INFORMATION SEARCH KNOWLEDGE AND AGRICULTURAL EDUCATION STUDENTS' USE OF PUBLIC LIBRARY IN CROSS RIVER STATE, NIGERIA

Ajigo Ikutal[1], Ajigo Josephine Obla[2] and Egbonyi Etuki Eborty[3]

[1]Department of Vocational Education, Faculty of Vocational and Science Education, University of Calabar, Calabar.
Email: ajigoikut@gmail.com; Tel.: +2348065014156

[2]College Library, College of Education, Akamkpa, Cross River State, Nigeria.
Email: oblajigo@gmail.com; Tel.: +2348064751639

[3]Departmental of Environmental Education, Faculty of Art and Social Science Education, University of Calabar, Calabar.
Email: etukieborty@gmail.com; Tel.: +2347067909900

ABSTRACT: *The study determined the influence of information search knowledge on agricultural education students' use of public libraries in Cross River State, Nigeria. To achieve the purpose, two research questions and two hypotheses were formulated. This study adopted a survey research design. All the 96 final year agricultural education students of the two public universities in Cross River State were purposely selected for the study. A validated questionnaire titled "Information Search Knowledge and Agricultural Education Students' Use of the Library Questionnaire (ISKAESULQ) was used for data collection. This instrument was face and content validated by three experts. A reliability index of 0.81 was obtained for the questionnaire using Cronbach Alpha reliability coefficient after a pilot test. All hypotheses were tested at .05 significance level using simple linear regression and independent t-test statistics. Findings revealed that knowledge of information sourcing significantly influences the use of libraries by agricultural education students in public universities and that there is no significant difference in the influence of knowledge of information sourcing on male and female agricultural education students' use of public libraries. Based on the findings, it was recommended amongst others that information search knowledge and literacy should be included in the course outline for use in library, and taught as a course in tertiary institutions, as this would ensure that students including those in Agricultural Education have the necessary knowledge needed to source and search for key information in the library*

KEYWORDS: Information search knowledge, Agricultural education students, Use of public library, Cross River state.

INTRODUCTION

One of the objectives of establishing a public library is to promote scholarship, research and learning in the various fields of learning. A public library is an edifice established, supported and funded by the community, either through local, regional or national government or through some other form of community organizations. It provides access to knowledge, information and works of imagination through a range of resources and services and is equally available to all members of the host community regardless of race, nationality, age, gender, religion, language, disability, economic and employment status and educational attainment (Kaul, 2013). A public library can also be viewed as a place where people can get hold on knowledge, information or educational resources. Suhaila (2012) quoting the United Nations Educational, Scientific and Cultural Organization (UNESCO), perceived a public library as the local center of information, making all kinds of knowledge and information readily available to its users. Interestingly, it is worth stating that the services of the public library are provided on the basis of equality of access to all, regardless of age, race, sex, religion, nationality, language or social status.

According to Atsushi (2013), the primary purposes of the public library are to provide resources and services in a variety of media to meet the growing needs of individuals and groups for education, information and personal development including recreation and leisure. Egu, Edet and Iniewe (2023) added that good financial management practices can also be searched and found in the library. The library equally has an important role to play in the development and maintenance of a democratic society by giving an individual access to a wide and varied range of knowledge, ideas and opinions. The need for an agency available to all, which provides access to knowledge in printed and other formats to support formal and informal education, has been the reason for the foundation and maintenance of most public libraries and remains a core purpose for the public library. Throughout human existence, people require education either at formal institutions, for example, schools, colleges and universities, or in a non- formal context related to their employment and daily lives (Kurtis, 2015). Doubtless, learning does not end with the completion of formal education but is, for most people, a lifelong activity, and in most increasingly complex societies, people constantly crave to acquire new skills at various stages of their lives. Thus, the public library has an important role to play in assisting this process in unmeasurable dimensions.

Expectedly, the public library should provide materials in the appropriate media to support formal and informal learning processes. It should also help users in making use of these learning resources effectively as well as providing facilities that enable people to study. The ability to access information and make effective use of it is vital to successful education and, where possible, public libraries should cooperate with other educational organizations in facilitating access to and the use of information resources (Suhaila, 2012). Where adequate library facilities exist, it supports formal education, as such, the public library should complement them rather than duplicating library provisions available elsewhere. The public library is also expected to actively support literacy campaigns, as literacy is the key to education and knowledge as well as the use of libraries and information services Edet (2020). Newly literate people need easy access to appropriate reading materials to maintain and develop their skills. Yueh (2015) stated that in some countries, the need for educational development is seen to be paramount and the focus of public libraries is to support formal education. There are, however, a variety of ways in which public libraries can support both formal and informal education.

For many agricultural education students, libraries are the only place to go and make use of a computer or access the Internet. Libraries are places where students connect not just with books and computers, but also with other people. In our changing information age, libraries are needed more than ever to help sort through the information clutter. One of the best reasons why some agricultural education students use the library is the availability of scholarly sources (Frat, 2013). It is easier to find a scholarly source in the school library than on the internet. Studies have shown that reading something off a piece of paper, as opposed to a laptop screen aids concentration. Thus eroding mental poverty which Ettah et al. (2020) aver has generated a lot of interest in recent times with lots of poverty reduction strategies increasingly contemplated and accorded centrality in the development planning process. Bassi and Camble (2013) explained that reading a good book in a school library lessens the noise, chaos and distractions which requires patience, concentration, and determination. Perhaps, it may have been on such a premise that Onyenweaku et al. (2022) emphasized that diets and nutritious meals are necessary for sustaining good health and avoiding sickness especially among students. This is necessary amidst the certainty of increased need for food to feed the large population of Nigerians including the students (Onabe et al., 2019). More so, some students use the libraries since it has plenty of resources that can cater for specific needs of every student. They also have librarians who can help out in finding the best sources possible for students' particular needs. Some agricultural education students utilize the library to meet new people. A school library can be a great place for finding new friends and getting to know acquaintances. The purpose of the school library is to help every member of the school community - students and staff gain new knowledge, skills, and dispositions for learning and personal development that they will use throughout their lives (Adebayo, 2013; Onyenweaku et al., 2022).

However, it has been observed that some agricultural education students in Cross River State do not often times utilize the public library. Some visit it only when it is approaching their examination period; some even use it as a show off to their friends, so that it may connote that they are bookworms when in reality they are not. Often times, serious research work such as term paper is written at the comfort of their homes or hostels, without utilizing the physical or online library. Relevant materials for assignments can be assessed in the library; however, some students prefer copying and pasting assignment solutions from their course mates. Even in this 21st century, where students' learning and interactions with the infrastructural and instructional facilities have witnessed significant positive improvement compared with previous generations (Edet & Udida, 2023; Onyenweaku et al., 2022). In this era where everything can be accessed with the aid of the Internet, some agricultural education students still find it difficult to consult reference materials like encyclopedias or dictionaries, off/online. With the abundance of resources available in the public library, some students prefer to borrow textbooks from their course mates, than consult the library; hence, such students do not know the process of loaning a book from the public library. The lack of utilization of facilities by students was underscored by Ikutal et al. 2023) who unitedly attributed such to the absence of available facilities. But when a few library resources are available, students should endeavor successfully to make good use of them to their advantage.

From the foregoing, the inability of some agricultural education students to adequately use the public library may affect their academics negatively and deprive them of relevant information in due time, as knowledge is power (Edet & Udida, 2023). These students may become graduates that passed through school and the school did not pass through them. When

these categories of students are called upon to represent the university or themselves in the capacity of library utilization, they may be found wanting. It is on this note that the researchers investigated if students' information search knowledge can go a long way to influence students' use of the public library.

Information search knowledge refers to the techniques or approaches possessed by students when utilizing the resources found in a library either physical or online. For physical library, this is not limited to: how to locate a particular book from the shelves; how to skim and scan through materials to filter key information needed and for online library; how to use the search engines, type keywords to get needed information, use Boolean operators (the AND OR words) appropriately when typing a question, among others.

The convergence of computer and telecommunication has revolutionized information management in the present day information environment. According to Hadiza (2015), one of the products of this myriad of convergence is the birth of the Internet. In the process of trying to make information available to information seekers and users in the past few years, Internet search strategies have become the state of the art. The world over has been availing the opportunity of the Internet in the enhancement of knowledge and research. The invention of the Internet, CD-Rom technology, and online information search engines, among others have made this possible. The Internet can be used for research by browsing the World Wide Web (www) using the Uniform Resource Locator (URL) to access databases provided electronically by information providers (Yusuf & Iwu, 2013). The Internet is very useful to university students' especially in Nigeria because it enables them to have access to timely, accurate and relevant information that cannot be obtained from library shelves. Ikolo and Okiyi (2013) noted that Internet searching helps university students to boost their intellectual development and job preparation. However, this may not be possible without the students' information search knowledge which can be developed by all students who make use of the school library regardless of whether they are rich or poor. Although Ettah et al. (2020) pointed out that even if they are 'poor', the National Social Investment Programmes of the federal government are major measures put in place to tackle hunger and make the poor people relatively comfortable to pursue their respective ambitions.

Thornburg (2013) made several important observations on the changes in the way information is accessed since the advent of the Internet. Thornburg stressed that in the past, information was pushed through newspapers, textbooks, and news reports. Since the development of the Internet and World Wide Web, students increasingly see valid and accurate information mixed with commercial, biased, opinionated, and other less accurate or meaningful information, and all this information is a mouse click away. Due to the information explosion made possible by Internet technologies, the incredible volume of accessible data can be mind-boggling. Because of this, information search strategies are becoming very important to students in information-based fields such as education, medicine, science, law, government, media, sales, and dozens of others. Increasingly, being able to locate quality information on the Web in an effective and efficient manner has become an essential ability in order to learn more rapidly and to make informed decisions. Thornburg thus asserted that to be successful in this new age of information, people will need training in the skills of finding information and evaluating it for accuracy and relevancy.

Thornburg's assertions are also similar to those of Brown (2019) who stated that the most valuable skill for the 21st century will be information navigation. Similarly, Onabe et al.

(2019) maintained that a good school climate is instrumental to information search knowledge. Navigating through the plethora of information stored on the Internet to find accurate and reliable information will be a new form of literacy. Because of all these changes brought about by the Information Age, the American Library Association Presidential Committee on Information Literacy (2019) offered this definition in their final report: "To be information literate, a person must be able to recognize when information is needed and have the ability to locate, evaluate and use effectively the needed information. To become fully literate in today's world, students must become proficient in the new literacies of ICT" (Ikolo, 2013). Bidyut, Bajpai and Chakraborty (2013) identified these new literacies in terms of five functions: identifying important questions; locating information; critically evaluating the usefulness of information; synthesizing information to answer questions; and communicating answers to others. Of these five functions mentioned above, the ability to locate information is perhaps the most critical as much of what one does on the Internet stems from one's ability to adequately search for specific information. Furthermore, as the size of the Internet increases, efficient access to information becomes increasingly more difficult (Deng, 2013). The results from a single search task on the Internet can produce an overwhelming amount of information, often causing frustration and a sense of information overload (Adegbore, 2013). It takes having the ability to search in a strategic and concise manner to curtail the numerous possibilities that can inundate a researcher and prevent a virtual bottleneck that prohibits access to information. Obviously, information is worthless unless it can be efficiently located and retrieved without any hitch whatsoever whether it is caused by climate or other natural factors (Onabe, et al., 2019).

Search engines offer a variety of features that allow students to construct a precisely targeted search. Among frequently used searching strategies some of which are cited in Adebayo (2013) are Boolean search commands (and, or, near, none, not), (+, -, '', etc.), power searching commands (in titles:, sites:, url:, link:, *, ?, etc.) and search assistance features (related search, clustering, stemming, etc.). In the same vein, Xie and Joo (2013) highlighted the following as search strategies: boolean operators, phrase searching, proximity search, fuzzy search, stemming, truncation searches and wildcard searches.

In order to evaluate and describe the Internet search strategies of adolescent learners, Deng (2013) conducted a study with 161 middle and high school students. Data were collected through students' descriptions of their search process, observations of students searching behaviors and audit trial list of search strings used by students. Approaches adopted by students to locate information were listed as dot-com formula, shopping mall, and search engine all of which were used by students regardless of the computer experience. They revealed four techniques for recovering from unsuccessful search attempts, which were switching topics, visiting additional websites, trying new keywords, and continuous instruction and support. Students fall back on their previous stage of web search results from ineffective search queries. The study found that this has contributed to them using the online library. Thus, it was suggested that students should be trained in a way that they may become more meta-cognitive about their searching to differentiate between successful search and unsuccessful search.

Bidyut, Bajpai and Chakraborty (2013) realized a multiple case study design with 5th grade teachers who carried out a program, which consisted of eight weekly sessions to teach students Web searching, reading and evaluating skills. The purpose was to investigate the contextual factors that influence the realization of the program and the learning gains in the participants in terms of content knowledge and Web skills. Videotaped and written lesson

observations, interviews with students and teachers, teacher diaries, student questionnaires and student assignments were the data sources. Findings revealed that contextual factors that influenced the program were related to conditions such as teachers' investment of time and effort, and school's way of organizing computer work. In addition, student's knowledge and skills improved in terms of both content knowledge and Web skills. Nevertheless, most students did not act upon their knowledge of Web searching, reading and evaluating skills, and showed unexpected or inconsistent behaviors.

Frat (2013) in his work titled opinion of teachers on using internet searching strategies: an elementary school case in Turkey. Using questionnaires as a method of data collection found out that the elementary school teachers primarily use Google for searching on the internet. It was also revealed that internet search strategies applied by teachers differ between the inception and the development processes of the search based on their search knowledge level. They further revealed in the study the irrelevant information, accessing insufficient information, accessing websites with virus threats while searching were the problems faced by the teachers while searching the internet for research. They however, recommend that there is need for in-service training regarding the ways of accessing and retrieving information from the internet and the physical library.

With respect to gender, Hadiza's (2015) study determined gender differences among students in the utilization of electronic information resources in Ramat Library, University of Maiduguri. One objective,with corresponding hypotheses guided the study. The survey research method was used. The population for the study comprised 13,995 (thirteen thousand, nine hundred ninety five) non degree, undergraduate, and postgraduate students that registered at Ramat Library, University of Maiduguri. A sample of 170 registered respondents was selected using stratified sampling technique. Data was analyzed using descriptive statistics of percentage and frequency counts as well as inferential statistics of chi-square. Hypothesis was tested at 0.05 levels of significance. Results showed significant difference in students' accessibility and utilization while no significant difference in challenges of electronic information resources according to gender was recorded. The study also found that information search knowledge influences students' utilization of electronic information resources in Ramat Library. Based on the findings and within the limitations of this study, it was concluded that gender was not a barrier in the utilization of electronic information resources in Ramat Library, University of Maiduguri. This study, thus recommended among others that registered students should utilize and access electronic information resources available in the Ramat Library for the purpose of enhancing learning outcomes.

Igun (2013) reported that there is no significant difference in the challenge encountered by librarians in the south-south zone of Nigeria in their utilization of ICT due to gender. Yusuf and Iwu (2013) used a sample of 100 postgraduate students using stratified proportionate random sampling to select the sample. Data were analyzed using cross–tabulation and qualitative descriptions and they reported that gender is associated with the use of electronic information resources and male postgraduates' students were more likely to use electronic information resources than female students. The findings further showed that even when their attitude towards the use of electronic information resources or training in the use of e-resources, the relationship between gender and electronic information resources use was maintained.

Ikolo (2013) observed that females tended to experience more difficulty finding information online, feel less competent and uncomfortable using the internet, use the internet

less frequently than males and make use of a less varied set of internet applications. With regards to information search knowledge, Bassi and Camble (2013) reported that there exists a statistical difference between males and females in using electronic resources as females have more difficulty in finding information online than males. Brown (2019) on use of electronic resources by postgraduate students of the department of library and Information Science University of Abraka reported that there is high frequency of usage of e-resources by both male and female postgraduate students, their gender gap in electronic resources usage is quite negligible. Nwezeh and Shabi (2013) examined the gender differences in internet usage among faculty members in Saudi Arabia and did not see a significant gender difference in the overall internet usage.

According to Deng (2013), the good of every research is to further the understanding of the problems and questions in the field of study. If a study does not do this, it has little value beyond the experience regardless of the need for conducting it. This research is with the hope that it will break new grounds and whatever result that comes out from the analysis will go a long way in helping people find ways of acquiring or upgrading their information search knowledge for optimal utilization of the library. Hence, the need for this study to investigate how information search knowledge can enhance students' use of the library to adequately prepare students for life in the 21st century.

Purpose of the Study

The purpose of the study was to determine the influence of information search knowledge on agricultural education students' use of public libraries in Cross River State, Nigeria. Specifically, the study sought to:

1. Find out the influence of knowledge of information sourcing on the use of public libraries by agricultural education students in Cross River State; and to

2. Ascertain the influence of knowledge of information sourcing on male and female agricultural education students' use of public libraries in Cross River State.

Research Hypotheses

The following research hypotheses were tested in this study:

1. Knowledge of information sourcing has no significant influence on the use of public libraries by agricultural education students in Cross River State.

2. There is no significant difference in the influence of knowledge of information sourcing on male and female agricultural education students' use of public libraries in Cross River State.

RESEARCH METHODOLOGY

This study adopted a survey research design. All the 113 final year agricultural education students of the two public universities (71 in the University of Calabar and 42 in University of Cross River State) were purposely selected for the study due to their involvement in project writing at that level. A researcher-made instrument titled "Information Search Knowledge and Agricultural Education Students' Use of the Library Questionnaire (ISKAESULQ) was used for data collection. The instrument was validated by three experts: two from the Department of Vocational Education (Agricultural Education) and one expert from Measurement and Evaluation from the Faculty of Educational Foundations Studies, all from the University of Calabar, Cross River State. A reliability index of 0.81 was obtained using Cronbach alpha method after a pilot test carried out on thirty (30) year three agricultural education students who were not part of the main study. 113 copies of the instrument were administered and 96 copies were successfully retrieved giving rise to 85% return rate. After the data was collected, hypothesis one was analyzed using simple linear regression while hypothesis two was analyzed using independent t-test. All the hypotheses were tested at 0.05 level of significance.

RESULTS

Hypothesis one

Knowledge of information sourcing has no significant influence on the use of libraries by agricultural education students in Cross River State.

Simple linear regression was used to test this hypothesis and the result was presented in Table 1

TABLE 1: Simple Linear Regression analysis of the influence of knowledge of information sourcing on the use of libraries by agricultural education students. n=96

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.624[a]	.601	.600	1.29716

Source of variation	SS	df	MS	F-ratio	p-level
Regression	245.26	2	122.63	21.25*	.007[b]
Residual	536.58	93	5.77		
Total	781.84	95			

*p<.05; df = 2, 93; critical F = 3.09

Table 1 showed that the r which is the correlation of the independent and the dependent variables was 0.624 indicating significant positive relationship between the independent and dependent variables. This implies that as knowledge of information sourcing increases, there is likelihood that use of public libraries among agricultural education students would increase. The coefficient of determination (Adj. R^2) which explains the power of the independent variable in predicting the dependent variable is 0.60. This implies that up to 60 percent of variance in use of public libraries is explained by knowledge of information sourcing.

The table also showed that the p-value of .007 associated with the computed f-ratio of 21.25 is less than 0.05 level of significance at 2 and 93 degrees of freedom. With this result, the null hypothesis which stated that knowledge of information sourcing has no significant influence on the use of libraries by agricultural education students in public universities was rejected. It was accepted alternately that agricultural education students' knowledge of information sourcing or search significantly influenced their use of public libraries in Cross River State.

Hypothesis two

There is no significant difference in the influence of knowledge of information sourcing on male and female agricultural education students' use of public libraries in Cross River State.

Independent t-test analysis was used to test this hypothesis and the result was presented on Table 2.

TABLE 2: Independent t-test analysis to determine the difference in the influence of knowledge of information sourcing on male and female agricultural education students' use of public libraries. n=96

Variable	N	X	SD	t-cal	Remark
Male	65	15.38	2.44		
				1.82	NS
Female	31	14.42	2.46		

NS= Not Significant at 0.05 level; df = 94, crit-t = 1.984

Data presented on Table 2 showed a calculated t- value of 1.82 which is less than the critical t-value of 1.980 at 0.05 level of significance with 94 degree of freedom. Since the calculated t-value is less than the critical t-value, the null hypothesis was retained. This implies that the knowledge of information sourcing or search does not influence male and female agricultural education students' use of public libraries differently.

DISCUSSION OF FINDINGS

Knowledge of information sourcing and the use of library by students

The finding in this regard revealed that knowledge of information sourcing significantly influences the use of libraries by agricultural education students in public universities. This is so because the Internet found either inside the physical or virtual library is very useful to university students' especially in Nigeria because it enables them to have access to timely, accurate and relevant information that cannot be obtained from library shelves. In consonance with the finding, Ikolo and Okiyi (2013) noted that Internet search helps university students to boost their intellectual development and job preparation. However, this may not be possible without the students' information search knowledge. Similarly, Thornburg (2013) made several important observations on the changes in the way information is accessed since the advent of the Internet. Thornburg stressed that in the past, information was pushed to us through newspapers, textbooks, and news reports. Since the development of the Internet and World Wide Web, students increasingly see valid and accurate information mixed with commercial, biased, opinionated, and other less accurate or meaningful information, and all this information is a mouse click away.

The finding is supported by Brown (2019) who stated that the most valuable skill for the 21st century will be information navigation. Navigating through the plethora of information stored on the Internet to find accurate and reliable information will be a new form of literacy. Due to all these changes brought about by the Information Age, the American Library Association Presidential Committee on Information Literacy (2019) agree with the finding by offering this definition in their final report: "To be information literate, a person must be able to recognize when information is needed and have the ability to locate, evaluate and use effectively the needed information. Furthermore, as the size of the Internet increases, efficient access to information becomes increasingly more difficult. It takes having the ability to search in a strategic and concise manner to curtail the numerous possibilities that can inundate a searcher and prevent a virtual bottleneck that prohibits access to information. Obviously, information is worthless unless it can be efficiently located and retrieved.

In order to evaluate and describe the Internet search strategies of adolescent learners, Deng (2013) conducted a study with 161 middle and high school students. The results in line with the finding revealed four techniques for recovering from unsuccessful search attempts, which were switching topics, visiting additional web sites, trying new keywords, and continuous instruction and support. Students fall back on their previous stage of web search results from ineffective search queries. The study found that this has contributed to them using the online library. Similarly, Frat (2013) in his work on the opinion of teachers in using internet searching strategies revealed in consonance with the finding that internet search strategies applied by teachers differ between the inception and the development processes of the search based on their search knowledge level. They further revealed in the study the irrelevant information, accessing insufficient information, accessing websites with virus threats while searching were the problems faced by the teachers while searching the internet for research.

Knowledge of information sourcing and male and female students' use of the library

The finding in this regard revealed that there is no significant difference in the influence of knowledge of information sourcing on male and female agricultural education students' use of public libraries. This is so because similar training and skills are provided to students irrespective of their gender. The finding is supported by Nwezeh and Shabi (2013) who examined the gender differences in internet usage among faculty members in Saudi Arabia and did not see a significant gender difference in the overall internet usage. In addition, Igun (2013) reported that there is no significant difference in the challenge encountered by librarians in the south-south zone of Nigeria in their utilization of ICT due to gender.

However, in contrast to the finding, Hadiza's (2015) study determined gender differences among students in the utilization of electronic information resources in Ramat Library, University of Maiduguri. Results showed significant difference in students' accessibility and utilization while no significant difference in challenges of electronic information resources according to gender. However, the study also found that information search knowledge influences students' utilization of electronic information resources in Ramat Library. Similarly, Yusuf and Iwu (2013) used a sample of 100 postgraduate students using stratified proportionate random sampling to select the sample. They reported that gender is associated with the use of electronic information resources and male postgraduates' students were more likely to use electronic information resources than female students. The findings further showed that even when their attitude towards the use of electronic information resources or training in the use of e-resources, the relationship between gender and electronic information resources use was maintained. In addition, Ikolo (2013) observed that females tend to experience more difficulty finding information online, feel less competent and uncomfortable using the internet, use the internet less frequently than males and make use of a less varied set of internet applications.

With regards to information search knowledge, Bassi and Camble (2013) reported that there exists a statistical difference between males and females in using electronic resources as females have more difficulty in finding information online than males. In contrast to the finding, Brown (2019) on use of electronic resources by postgraduate students of the department of library and Information Science University of Abraka reported that there is high frequency of usage of e-resources by both male and female postgraduate students, there gender gap in electronic resources usage is quite negligible.

CONCLUSION

Information sourcing from libraries is not an easy task. Students may not be able to optimally benefit from utilizing libraries, either physical or virtual when they lack information search knowledge. With the advent of computers, searching on the Internet is not just a popular activity but an important skill needed to obtain information, thus understanding information searching processes is a relevant research issue that goes a long way to improve students' use of the library to meet the objectives of the university.

RECOMMENDATIONS

The study recommended that:

1. Information search knowledge/literacy should be included in the course outline of use of libraries being taught as a course in tertiary institutions, as this would ensure that students have the necessary knowledge needed to source/search for key information in the library.

2. Lecturers should encourage their students, be it male or female, to make use of the library (whether academic or public). This would be done through giving assignments that would ensure they visit the library to solve them.

REFERENCES

Adebayo, O. (2013). Challenges associated with cataloging electronic resources in selected university libraries in South West Nigeria. http//www.iclc.us/cliej/cl36adabayo.pdf Retrieved 2nd June 2023

Adegboye, A. M. (2013). University faculty use of electronic resources; A review of the recent literature. *Pacific NorthWest Library Association, 75*(4), 102-110.

American Library Association (2019). The American library association presidential committee on information literacy. http://www.ala.org/acrl/nili/ilit1st.html Retrieved 2nd June 2020

Atsushi, I. (2013), Double-bounded dichotomous choice CVM for public library services in Japan. *Procedia - Social and Behavioral Sciences, 73*(2), 205– 208

Bassi, M. D. & Camble, E. (2013). Gender differences in use of electronic resources in University Libraries in Adamawa State, Nigeria. http://digitalcommons.unl.edu/cgi/viewpoint Retrieved 2nd June 2023

Bidyut, K., Bajpai, R. P. & Chakraborty, H. K.(2013) Collection development and status in India. *International Journal of Information, Library and Society, 2*(2), 1- 4

Brown, J. S. (2019). Learning, working & playing in the digital age. http://seredip.brynmawr.edu/sci_edu/seelybrown/ Retrieved 2nd June 2023

Deng, H. (2013). Emerging patterns and trends in utilizing electronic resources in higher education environments. *An Empirical Analysis New Library World, 111* (3/4), 87 – 103.

Edet, D. A. (2020). Curriculum content, ownership of universities, work experience and acquisition of employability skills among business education graduates of universities in Cross River State, Nigeria. *American Journal of Educational Research and Reviews.*5 (73), 1-15.

Edet, D. A. and Udida, F.U. (2023). Private sector participation and the provision of facilities for universities business education undergraduates' acquisition of 21st century skills. *African Journal of Economics and Sustainable Development*. 6 (2), 76-93.

Egu, U. I., Edet, D. A. & Iniewe, C. B. (2023). Financial management practices and financial performance of small and medium enterprises in universities in Cross River State, Nigeria. *Journal of Accounting, Business and Social Sciences*. 7 (1), 1-14

Ettah, O., Emmanuel, E. A., Ikutal, A., Ubi, G. M. (2020). Determinants of poverty status among crop and fish farmers in Southern Nigeria. *Annual Research & Review in Biology*. 35(3): 87-96.

Frat, A. (2013). Opinion of teachers on using Internet search strategies: An elementary school case in Turkey. *Turkey Online Journal of Qualitative Inquiry, 1*(1), 1-13

Hadiza, M. A. (2015). Gender differences in students' utilization of electronic information resources in Ramat Library, University of Maiduguri, Nigeria. *Journal of Information and Knowledge Management, 6*(1), 61-70

Igun,S. E.(2013) Challenges posed toNigerian university Librarians by the utilization of Information Communication Technology(ICT). *Comkujikkmu Journal of Library and Information Sciences, 12*(1), 9-20

Ikolo, V. E. & Okiyi, R. B. (2013). Gender differences in computer literacy among clinical medical students in selected Southern Nigeria Universities. http://www.Stanford .edu/ group/ siqss/ it andsociety/vo1io5/vo1io5ao4.pdf Retrieved 2nd June 2023

Ikolo, V. E. (2013). Gender digital divide and national ICT policies in Africa. In E. E Adomi (Ed.). *Handbook of research in library and information sciences* (pp. 11-17). London: IGI Publications.

Ikutal, A., Otum, N. I. and Edet, D. A. (2023). Facilities utilization and employability skills acquisition among undergraduates of vocational education in Cross River State, Nigeria. *UNIZIK Journal of Educational Research and Policy Studies*. 15 (2), 29-40

Kaul, H. K. (2013). *Librarians of the future: Mastering the road ahead*. New Delhi: DELNET.

Kurtis, M.. (2015), Re-envisioning libraries for training and literacy development. *Procedia - Social and Behavioral Sciences, 176*(5) 504 – 508.

Nwezeh, C. M. & Shabi, I. N. (2013). Student's use of academic libraries in Nigeria: a case of Obafemi Awolowo University library, Ile Ife. *Technical Services Quarterly, 23* (4), 27-50

Onabe, M. B., Ikutal, A., Agbachom, E. E. and Ubi, G. M. (2019). Strategies for Mitigating Climate Change Effect on Honey Bee Productivity in Southern Nigeria. *Annual Research & Review in Biology,* 33 (3): 1-9.

Onyenweaku, E. O., Akah, L. U., Kesa, H., Alawa, A. A., Ebai, P. A., U. Kalu, U. U., Ikutal, A. and Owan, V. J. (2022). Protein quality evaluation of some commonly consumed bird egg varieties using amino acid scores. *Biochemistry Research International*, 2022, (7). https://doi.org/10.1155/2022/6536826

Suhaila, S. (2012). Towards a better design: Physical interior environments of public libraries in Peninsular Malaysia. *Procedia - Social and Behavioral Sciences, 42*(2) 131 – 143.

Thornburg, D. D. (2013). Renaissance 2013 http://www.tcpd.org/thornburg/handouts/R2K.pdf Retrieved 2nd June 2023

Xie, I. & Joo, S. (2013). Tales from the Field: Search strategies applied in Web searching. *Future Internet, 2*(1), 259-281.

Yueh, M. H. (2015). Development and evaluation of the mobile library service system success model. *The Electronic Library, 33*(6), 1174 - 1192

Yusuf, F. & Iwu, J. (2013). Use of academic library: a case study of Covenant University, Nigeria. http://www.iclc.us/cliej/c130Y1.pdf Retrieved 2nd June 20203