

Analysis of the Use of Library Resources by Staff and Students of Secondary Schools in Southern Kaduna Senatorial District

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Abstract

This study analyzed the use of library resources by staff and students of secondary schools in southern Kaduna senatorial district. The population of this research comprised all secondary schools in southern Kaduna senatorial zone. Multistage sampling technique was employed in drawing a sample size of 800 students and 400 teachers. The instrument used for data collection was a questionnaire and was tested for reliability using Cronbach alpha. The reliability coefficient of Library use scale was = 0.9. Data collected were analyzed using descriptive statistics. Findings indicate that majority of the respondents reported that nobody encouraged them to use the library. While, respondents were also tried to benefit from all facilities of the library; borrow books from the library. In the face of using library facilities, majority of the respondents established that they visit the library not only when they have assignment. Based on the findings, the study concludes that organizing a series of lecture under user instruction or user education or library orientation program is required in public senior secondary schools. The study recommends that teachers should also mandate students to use the school library effectively; it can help attain high academic achievement. It was also recommended that professional librarians should be employed in public senior secondary schools to plan and execute result oriented information education.

Keywords: *Education, Orientation, Use, Resources, School libraries, Librarian.*

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Background to the Study

The library is an agency responsible for acquiring information resources, disseminating and imparting knowledge. The school library resources are primarily meant to be use by those in need of information (Waldma, 2003). The provision of library resources and services are therefore crucial and indispensable to both primary and secondary education system. It is important that both students and staff of secondary schools utilize library resources to enhance learning and teaching activities for quality education. With the development in the Information Communication Technology (ICT), there has been unprecedented growth of library resources both in print and non-printed, consequently it is observed that there are challenges in the utilization of these resources by both students and staff in secondary schools. This study therefore seeks to analyse the use of library resources by staff and students of secondary schools in southern Kaduna.

Statement of the Problem

Libraries are built in schools with the aim of supporting teaching and learning, it is expected that students and staff use the resources being provided maximally. However, it is observed that most of these school libraries are always under lock and key in some schools, users on their side hardly visit the library in order to consult the resources. It has been also noted that students and staff are increasingly developing interest to Information Communication Technology (ICTs) facilities while given less regard to the school library resources. It is against this background that this study aimed at investigating the use of school library resources by students and staff of secondary schools of southern Kaduna Senatorial District.

Objective of the Research

The research is based on the following objectives:

- i. To determine the extent to which the library resources are being use by both students and staff of the secondary schools under study;
- ii. To establish the reasons why staff and students use the library;
- iii. To show the frequency of the use of library resources by staff and students of the libraries under study;
- iv. To determine the extent in which the library resources satisfy the information needs of both staff and students.

Research Questions

- i. To what extend the library resources are being use by students and staff?
- ii. What are reasons why students and staff uses the library?
- iii. What is the frequency of use of school library resources by students and staff?
- iv. What is the level satisfaction of use of school library resources by students and staff?

Literature Review

The concept of library

Mohammed (1998) defined library as a collection of a wide variety of library materials housed in each school centrally organized by staff professionally prepared to offer service to students and teachers that will enrich and support the educational programme of the school. In other words, it is an integral part of the school not an adjunct. It is also the intellectual center of the

school. Ibetoh (1998) confirms this when he opined that school library is an essential ingredient in learning at any level of education, pointing out that it is the intellectual center of the school containing records not only of the intellectual but also cultural and social products.

Use of Library Resources

The Federal Ministry of Education's minimum standard for school libraries (1992) identified the following types of books (library resources) which school libraries should acquire to include reference books, non-fiction including text books, supplementary orders (materials) (easy to read book) and fiction (story books, novels, cartoons). The establishment of school libraries stock with variety of reading materials is one thing but the exploitation of such resources to achieve one's ends is another. Elaturoti (1993), posits that the usefulness of any school library media center depends on its maximum utilization by students otherwise it is as good as wasted. Similarly, in the study on information needs of students, Kumar (2009), found that most users visit the library to borrow books, study, and search for information or reading. The purpose of their visits depends on time available and needs. According to Kumar, most users depend on publisher's catalogues, bibliographies, indexes, abstracts, or book reviews to keep current in their area of study. Internet, e-journals or CD-ROMS are used less often due to Information and Knowledge Management the lack of availability of these resources as well as personal skill to use them. In their research, Hussain and Kumar (2006), also reported that majority of the students used the library to borrow books or other materials; others preferred the print collection over the electronic collection. In his study as to how effective students use library resources, McCarthy (1995) concluded that if students are to improve their effectiveness, they need more instruction in information literacy to become more skilled in using library resources. Again, he said for students to be more effective in the use of library resources, the library must assess its current reference services and instruction programme in the light of students' curriculum needs and skills.

Okeason and Okpeota (1993), in their views on student's utilization of library resources remark that the ability to read is the most important mental skill that a person can acquire, pointing out that people read for ideas and for information to release tensions of lives and for opportunities to savour all varieties of experience. Reading ability and the mental capacity that go with it are vital in passing examinations, and solving office problem when engaged after leaving school. They are also vital in business as well as the industrial world.

According to Abdullahi (1998), most of the Nigerian students who enter universities have never used the library effectively during their primary and secondary schools. He suggested that teaching of basic instruction on skills like orientation on the library, rules and regulations for using the library, proper use and handling of books arrangement of books in the library among other things as panaceas.

Aguolu (2002), posits that work in any school library requires staff of various categories and levels of education and training, indicating that the following may be needed depending on the enrolment, staff, collection and academic programme; librarian employed as school librarian with or without any teacher qualification, teacher librarian (currently, teachers are put in

charge of the school library with or without any library training). Library Officers, Library Attendants, and Library Prefect. It is only when this is in place that effective library service can be guaranteed.

According to Kwon (2008) critical use of information resources in the library is crucial in higher education. Therefore, higher institutions should stress on students' abilities to use libraries and information resources critically. With the new generation of computer literate students and the vast amount of information available in both print and electronic formats, the necessity to develop the ability to use information resources in the library is paramount. Consequently, academic libraries assume a far greater role in assisting students to locate and evaluate information critically. Indeed, the search for information involves critical thinking. In the opinion of Kwon (2008) due to the importance of analytical and systematic thinking skills in using libraries, critical thinking has been of interest to both information literacy instructors and library and information professionals.

The critical use of academic library resource is important for college students to achieve high academic performance. Information seeking often involves critical thinking in identifying and evaluating relevant resources from a myriad of information sources and databases.

In the view of Waldma (2003), students' library use assumes that the more an undergraduate uses the library, the more familiar the student will be with its resources. However, if students use the library primarily as a quiet and convenient place to study, they may not be aware of its resources at all, as well as to the student who never puts a foot in the library. According to Asamoah-Hanssan (2008), the underlying factor of any nation's development is instructive knowledge in all aspects of life. Also, if knowledge is not harnessed, it is no knowledge. It is the library which collects, organizes and preserves knowledge and makes such knowledge available as and when needed. Libraries and the information that they provide constitute the building blocks of national development.

Badu (1999), also articulated the same view in his survey of the "Information Seeking Habit of Graduate Students in the University of Ghana". According to him, there is a low level of understanding of the library and less use is made of bibliographic tools. He concluded that the content and duration of the orientation programme organized by the Library at the beginning of the academic year and the lack of knowledge of the library concept and low utilization of the library's resources by the students show that the programme, as it is pursued is a waste of time. He believes that to make the programme more useful and have the needed impact, the user education programme should be integrate into the with the official university curriculum as obtained in some other universities in the country.

Ugwuanyi, Okwor and Ezeji (2011), stated that the abundance of information resources provided by libraries makes them a potential learning environment. While, Popoola (2008), affirmed that the information resources and services available in institutional information systems must be capable of supporting research activities among the students and faculty members. Similarly, Iyoro (2004) identified accessibility as one of the prerequisites of information use. It is accepted that the effectiveness of libraries is often measured by the

volume of library materials to clients, the amount of use of the resources and the apparent satisfaction of clients (Simmonds and Andaleeb, 2001).

Library Services to Students

The school librarian has the professional obligation to deal realistically but humanely with each student, to provide learning resource, and to design learning experiences which will be compatible with the needs, interests and abilities, goals, concerns and learning styles of each student. The school librarian must be accessible, approachable, responsive and establish a climate conducive to maximum learning a happily environments where the students may taste success and their disabilities are not on public display. The school librarian must personalize the services of the library media centre therefore, hold and demonstrate authentic concern for the intellectual, moral, spiritual, social and cultural wellbeing of each student no matter how rich, poor, or brilliant. He must consistently build the knowledge of the students as they works with him as a mentor, counselor and friend. After the school librarian has introduced the students to variety of learning resources, he needs to teach study skills required to use the learning resources in the library. In a study on secondary school library services in Oyo state conducted by Opeke (1980), she collected data from one hundred and seventy five schools. The report of the study revealed that the resources were inadequate as virtually all the schools libraries lacked audio-visual materials. She affirmed that teachers and students make minimum use of the school library and this may be attributed to the present poor library stock. In addition, it was discovered that services rendered by the libraries to staff and students were mostly reading or borrowing of books. A number of publication exist in the area users studies. But none of them has any direct focus on southern Kaduna zone of the State.

Methodology

The research design employed for the study is a survey. The population of this research comprised all secondary schools in southern Kaduna senatorial zone. Multistage sampling technique was employed in drawing a sample for the study. In the first stage, two towns/villages will be identified from the eight local governments in the area. This gives a total of 16 towns/villages. All the secondary schools in those town/villages were listed in the second stage and randomly choose 10 secondary schools from each local government area in southern Kaduna senatorial zone. . This resulted to a total of 80 secondary schools. Finally, ten students and five staff were randomly selected respectively from each school this gave a sample size of 800 students and 400 teachers. Only students from JSS 2 and SS 2 will be involved. This is because at this stage, the students are fairly matured to respond and interpret questions with minimum difficulty and also because these groups of students constitute the majority of those who make use of the school library resources hence can provide useful information for the study.

Techniques of Data Collection

The research instrument is questionnaire. The instrument were validated by experts who are senior librarian. The reliability coefficients of the instrument was 0.84. The questionnaires were then administered by the researchers themselves to the respondent and they were required to complete the questionnaire on spot, this was to ensure return rate is 100%.

Data Analysis

Frequency counts and percentages were used for analyzing the data obtained from the respondents.

Presentation of Findings

The results obtained were tabulated and discussed below.

Table 1: Purposes for use of school Library

Research Question One: What is Your Purpose of Using School Library?

S/N	Purposes of using school library	No. of the respondents	Percentages%
1.	Leisure reading	70	7.14
2.	To do assignment and homework	310	31.64
3.	To read and borrow library books	215	21.94
4.	To read for examinations only	360	36.73
5.	To read newspapers and magazines	05	0.51
6.	Meet friends	20	2.04
7.	Total	980	100

Table 1 above represents the purposes of use of school library. The result shows that 36.73% of the respondents visited the school library to read for examinations only, 31.64% visited school library to do assignment and homework, 21.24% to read and borrow library books, while 7.14% go for leisure reading, 2.04% go to school library to meet friends, while 0.51% go to the school library to read newspapers and magazines. This indicates that the majority of the students make use of the library purposefully to read for examinations only as well as to do assignment and home work. However, government or other institutions responsible should strengthen the existing school libraries or building more school libraries and stock with different information resource that can meet uses or patrons information need and hence encourages and raises school performance. Spread bury and spiller (1999) supported that school libraries are still responsible for acquiring and providing access to books, reference materials and other media resources that meet the educational recreational and informational needs of their users.

Table 2: Frequency of using School Library by Students

Research Question Two: How Frequent do you use the School Library?

Responses	No of respondents	Percentages (%)
Always	290	29.60
Occasionally	690	70.40
Never	0	0.00
Total	980	100

Table 2 above indicates the frequency of using school library. The result shows that 70.40% of the respondents use the library occasionally, 29.60% use the library always while no response for “never use the library” option. From the finding it is obvious that a greater majority of respondents use the library occasionally. These finding are consistent with those of Aura

(2011) on use of school libraries that most of the students who were interviewed visited the library irregularly. This means that more efforts need to be made to improve the rate and frequency of library use and of such efforts could be in the area of provision of recent and relevant information materials.

Table 3: Other Resources Centres Students Consult in Meeting their Information Needs

Research Question Three: What other resource centers do you use in other to meet your information need?

S/N	Alternative sources	No. of the respondents	Percentages %
1	Public library	100	10.2
2	Academic Library	80	8.2
3	Internet sources	450	45.9
4	Personal library	350	35.7
	Total	980	100

Table 3 above shows other resources students or users or patrons consult in meeting their information needs.

The findings show that 45.9% respondents consult the internet sources alternative sources to meet their information needs, other 35.7% of respondents consult personal libraries and 10.2% of the respondents consult public library as their alternative information resource while 8.2% of the respondents consult academic library. This implies that greater majority of users or patrons use internet resources as their alternative information resources. This is probably because the internet sources contains various information resources that meet their information need which may not be available in their school information. The reason might be accessibility of the internet sources in the area of the study. Therefore, government and other stakeholders should make more efforts in stocking different information resources to meet information needs of the users or patrons.

Whiwhu and Okorodudu (2012) asserted that the public library is a local centre of information resources that makes all kinds of knowledge and information readily available to its users. Also other alternative resources consulted by users or patrons are public library and academic library. This indicates that school libraries should be connected to internet facilities so that students can access more relevant and current information resources.

Table 4: Information Resources used by students in the Study Area

Research Question Four: What Information Resource(s) do use in your Library?

S/N	Information resources	No. of the respondents	Percentages %
1	Novels (fictions)	65	6.6
2	Text books	580	59.2
3	Dictionaries	70	7.1
4	Atlases and maps	160	16.3
5	Newspapers/Magazine	20	2.1
6	Poetry	85	8.7
7	Audiovisuals	0	0
	Total	980	100

Table 4 shows that 59.2% of the respondents used textbooks as information resources in their school libraries, 16.3% used atlases and maps as information resources, 8.7% used poetry, 7.1% of the respondents used dictionaries, however, 6.6% respondents used novels (fictions) an 2.1% of the respondents used Newspapers and magazine, while none of the users or patrons used Audio-visuals resources. These findings are consistent with those of Arua and Chinaka (2011) Moswela (2005) on the use of school libraries information resources. This indicates that the vast majority of the respondents used textbooks to satisfy their information needs. This is probable because textbooks may contain usefully information which is relevant to their subject's areas. Therefore, there is need for school libraries to be stocked with other textbooks covering different subjects which are relevant to secondary schools curriculum. Moreover, very few respondents used audio-visual materials as their information resources in the secondary schools under the study. This might be due to its availability and lack of awareness of existence of resources.

Table 5: Frequency of use of Library Information Resources

Research Question Five: How Frequent do you use the Information Resources?

Category	Frequencies of use of the inf. Resources					
	Never		Occasionally		Frequently	
	N	%	N	%	N	%
Novels			48	73.85	17	26.15
Textbooks			76	13.10	504	86.90
Atlases and maps			135	84.38	25	15.62
Dictionaries			25	35.71	45	64.29
Newspapers and magazines			12	60.00	08	40.00
Poetry			83	97.65	02	2.35
Audio visuals	680	100.00	-	-	-	-
Total			379	38.67	601	61.33

As indicated in Table 5 above, the findings of this study revealed that the information resources frequently consulted by students were textbooks (86.90%), and novels (26.15%), while 35.71% of the respondents used dictionaries occasionally. However, none of the respondents claimed to have used the audio-visual materials, 60% claimed they used newspapers/magazines frequently, about 84% claimed they used atlases/ maps occasionally, 65% also claimed they only used poetry occasionally. This has implication that textbooks and novels provision to all secondary schools is of a great important. This will encourage reading habits of students and enhance student independent learning hence improve their school performance.

This means that there is a great need for the government and other Non-Government Organization to supply more text books in different secondary school that meet student's academic need. That is why Adeyemi (2009), observed that students' use of library resources in the schools is a function of students' learning outcomes. Moreover, the findings revealed that most of the students have never used the audiovisual material. This is probably because of lack of electricity for its operation, lack of awareness on the role of audiovisual as important information resources, availability and insufficient funds to purchase such materials. This was not surprising as, for example Kasmiri, (2007) also found that the presence of related media

like CD, DVD, Audiovisual materials etc. is almost nonexistent in secondary school libraries. Therefore, the provision of audiovisuals material to school libraries is of a great important as it helpful learning tools for secondary students especially for handicapped users.

Table 6: Accessibility of School Library Information Resources

Research Question Six: Are the Information Resources in your Library Accessible?

Category	Accessibility of school library information resources					
	Not accessible		Accessible		Highly accessible	
	N	%	N	%	N	%
Novels			48	73.85	17	26.15
Textbooks			76	13.10	504	86.90
Atlases and maps			135	84.38	25	15.62
Dictionaries			25	35.71	45	64.29
Newspapers and magazines			12	60.00	08	40.00
Poetry			83	97.65	02	2.35
Audio visuals	980	100	-	-	-	-
Total			379	38.67	601	61.33

Table 6 above, the finding of this study revealed that the information resources which are highly accessed by students were textbooks (86.90%), Dictionaries (64.29%), Atlases and maps (15.62%), Novels (26.15%), Newspaper and magazine (40.00%) and poetry (2.35%). However, the information resources which are not accessible is Audio visuals with a percentage of 100. This means that textbooks and Dictionaries are highly accessible in school libraries compared to other information resources. This finding is consistent with those of Adeyemi (2009) who reported students were found not to have access to the use of many resources in the school libraries. This indicates that the government and other related education institutions should provide more funds to secondary school libraries in order to improve accessibility of such resources to students.

Table 7: Satisfaction of School Library Information Resources

Research Question Seven: Are you Satisfy with the School Library Information System?

Category	Satisfaction of school library information resources					
	Not satisfied		Satisfied		Highly satisfied	
	N	%	N	%	N	%
Novels			48	73.85	17	26.15
Textbooks			76	13.10	504	86.90
Atlases and maps			135	84.38	25	15.62
Dictionaries			25	35.71	45	64.29
Newspapers and magazines			12	60.00	08	40.00
Poetry			83	97.65	02	2.35
Audio visuals	980	100	-	-	-	-
Total			379	38.67	601	61.33

Table 7 above, the findings of this study revealed that the information resources which was highly satisfied by students were textbooks (26.15%), Dictionaries (64.29%), Novels (26.15%), Atlases and maps (15.62%), Newspaper and magazine (40,00%) and poetry (2.35%). The

information resources that was satisfied by students were atlases and maps (35.62%), poetry (21.90), Textbooks (20.05%), Novels (12.66%), Dictionaries (6.60%) and Newspaper and magazine (3.17%). However, the information resources that were not satisfied by student Audio visual with a percentage of 100.

This is probably because of poor accessibility of those resources, unavailability, relevancy, and lack of current reading materials. Iwhiwhu and Okorodudu (2012) had stated that satisfaction is a function of three main sources; quality of the information resources, the Information system and the services that make the information product available. Therefore, there is a need to improve school libraries in secondary schools by provision of quality and quantity materials in order to meet information need of students.

Table 8: Challenges Facing Students in Using School Libraries

Research Question Eight: What are the Challenges Facing Students in using School Library?

S/N	Challenges	No. of the respondents	Percentages %
1	Lack of current reading materials	420	42.9
2	Lack of informational professional/ librarians for processing reading materials	360	36.7
3	Lack of sitting facilities	120	12.2
4	Restricted reading hours	80	8.2
	Total	980	s100

Table 8 above shows that 42.9% mentioned that lack of current reading materials as a major constraint, 36.7% said lack of information professional/librarians for processing reading material, 12.2% said lack of studying facilities and 8.2% said restricted reading hours as a constraint. These findings combrate those of previous studies (Adeyem 2008), spread bury a spiller 1999, Clabo, 2002 and Drua 2011).

Conclusion and Recommendation

Based on the findings, the study concludes that organizing a series of lecture under user instruction or user education or library orientation program is required in public senior secondary schools. The study recommends that teachers should also mandate students to use the school library effectively; it can help attain high academic achievement.

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