique was employed in testing the hypothesis.

Table 1. Summary of descriptive statistics for all continuous variables of the study

S/N	Variable	n	$\overline{X}$	SD
1.	Perception of print resources	600	13.08	3.61
2.	Perception of e-resources	600	15.51	3.48
3.	Perception of audiovisual resources	600	10.45	3.63
4.	Perception of reference resources	600	12.45	3.85
5.	Utilization of print resources	600	12.60	3.99
6.	Utilization of e-resources	600	11.24	4.09
7.	Utilization of audiovisual resources	600	8.59	3.78
8.	Utilization of reference resources	600	13.77	3.76
9.	Overall utilization of library resources	66	46.21	13.07

Table 2. Summary of independent t-test for the influence of students' perception of print resources on utilization of library resources

S/N	Variable	Perception	n	$\overline{X}$	SD	T
1.	Utilization of print resources	Negative	246	11.29	3.17	7.001*
		Positive	354	1352	4.24	
2.	Utilization of e-resources	Negative	246	9.20	3.23	11.186*
		Positive	354	12.66	4.02	
3.	Utilization of audiovisual resources	Negative	246	7.10	2.86	8.555*
		Positive	354	9.64	4.00	
4.	Utilization of reference resources	Negative	246	12.51	3.58	7.098*
		Positive	354	14.64	3.65	
5.	Overall utilization of library resources	Negative	246	40.10	9.70	10.350*
		Positive	354	50.45	13.44	

* significant at .05 level; df = 598; critical t=1.96.

Results of analysis showed that the calculated t-value for utilization of print resources (7.001), e-resources

(11.186), audiovisual resources (8.555), reference resources (7.098), and for overall utilization of library resources (10.350), are each greater than the critical t-value of 1.96 at .05 level of significance using 598 degrees of freedom. This means that students' perception of print resources significantly influence their utilization of library resources. The results show that it was students who had positive perception towards print resources that exhibited a higher utilization of library resources than their counterparts who had negative perception towards print resources.

5.2 Hypothesis Two

Perception of e-resources has no significant influence on students' utilization of library resources. The independent variable in this hypothesis is perception of e-resources (classified into Negative and Positive perceptions), while the dependent variable is utilization of library resources (classified into print information resources, c-resources, audovisua1 resources and reference resources). Scorers below the mean, on the perception of print resources scale, were c1assfied as having negative perceptions: while those above the mean were classified as having positive perceptions. Subjects who scored exactly the mean were negligible in number so they were considered as having positive perceptions. Based on the two classifications of perception, independent t-test statistical technique was employed in testing the hypothesis. The results of the analysis are presented in Table 2. Results of analysis show that the calculated t-value for utilization o prints - resources (11.502), e-resources (13.596), audiovisual resources (12.3,10), reference resources (l l.439), and for overall utilization of library resources.

Table 3. Summary of independent t-test for the influence of students' perception of e-resources on utilization of library resources

S/N	Variable	Perception	n	$\overline{X}$	SD	T
1.	Utilization of print resources	Negative	304	10.93	2.82	11.502*
		Positive	296	14.32	4.27	
2.	Utilization of e-resources	Negative	304	9.28	3.12	13.596*
		Positive	296	13.25	3.99	
3.	Utilization of audiovisual resources	Negative	304	6.92	2.17	12.310*
		Positive	296	10.32	4.28	
4.	Utilization of reference resources	Negative	304	12.20	3.41	11.439*
		Positive	296	15.39	3.42	
5.	Overall utilization of library resources	Negative	304	39.33	7.73	15.436*
		Positive	296	13.67	13.67	

* significant at .05 level; df = 598; critical t=1.96.

(15.436) are each greater than the critical t-value of 1.96 at .05 level of significance using 598 degree of freedom. This means that students' perception of e-resources significantly influences their utilization of library resources. The results show that it was students who had positive perception towards e-resources that exhibited a Results of analysis show that the calculated t-value for utilization of print resources (11.502), c-resources (13.596), audiovisual resources (12.3.10), reference resources (11.439), and for overall utilization of library resources (15.436) higher utilization of library resources than their counterparts who had negative perception towards c-resources.

5.3 Hypothesis Three

Perception of audiovisual resources has no significant influence on students' utilization of library resources.

The independent variable in this hypothesis is perception of audiovisual resources (classified into Negative and Positive perceptions), while the dependent variable is utilization of library resources (classified into print information resources, e-resources, audiovisual resources and reference resources). Scorers below the mean, on the perception of print resources scale, were classified as having negative perceptions while those above the mean were classified as having positive perceptions. Subjects who scored exactly the mean were negligible in number so they were considered, as having positive perceptions. Based on the two classifications of perception, independent t-test statistical technique was employed in testing the hypothesis.

Table 4. Summary of independent t-test for the influence of students' perception of audiovisual resources on utilization of library resources

S/N	Variable	Perception	n	$\overline{X}$	SD	t
1.	Utilization of print resources	Negative	442	11.49	3.38	12.991*
		Positive	158	15.73	3.89	
2.	Utilization of e-resources	Negative	442	9.95	322	15.151*
		Positive	158	14.84	4.10	
3.	Utilization of audiovisual resources	Negative	442	7.37	2.64	15.835*
		Positive	158	12.03	4.34	
4.	Utilization of reference resources	Negative	442	12.94	3.34	9.695*
		Positive	158	16.09	3.29	
5.	Overall utilization of library resources	Negative	442	41.75	9.72	17.012*
		Positive	158	58.68	13.19	

* significant at .05 level; df = 598; critical t=1.96.

Degrees of freedom. This means that students' perception of audiovisual resources significantly influence their utilization of library resources. The results show that it was students who had positive perception towards audiovisual resources that exhibited a higher utilization of library resources than their counterparts who had negative perception towards audiovisual resources.

5.4 Hypothesis Four

Perception of reference resources has no significant influence on students' utilization of library resources, the independent variable in this hypothesis is perception of reference resources (classified into Negative and Positive perceptions), while the dependent variable is utilization of library resources (classified into print information resources, e-resources, audiovisual resources and reference resources). Scorers below the mean, on the perception of print resources scale, were classified as having negative perceptions: while those above the mean were classified as having positive perceptions. Subjects who scored exactly the mean were negligible in number so they were considered as having positive perceptions. Based on the two classifications of perception, independent t-lest statistical technique was employed in testing the hypothesis.

Results of analysis show that the calculated t-value for utilization of print resources (7.953), e-resources (13.217), audiovisual resources (9.319), reference resources (8.121), and for overall utilization of library resources (11.872), are each greater than the critical t-value of 1.96 at .05 level of significance using 598 degrees of freedom, this means that students' perception of reference resources significantly influence their utilization of library resources. The results show that it was students who had positive perception towards reference resources that exhibited a higher utilization of library resources than their counterparts who had negative perception towards reference resources.

Table 5. Summary of independent t-test for the influence of students' perception of reference resources on utilization of library resources

S/N	Variable	Perception	n	$\overline{X}$	SD	t
1.	Utilization of print resources	Negative	198	10.85	2.68	7.953*
		Positive	402	13.47	4.23	
2.	Utilization of e-resources	Negative	198	8.47	2.97	13.217*
		Positive	402	12.60	3.87	
3.	Utilization of audiovisual resources	Negative	198	6.68	2.13	9.319*
		Positive	402	9.54	4.05	
4.	Utilization of reference resources	Negative	198	12.08	3.55	8.121*
		Positive	402	14.60	3.59	
5.	Overall utilization of library resources	Negative	198	38.08	7.30	11.872*

		Positive	402	50.21	13.43	

* significant at .05 level; df = 598; critical t=1.96.

6. Summary of the Study

The study was designed to determine the perception of library resources and utilization among tertiary institution students in Akwa Ibom State, Nigeria. To this end, the study specifically sought to establish the influence of print resources, e-resources, audiovisual resources and reference resources on utilization of library resources. The results of the analysis showed that:

1) Perception of print resources has a significant influence on utilization of library resources.

2) Perception of e-resources has a significant influence on utilization of library resources.

3) Perception of audiovisual resources has a significant influence on utilization of library resources.

4) Perception of reference resources has a significant influence on utilization of library resources.

7. Conclusion

Four major hypotheses were tested in the course of this study. On the basis of the findings, it was concluded that print resources, e-resources, audiovisual resources and reference resources significantly influenced utilization of library resources. This implies that students who perceived library resources positively made better use of library resources.

8. Recommendations

Based on the findings of this study the following recommendations were made.

1) Management in collaboration with government should make sure required textbooks and print information resources are well stocked in the shelves of libraries so that students who are willing will make use of these print resources to improve on their studies.

2) Librarians should show more interest in the development of information and communication technology (ICT), and internet services should be improved in the study area. The government should make available computers with robust internet connectivity to students for their research work.

3) Librarians should engage in professional retooling by integrating learning into work and also apply what they learn daily for effective services delivery, there is the need to acquire new skills and competencies that could change the shape and scope of library services to readers, this could boost their interest in using information resources maximally.

4) The libraries should re-order her priorities through a major policy shift in order to provide level ground for the provision of current information resources and tools. By these librarians will be able to face squarely the challenge of adequate and effective library service delivery to users in the study.

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