

No 3, Dec., 2012.

International Journal Of Multi- Disciplinary Studies And Sports Research (IJMSRE)

*A Journal of Studies in the Humanities,
Sports and Human Development*



● ● **Published By:**

International Center for Professional
Advancement(ICPA)

At 25, Tonmead Road Northampton,
Northamptonshire NN3 8HX United Kingdom.

In Collaboration With

AFRICA SPORTS RESEARCH NETWORK

¹/₂ Department of Health Physical Education Recreation & Sport
University of Education Winneba, Ghana.

International Journal of Multi- Disciplinary Studies and Sports Research (IJMSRE)
No 3, December, 2012

Editor-in-Chief

✚ Professor Oluwaseun O. Omotayo - University of Education, Winneba, GH

Chief Editorial Consultant

Professor Craig Mahoney - Higher Education Academy, UK

Editorial Consultants

✚ Professor P. Gouthon - Universite d' Abomey- Calavi B.R
✚ Professor C.O. Fasan - Lagos State University, Nigeria
✚ Dr. Monna Arvinem-Barrow - The University of Northampton, UK
✚ Dr. C.O Egbunike - Elizabeth City State University, USA
✚ Dr. M.O. Bello - HealthCareFirst Consult Inc. U.K

Online Editor/ Managing

✚ Yomi Omogbeja - University of Sheffield, U.K
www.athleticsafrica.com

French Editor

Proressor P Gouthon - Universite d' Abomey-Calavi, Benin, Republic.

EDITORIAL

International Journal of Multi- Disciplinary Studies and Sports Research (IJMSRE) publish peer reviewed articles on issues of general concern to human development and sports.

In the No. 1 July, 2011 edition, fifty-three (53) articles were received and only thirty-five (35) representing sixty-six (66%) of articles were found publishable. In the No.2 July, 2012 edition, eighty- four (84) articles were received. Seventeen (17) articles (20%) that failed to meet the initial assessment criteria were rejected and were not processed for peer review. Sixty-seven (67) that conformed and passed the initial assessment were processed for peer review. Of this number, the Editorial Board could only publish thirty-eight (38) articles (57%) that passed the peer review process and equally meet all publication terms and conditions. In this No.3 December, 2012, edition, thirty-one (31) articles (43%) of the seventy-two (72) articles received for review were published. This showed that as many as forty-one (41) articles were rejected for various reasons. I appeal to contributors to in future ensure that they follow the guidelines for submission of articles as this is strictly the responsibility of Contributors.

I acknowledge the work of Assessors and other Editors involved in the rigorous process of peer review of articles and congratulate contributors whose articles are published in this third edition. The guidelines for submission of manuscripts and general operations of the journal as approved are published in this edition for the benefit and use of prospective contributors as articles that fall short of expectation of the approved guidelines shall not be assessed.

Professor Oluwaseun O. Omotayo
Editor-In-Chief.

SUBMISSION GUIDELINES

Submission of a manuscript to this Journal represents a certification on the part of the author(s) that it is an original work, and that neither this manuscript nor a version of it has been published elsewhere nor is being considered for publication elsewhere.

1. General

Manuscripts should be submitted electronically as email attachments in MS Word format. To facilitate the double-blind review process, author(s) are instructed to include titles of manuscript, their names, academic titles and degrees, current affiliations, mailing addresses, contact information (telephone no and e-mail), and 100- word biographical sketches only on the cover page.

The title of manuscript only should appear again on the first page of text.

All manuscripts must include an abstract containing a maximum number of 300 words. To facilitate the production of the annual subject index, a list of key words (not more than six) should be provided, under which the paper may be indexed.

2. Length and Format

Manuscripts must be typed double space (using Times New Roman font size 12) on one side of A4 page only, with ample left and right hand margins. Every page should be numbered consecutively. The Journal publishes two categories of articles: full-length articles of approximately 5,000 words (15-25 pages), and short research notes/reports/reviews of about 2,500 words (5-10 pages). Manuscripts should be submitted in English, using UK spellings.

References

References to other publications must be carefully checked for completeness, accuracy and consistency. References must follow the style used by the American Psychological Association (APA). Details are available in the Publication Manual of the American Psychological Association, Fifth Edition, ISBN 1-55798-790-4

5. Acknowledgement of Support

If the work is the result of direct employment or as the result of a grant, it is essential that this support is acknowledged at the end of the text

6. Important Dates for Future Issues.

Deadline for submission of manuscripts for JULY EDITION is MAY, 31st EVERY YEAR : Deadline for submission of manuscripts for DECEMBER EDITION is JULY 31st EVERY YEAR:

Note:

- * If changes are required, authors are furnished with comments from editors and the Peer-Review Board. (PRB)
- * The editors are responsible for all final decisions on editorial changes.
- * The editors reserve the right to copy-edit and proof all manuscripts accepted for publication without prior consultation with contributing authors

Administrative Fees

PUBLICATION fee for each accepted Single Authored article (s) is \$70.

PUBLICATION fee for each accepted Double or Multi Authored article(s) is \$100. REVIEW fee for submitted manuscript(s) is \$30

Submission of Manuscripts Authors are required to submit one copy of each manuscript by **email attachment(s)** to the Editor-in Chief direct to twoinoneconcepts@ymail.com. Submissions which do not adhere to these requirements will not be considered for review and shall be returned.

LIST OF CONTRIBUTORS

1. Ojuola, Muraino, Olawale Ph.D - Ibbrahim Babaginda University, Lapai, Niger State, Nigeria.
2. Mohammed S. Fawa, - Bayero University, Kano, Nigeria
3. Ola Christopher Olumuyiwa - Niger Delta University, Wilberforce Island, Bayelsa State, Nigeria
4. Bedford Enaikpoemi Clement - Niger Delta University, Wilberforce Island, Bayelsa State, Nigeria
5. Balogun O.O.E. Ph.D - Tai Solarin University of Education, Ijagun, Ogun State, Nigeria
6. Afangideh Maria Emmanuel Ph.D - University of Uyo, Uyo, Akwa-Ibom State, Nigeria.
7. Enighe Jeni-Mary Ph.D - University of Jos, Jos, Plateau State, Nigeria
8. Iheanacho S.B.C. Ph.D - University of Calabar, Calabar, Cross River State, Nigeria
9. Saba Idris A. - Federal College of Education, Yola, Adamawa State, Nigeria
10. Ubi Sylvanus Ph.D - Cross River State College of Education, Akampa, Nigeria
11. Gbadamosi K.T. Ph.D - Olabisi Onabanjo University, Ago-Iwoye, Ogun State, Nigeria
12. Jatau R.S - Olabisi Onabanjo University, Ago-Iwoye, Ogun State, Nigeria
13. Eweniyi George Bamidele Ph.D - Ibbrahim Babaginda University, Lapai, Niger State, Nigeria.
14. Usman Hauwa Umar - Bayero University, Kano, Nigeria
15. Isyaku Abdullahi Muhammed - Bayero University, Kano, Nigeria
16. Benedict H.T Ph.D - Olabisi Onabanjo University, Ago-Iwoye, Ogun State, Nigeria
17. Omolawon Kayode Omotayo Ph.D - University of Ibadan, Ibadan, Oyo State, Nigeria
18. Ibraheem Tajudeen Olanrewaju - University of Ilorin, Ilorin, Kwara State, Nigeria
19. Adeogun A.O. Ph.D - Enugu State University of Science & Technology, Enugu, Nigeria
20. Rugai Joseph Ph.D - Niger Delta University, Wilberforce Island, Bayelsa State, Nigeria
21. Okou Fedemeyn Timpre - University of Calabar, Calabar, Cross River State, Nigeria
22. Fadoju Andrew Olu Ph.D - University of Ibadan, Ibadan, Oyo State, Nigeria
23. Gbadamosi Lasun Professor - Olabisi Onabanjo University, Ago-Iwoye, Ogun State, Nigeria
24. Bakare Adekunle Isaac - Nigeria Security & Civil Defence Corps, Ogun State Command
25. Akinbode Oluwole - Tai Solarin University of Education, Ijagun, Ogun State, Nigeria
26. Ibrahim Aisha Abdullahi - Usman Danfodiyo University, Sokoto, Sokoto State, Nigeria
27. Adewunmi C.M. Ph.D - University of Lagos, Akoka, Lagos State, Nigeria
28. Amechi C.O. - University of Lagos, Akoka, Lagos State, Nigeria
29. Ajibola G.S. - University of Lagos, Akoka, Lagos State, Nigeria
30. Usman I.G. Ph.D - Ibbrahim Babaginda University, Lapai, Niger State, Nigeria.
31. Badmus Muinat Abisola - Ogun State College of Health Tech., Ilese, Ogun State Nigeria
32. Okpako J.E.F. Ph.D - University of Port-Harcourt, Port-Harcourt, Rivers State, Nigeria
33. Olubayo-Fatiregun M.A. Ph.D - Obafemi Awolowo University, Ile-Ife, Osun State Nigeria
34. Olorunisola H.K. Ph.D - Obafemi Awolowo University, Ile-Ife, Osun State Nigeria
35. Aderonmu Kehinde - Obafemi Awolowo University, Ile-Ife, Osun State Nigeria
36. Eweniyi I. T - Tai Solarin University of Education, Ijagun, Ogun State, Nigeria
37. Wale-Okusi O.A - Olabisi Onabanjo University, Ago-Iwoye, Ogun State, Nigeria

- | | |
|-----------------------------------|---|
| 38. Alaba Adeola O. Ph.D | - Olabisi Onabanjo University, Ago-Iwoye, Ogun State, Nigeria |
| 39. Nwino Ignatius O.Ph.D | - Ebonyin State University, Abakaliki, Ebonyin State, Nigeria |
| 40. Ilo Cajetan I. Ph.D | - Ebonyin State University, Abakaliki, Ebonyin State, Nigeria |
| 41. Onwunaka Chinagorom | - Ebonyin State University, Abakaliki, Ebonyin State, Nigeria |
| 42. Ojo Abiodun A. Ph.D | -Tai Solarin College of Educ., Omu-Ijebu, Ogun State, Nigeria |
| 43. Awoyinfa Joseph Olayinka Ph.D | - University of Lagos, Akoka, Lagos State, Nigeria |
| 44. Ogundele Olusola Foluke M.Sc | - University of Lagos, Akoka, Lagos State, Nigeria |
| 45. Saidu Isah | - P. H. C. Dukku Local Government, Gombe State, Nigeria |
| 46. Tilda Bala Yunusa | - College of Education, Azare, Nigeria. |
| 47. Balogun Olagunju O. | -Tai Solarin University of Education, Ijagun, Ogun State, Nigeria |
| 48. Okubanja Olusola O. | - Olabisi Onabanjo University, Ago-Iwoye, Ogun State, Nigeria |
| 49. Okubanja A. Oluremi | - Mcpherson University, Seriki Sotayo, Ogun State, Nigeria |
| 50. Adanje Muisikha Ph.D | - Kenyatta University, Nairobi, Kenya |

UNIVERSITY OF IBADAN LIBRARY

CONTENTS	PAGE
74. IDENTIFYING THE APPROPRIATE PLATFORMS FOR TEACHING COMMUNICATIVE ENGLISH TO ADULT LEARNERS	655
75. INFLUENCE OF LOCATION ON ORTHODOX HEALTH CARE SEEKING BEHAVIOUR AMONG RURAL AND URBAN SECONDARY SCHOOL TEACHERS IN KANO STATE	663
76. THE UTILIZATION OF LIBRARY RESOURCES BY UNDERGRADUATES OF NIGER DELTA UNIVERSITY, WILBERFORCE ISLAND, BAYELSA STATE, NIGERIA	667
77. NIGERIA COLONIAL LEGISLATIVE COUNCIL, HOW LEGISLATIVE?	678
78. USING CLOZE INSTRUCTIONAL APPROACH TO ENHANCE EFFECTIVE READING IN SECONDARY SCHOOL STUDENTS	683
79. INTERCITY ROAD TRAVELS IN NIGERIA: A COMPARATIVE ANALYSIS OF DAY AND NIGHT JOURNEYS	697
80. AN ASSESSMENT ON PROVISION OF RECREATIONAL FACILITIES IN NIGERIAN UNIVERSITIES IN THE 21 ST CENTURY	715
81. CORRELATES OF ENTERPRENEURSHIP DRIVE AMONG UNIVERSITY STUDENTS: COUNSELLING IMPLICATIONS	721
82. THE RELIGIOUS APPROACH TO CHILD SPACING PRACTICES IN NIGERIA KANO METROPOLIS	729
83. RELEVANCE OF MOTIVATION TO ADULT EDUCATION AND WELFARE	737
84. ECONOMIC FACTORS PREDICTING RECREATIONAL SPORTS PARTICIPATION AMONG ACADEMIC STAFF OF TERTIARY INSTITUTION IN KWARA AND KOGI STATES, NIGERIA	744
85. HEALTH PROMOTION: A PRACTICAL APPROACH TO OCCUPATIONAL HEALTH HAZARDS AMONG WORKERS IN MANUFACTURING INDUTRIES IN ENUGU STATE	752
86. FACTORS AFFECTING PARTICIPATION IN HIGHER INSTITUTION SPORTS	759
87. PREDICTORS OF AGGRESSIVE BEHAVIOUR DURING ENGLISH PREMIERSHIP LEAGUE MATCHES AMONG FANS OF FOREIGN CLUBS IN OGUN STATE	766
88. EDUCATIONAL BACKGROUND, GENDER, AGE AND JOB COMMITMENT OF NIGERIA SECURITY AND CIVIL DEFENCE CORPS OFFICERS IN OGUN STATE	778
89. ENGLISH IDIOMS: THE SEMANTIC EXTENSIONS AND ASSOCIATIONS	790
90. THE SIGNIFICANCE OF APTITUDUINAL AND ATTITUDINAL FACTORS IN SECOND LANGUAGE TEACHING AND LEARNING	798
91. PRIMARY HEALTH CARE PROGRAMME AND THE REDUCTION OF CHILD KILLER DISEASES IN COMMUNITIES IN BAYELSA STATE, NIGERIA	803
92. THE FORMATION OF NIGERIA CENTRAL LABOUR ORGANISATION CRISIS AND CONFLICT	815
93. REGULAR AEROBIC ACTIVITY AS A PANACEA FOR PROMOTION OF OPTIMUM HEALTH	821
94. EFFECTS OF SELF-CONCEPT, FEELINGS AND MOTIVATION ON ACADEMIC ACHIEVEMENT: COUNSELLING APPROACHES TO CROSS-CULTURAL VALUE SYSTEM	830
95. KNOWLEDGE AND ATTITUDE OF MOTHERS TOWARDS FEMALE GENITAL MUTILATION IN OGUN STATE, NIGERIA	843
96. THE MENACE OF DOPING ON INHERENT SPORTS PERFORMANCE, CAREER PROSPECTS AND HEALTH WELLNESS OF ELITE ATHLETES: THE AFRICAN PERSPECTIVES	858
97. SEDENTISM, HEALTH IMPLICATION AND PERCEIVED BARRIER TO PHYSICAL	

- Gregson, Mick and Hocking, Allison (1995). 'Theft and damage in academic library: the student experience.' *Journal of Librarianship and Information Science*, 2(4): 191-197.
- Iwe, J. I. (2008). *Cataloguing and classification fundamentals: information and application.* Calabar: Wwomi Publication Service, 181p.
- Kadiri, J. A. (1989). 'Factor affecting the use of new academic libraries in Nigeria.' *Nigerbiblios*, 14(3).
- Kennel, M. (1992). *Learning resources in schools: library association guidelines for school libraries.* London: Library Association.
- Lawal, Olu; Nkereuwem, Edet and Edem, Margaret (Ed. 2008). *Library use and information literacy handbook.* Calabar: Glad tidings press Ltd, 123p.
- Library Association (1976). *Librarian's handbook.* London: Library Association.'
- Lubans, J. (1974). *Educating the Library user.* New York: R. R. Bowker.
- Nweke, M.C. (1992). *Information seeking and use by Human and Veterinary Medical Scientists (HVMS) in Africa: a case study from Borno State, Nigeria.* Indiana: Indiana University African Studies Programme.
- Ode, E. Ojowu and Omokaro, Dominic A. (2007). *Basic principles and practice of librarianship.* PSG-Franc Publications, 150p.
- Odini, C. (1991). 'Inter-library cooperation.' *African Journal of Libraries, Achieves and Information Science*, 1(2): 93-98.
- Ojo, J. A. (1994). 'Conscience exhibition library orientation and effective use of the library.' *Lagos Librarian*, 15.
- Olanlokun, Olayin S. (1985). *Understanding the library: a handbook on library use.* Lagos: Concept Publication.
- Olanlokun, S. O. and Salisu T.M. (1993). *Understanding the library: a handbook on library use.* Lagos: University of Lagos Press.
- Ottong, E. J. and Edem, N. B. (2006). *Library-use-instruction: A user companion.* Calabar: Adonai publishing house, 103p.
- Udofia, I. U. (Ed) (2002). *Course in the use of the Library: Library skills.* Lagos: Executive Publishers, 124p.

	ACTIVITY AMONG YOUTHS IN TERTIARY INSTITUTIONS IN SOUTH WEST OF NIGERIA	882
98.	ASPIRATION LEVEL AND SPORTS PERFORMANCE ON ATHLETES IN NIGERIAN ARMY	890
99.	A COMPARATIVE ANALYSIS OF PUPILS' ACADEMIC PERFORMANCE IN PUBLIC AND PRIVATE PRIMARY SCHOOLS IN OGUN STATE	895
100.	ATTITUDES OF MANAGERS TO PERFORMANCE MANAGEMENT	902
101.	A SURVEY OF AVAILABILITY AND USABILITY OF ICT FACILITIES AMONG HEALTH CARE PROVIDERS IN IJEBU-ODE METROPOLIS	911
102.	MENSTRUAL HYGIENE PRACTICES AND SOURCES OF MENSTRUAL HYGIENE INFORMATION AMONG ADOLESCENT SECONDARY SCHOOL GIRLS IN ABAKALIKI EDUCATION ZONE OF EBONYI STATE	925
103.	STRATEGIC TEACHING APPROACH - PANACEA FOR EFFECTIVE LEARNING	936
104.	STEERING COMPENSATIONAL STRATEGIES FOR EFFECTIVE JOB PERFORMANCE OF PERSONNEL IN SERVICE ORIENTED SPORTS ORGANIZATIONS NIGERIA	945
105.	COMPARATIVE ANALYSIS ON THE RELATIONSHIP BETWEEN KNOWLEDGE OF HEALTH CONSEQUENCES AND PRACTICE OF FEMALE GENITAL MUTILATION AMONG HOUSEHOLDS IN GOMBE STATE	956

THE UTILIZATION OF LIBRARY RESOURCES BY UNDERGRADUATES OF NIGER DELTA UNIVERSITY, WILBERFORCE ISLAND, BAYELSA STATE, NIGERIA.

By

**Ola, Christopher Olumuyiwa & Bedford, Enaikpoemi Clement
College Of Health Sciences Library, Niger Delta University,
Wilberforce Island, Bayelsa State, Nigeria.**

Abstract

This is a study on the usage of library resources by undergraduates of a state-owned university in Nigeria. The survey method of research was employed via the questionnaire instrument to elicit information on the adequacy of operational time; various retrieval access options; availability, adequacy and relevance of the materials; consultations of the different resources in the library; availability and adequacy of reprographic services; and the type of rapport between library staff and the students. Using frequency counts, percentages and tables to analyze responses, it was discovered that the resources of the library were under-utilized due mainly to inadequate user instructions, insufficient operational hours per day, and inadequate support facilities like reprography. However, the library resources are fairly adequate for undergraduate scholarship and there exists cordial relationship between library staff and students. The need to educate students on library use skills through orientations and library instruction programmes is emphasized while library staff should also be trained in the modern techniques of library management to enhance service delivery.

Library resources, Library use, Niger Delta University, Nigeria, Undergraduate students.

Introduction

The library is responsible for the systematic itemization of available resources held in its collection and making them accessible to the user. Using the resources requires adequate understanding of the collection and skills for retrieving needed information. The library being a knowledge repository is an essential tool in learning at all levels. It is the resource centre of the society, containing records not only of the intellectual but also of cultural and social

products. It contains materials for transmitting knowledge and culture from one generation to another. Consequently, its use is essential for the development of the society. The purpose of education is to develop the intellectuals who will, in turn, provide the youths with the capacity for learning to promote numeracy, literacy and the ability to think. Thus, as an undergraduate wades through many books on the same topic, his horizon becomes widened and his experience largely enhanced, as he observes one author against the other, his confidence in the written word is sharpened and he soon learns to treat books not only as sources of authority, but as instruments with which to think. It becomes necessary, therefore, for a scholar to acquire adequate knowledge and skills for information retrieval.

According to Olanlokun (1985) the library is the nerve-centre of educational institutions, especially, universities. It is also a crucial centre in the educational development of man at any level and more particularly so in any academic pursuit. In modern times, the strength or weakness of any institution is determined by the ability of the institution's library to stock and provide relevant materials as well as its users' ability to utilize its stock of information resources. Information in the library is a necessary ingredient for rapid academic growth and attainment of set goals. The library is regarded as the route to sound knowledge and academic excellence. The Nigerian society looks on to libraries to play the major role in providing information.

Libraries can be analogically equated to business institutions. Customers will buy goods if only the services and products are good. This approach rates them as highly valued and strive to meet their demands. Librarians need to apply the customer-centred principles to bring about users' satisfaction. They will be less anxious, well motivated and better prepared in exploring library resources.

General library usage

Library usage is tied to the relevance of the library in this age of information communications technology (ICT) when most devices are either mini libraries or means of gathering information on various subjects given that they are internet-compliant and highly responsive and result-oriented for ready-references. The use patterns of libraries remain very relevant in today's modern study of librarianship. A study by Olanlokun and Salisu (1993) revealed that besides the appreciable increase in the books borrowed generally, more materials were consulted in Arts and Social Sciences in 1987/88 by University of Lagos students. Kadiri (1989) had explained that a large number of students do not know how to use the library and therefore see it as a place to spend their indolent periods. Eguavoen and Ola (2001) pointed out that lack of the knowledge of the appropriate use of catalogues and the problems of locating materials on shelves affect students' use of academic libraries.

This paper dwells on the usage of library resources by undergraduates of Niger Delta University in Wilberforce Island, Nigeria.

Purpose of the study

Knowledge of users on available library resources and their ability to utilize provided services becomes very important for the provision of effective / quality library services, hence, the purposes of this study are:

- i) To determine the level of current and available resources in NDU library
- ii) To determine the level of accessibility of the resources
- iii) To ascertain users-staff relations in information retrieval
- iv) To determine the level of use of available resources
- v) To determine the level of skills acquired by users in retrieving information.

Research methodology

The survey method of research was employed in this study. Five hundred (500) respondents drawn from a population of 4,314 registered users of Niger Delta University from both the main campus and the College of Health Sciences libraries were used. The simple random sampling technique was adopted for the study. This sampling technique enabled every user to have the chance of being selected for the study.

In this study, the questionnaire instrument was used by the researchers. The questionnaire instrument has two sections. The first part contains a brief bio-data of the respondents while the second part comprises various questions that formed the research information. To elicit information on the use of library resources a four-point likert-scale of 'strongly agree' (SA), 'agree' (A), 'disagree' (D), 'strongly' (SD), were used.

Descriptive statistics were used in the data analysis and these include frequency tables and percentages. The number of responses was shown on tables and converted to percentages of respondents that fall under each of the response categories. This was to enable the researchers to comment on the findings.

Table 1: Adequacy of NDU Library's operational time

	Response	Number	Percentage (%)
a.	Strongly agree	40	8%
b.	Agree	60	12%
c.	Disagree	105	21%
d.	Strongly Disagree	287	57.4%
e.	Unreturned	8	1.6%
	Total	500	100%

As shown in table 1 above, 287 or 57.4% respondents strongly disagreed that the library's operational time is adequate while only 60 or 12% agreed to the operational hours of the library. Also, 105 or 21% of respondents disagreed with the operational time of the library. It could be observed here that students are not satisfied with the operational time, which might be one of the factors causing under-utilization of the library. Those who answered strongly agreed 40 or (8%) with the operational time could be those respondents that use the

library for quick reference purposes or those that have little to do with the library.

Table 2: Access point used in retrieving information: Assistance from staff.

	Response	Number	Percentage (%)
a	Strongly agree	55	11%
b	Agree	98	19.6%
c	Disagree	114	22.8
d	Strongly disagree	225	45%
e	Unreturned	8	1.6%
	Total	500	100%

As discovered from the table above, whereas 225 (45%) and 114 (22.8%) of respondents strongly disagreed and disagreed respectively to having access to information materials in the library through staff, only 98 (19%) and 55 (11%) agreed and strongly agreed to having access to information materials through assistance from staff. It was gathered that most of the students are not in the habit of making enquiries when searching for materials in the library. This may be the result of not having proper orientation in the use of libraries on becoming students in the university. Anwar (1981) emphasized that, where library orientation is organized properly, users find it easy and interesting to use such a library. Under such a condition, the library could claim to be making a worthwhile effort towards achieving the objectives for which it was established.

Table 3: Access point used in retrieving information: Direct from shelf.

	Response	Number	Percentage (%)
a	Strongly agree	272	54.4%
b	Agree	106	21.2%
c	Disagree	89	17.8%
d	Strongly disagree	25	5%
e	Unreturned	8	1.6%
	Total	500	100%

Table 3 shows that the undergraduate students are not of the habit of making enquiries as 272 or 54.4% of the respondents strongly agreed that they access materials direct from the shelves. More also, 106 or 21.2% of respondents agreed, while it was 25 or 5% only that strongly disagreed and 89 or 17.8% disagreed to retrieving materials direct from the shelves. This table makes us to understand that most undergraduate students rely on themselves when seeking for information in the library. This is generally not advisable as they may be unable to get most of the materials that are useful to them.

Table 4: Access point used in retrieving information: Use of catalogue cards in the catalogue cabinets.

	Response	Number	Percentage (%)
a	Strongly agree	44	8.8%
b	Agree	50	10%
c	Disagree	200	40%
d	Strongly disagree	198	39.6%
e	Unreturned	8	1.6%
	Total	500	100%

The table above shows that 200 or 40% of respondents disagreed that their access to materials in the library is through the catalogue cards cabinet, and 198 or 39.6% of respondents also strongly disagreed using the catalogue cards cabinet as the main source of retrieving information materials. This may be due to the fact that users have little or no knowledge of using the catalogue cards cabinet as source of locating library materials.

Table 5: Availability of library resources.

	Response	Number	Percentage (%)
a	Strongly agree	104	20.8%
b	Agree	142	28.4%
c	Disagree	125	25%
d	Strongly disagree	121	24.2%
e	Unreturned	8	1.6%
	Total	500	100%

The above table indicates that 246 (49.2%) of the respondents 'agreed' and 'strongly agreed' that the library resources were adequate. The same percentage of respondents 'disagreed' and 'strongly disagreed' that the NDU library resources were adequate. Against this backdrop, the researchers observed that the library resources in NDU library were of averagely (appreciably) available.

Table 6: Relevance (usefulness) of resources.

	Response	Number	Percentage (%)
a	Strongly agree	195	39%
b	Agree	180	36%
c	Disagree	90	18%
d	Strongly disagree	27	5.4%
e	Unreturned	8	1.6%
	Total	500	100%

The relevance of the library resources is shown from the table above, 195 or 39% of the respondents strongly agreed that the materials found in NDU library are useful and 180 or 36% of respondents also agreed to the usefulness of the materials available in the library. Those that 'disagreed' and 'strongly

disagreed' to the usefulness of the materials found in the library were 117 or 23.4% of the respondents.

Table 7: Resource consultation (book usage)

	Response	Number	Percentage
a	Strongly agree	280	56%
b	Agree	150	30%
c	Disagree	53	10.6%
d	Strongly disagree	9	1.8
e	Unreturned	8	1.6
	Total	500	100%

The table above indicated that 280 or 56% of undergraduate students strongly agreed that they consult textbooks, and 150 or 30% of respondents also agreed using textbooks, while 53 or 10.6% of respondents disagreed using textbooks, and 9 or 1.8% of respondents strongly disagreed consulting textbooks. The researchers observed at this juncture that majority of undergraduate students consult textbooks or monographs for their assignments and studies than other sources.

Table 8: Resource consultation (journal usage)

	Response	Number	Percentage
a	Strongly agree	90	18%
b	Agree	86	17.2%
c	Disagree	202	40.4
d	Strongly disagree	114	22.8%
e	Unreturned	8	1.6%
	Total	500	100%

As shown from the table above 202 or 40.4% of respondents disagreed to consulting journals, and 114 or 22.8% of respondents strongly disagreed to making use of journals in the library. Only 90 or 18% of respondents strongly agreed to making use of journals and only made comments that most of the journals were not current while 86 or 17.2% also agreed to using journals in the library. It was observed that majority of the students had no knowledge or awareness of the existence of journals and their usefulness in carrying out assignments and research.

Table 9: Resource consultation (using the Internet for information retrieval)

	Response	Number	Percentage
a	Strongly agree	112	22.4%
b	Agree	224	44.8%
c	Disagree	82	16.4%
d	Strongly disagree	74	14.8%
e	Unreturned	8	1.6%
	Total	500	100%

The table above shows that 224 or 44.8% of the respondents agreed to making very good use of the Internet to source for information and do assignments and research and 112 or 22.4% of respondents also strongly agreed to using the Internet for their studies. Only 82 or 16.4% of respondents disagreed to using the Internet for their studies, assignments and research work. It was observed that most of the students use the Internet more than other sources in seeking for information.

Table 10: Resource consultation (using CD-ROM to seek for information)

	Response	Number	Percentage
a	Strongly agree	47	9.4%
b	Agree	60	12%
c	Disagree	274	54.8%
d	Strongly disagree	111	22.2%
e	Unreturned	8	1.6%
	Total	500	100%

A lot of students as shown from the table above do not have the awareness of the availability of CD-ROM technology in seeking for information. As many as 274 or 54.8% of the respondents disagreed to using CD-ROM for their assignments, studies and even research work and also 111 or 22.2% of respondents strongly disagreed to using CD-ROM. Only 60 or 12% of respondents agreed to using CD-ROM. It is observed that majority of the students in NDU do not know the usefulness or the availability of CD-ROM in seeking for information. On the other hand, the library does not display the availability of CD-ROM and their importance in seeking for information to the awareness of the students.

Table 11: Provision of reprographic services (Photocopying services)

	Response	Number	Percentage (%)
a	Strongly agree	70	14%
b	Agree	74	14.8%
c	Disagree	154	30.8%
d	Strongly disagree	194	38.8%
e	Unreturned	8	1.6%
	Total	500	100%

The table shows that 194 or 38.8% of the respondents strongly disagreed that the library provides photocopying services and 154 or 30.8% of the respondents also disagreed to the fact that the library provides reprographic service, while 74 or 14.8% agreed that there is reprographic service at the library and 70 or 14% of the respondents strongly agreed that photocopying services take place in the library. The researchers observed that majority of the

students were not satisfied with the level of reprographic services in the library. The insufficiency of the copiers and the fact that staff are not always available to render the services may make students to start stealing library materials or mutilating pages from library books.

Table 12: Cordiality in staff / students relationship.

	Response	Number	Percentage (%)
a	Strongly agree	123	24.6%
b	Agree	262	52.4%
c	Disagree	79	15.8%
d	Strongly disagree	28	5.6
e	Unreturned	8	1.6%
	Total	500	100%

The table shows that 262 or 52.4% of the respondents agreed that the staff are very cooperative when rendering their professional services. The researchers observed that the staff are friendly when rendering their services or when approached. Only 79 or 15.8% of the respondents disagreed to the fact that staff are cooperative. The researchers observed again that the students who disagreed may be those set of students who are fond of violating library rules.

Discussion of results

The utilization of library resources maximally depends on the necessary skills users have and the ability of the library to make available the much needed information. It was observed in table one; that the operational hours of the library were insufficient. Users were not satisfied with the operational time, which implies that the library is under-utilized.

Users of NDU library are of the habit of not making enquiries when retrieving materials in the library for use. This could be as a result of improper orientation in the use of the library. As observed, users obtain information materials like books direct from the shelves instead of passing through the catalogue cards cabinet which is easier for locating library resources. Availability of resources was observed to be of appreciable standard and that the available materials were 75% up to date. The use of monographs (textbooks) was much more than serials (journals, newspapers) etc.

One of the most important tools for information retrieval and delivery in the new millennium is the Internet. The use of Internet was observed to be adequate by 67.2% of the respondents. However, the use of CD-ROM in seeking for information was observed not to be encouraging. This can be as a result of lack of awareness by the users. Reprographic services were said to be inadequate, due to insufficient copiers. Meanwhile, the relationship between staff and users was said to be cordial on the ground that users obey the set down rules and regulations of the library.

Conclusion and recommendations

This study investigated the utilization of library resources by undergraduate students in Niger Delta University, Wilberforce Island, Bayelsa

State. From the findings, it was discovered that, resources in NDU Library were under-utilized, as users were seen to lack the proper skills to locate and retrieve materials needed for their use. The researchers believed that the findings will enable the library's management to effect positive changes in the library services and enhance its effective usage by the students.

The priority of any library is to satisfy the information needs of its clientele. If the resources provided are under-utilized, the objective of the library in acquiring the resources will be defeated. As determined in the study through the respondents, there is need to increase the operational time or hours from 8:00 am to 10:00 pm on ordinary days and 8:00 am to 1:00 pm on Saturdays as practiced in some federal and state-owned (Public) universities.

Photocopying is a very good service in the library. It is important because it helps in preserving library materials; allows users to make copies of needed materials for their personal use and it also helps in discouraging students from mutilating library materials. Therefore more copiers are required for the task, even at the faculty libraries where users are not permitted to borrow books.

There is need to educate the library janitors and the entire library support staff on communication skills and public relations in order for them to present themselves in manners that will project a good image of the library. The installation of electronic gadgets to monitor and detect library materials at library exit points will assist in securing the library from theft. However, educating the users and encouraging them to be more cautious and responsible in the use of the library materials; creating awareness through posters, film shows, orientations, talks, etc on how to handle library resources can go a long way in developing positive attitude towards library use.

Bibliography

- Aina, L.O. (2004). *'Library and information science, text for Africa.'* Ibadan: Sam-adex Printers, 365p.
- Alokun, N.A.T. (1994) 'Using the library for educational research: the Nigerian teacher today.' *National Commission for College of Education: a Journal of Teacher Education*, 3(1 & 2).
- Anwar, A.M. (1981). *'Education of the user of information.'* London: Academic press Inc.
- Bello, M.A. (1997). 'Library security, book theft and mutilation in technological universities in Nigeria.' *Library Bulletin of Nigerian University Library System*, 2(182).
- Ebozoje, F. A. (1989). 'A programme-approach to exploiting the resources of an academic library.' *Nigerbiblios*, 4(3).
- Eguavoen, O. E. L. and Ola, C. O. (2001). 'A survey of relevance and effectiveness of the library catalogues: the case of Kenneth Dike Library. *'Journal of Information Communication for Education in Africa*, 4(1): 222-230.