

ATTITUDES OF BUSINESS EDUCATION STUDENTS TOWARDS THE USE OF LIBRARIES IN COLLEGES OF EDUCATION IN ANAMBRA STATE

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ABSTRACT

This study investigated the Attitude of Business Education Students Towards the use of Libraries in Colleges of Education in Anambra State. Two Hundred and two (202) final year students (both Degree and NCE) in the two Colleges of Education in the State were used for the study. Four research questions guided the study. Data was collected using a structured questionnaire constructed on a four point Likert type scale. The instrument was face-validated and a reliability co-efficient of 0.90 was established. The data collected were analyzed using mean (\bar{x}). Findings reveal that though students are reasonably familiar with the services rendered by the College Libraries, most of them do not utilize such services for enhanced academic performance; the students are dissatisfied/discouraged about some aspects of library services, and that several factors militate against students' effective use of library services which lead to poor academic performance by students. It was therefore recommended among others that effective library usage be inculcated into Business Education students from the departmental level through the use of functional Departmental Libraries, moreover Business Educators should utilize more engaging/challenging assignments to enhance students' need to utilize library services, etc. This is to ensure that Business Education students/graduates function globally as high achievers academically and not just practically.

Introduction

Attitude is a central part of human identity. Every day, people love, hate, like, dislike, favour, oppose, agree, disagree, persuade and so on. All these are evaluative responses to an object. Hence, attitude can be defined as a summary evaluation of an object of thought (Yusuf, 2014). Attitudes refer to inclinations and predispositions that guide an individual's behavior and persuade to an action that can be evaluated as either positive or negative (Samuel, (2015) citing Mohammed and Waheed (2011).



Conventionally, a library can be referred to as a room or building where books and non-book materials are kept for study and information retrieval purposes. However, this definition has long been overtaken by events in the face of amazing Information Communication Technology (ITC) advancements that are constantly shifting the borders and every aspect of education including Libraries.

Today, the term “Library” can refer to any collection of information including digital sources, resources and services. The collection can be of print, audio and visual materials in numerous formats including maps, prints, documents, CDS, videos, E-books and many other electronic resources (Weiler, 2005).

Essentially, libraries are viewed as critical components of the education process. Hence Ellen (2006) opines that without the library, no meaningful academic efforts can be carried out. In this age of outcomes measurement, many academic librarians are focused on making sure they serve students in the best possible ways. Yet students are not the only population of end users on academic campus. Faculty, too, are conduits not only to students but to library users in their own right (Schwartz, 2015).

Moreover, Akinpelu, (2004) described books (whether physical or electronic) as the shrines where the saints are believed to have built an art to save learning from deluge.

Moreover, modern education methods are fast shifting from the traditional teacher-centered forms to more student-centered, interactive approaches. This further amplifies the need for students to be more active library users for enhanced academic performance.

On the other hand, Business education can be reviewed as a pragmatic, trans-organizational, utility-based, academic field of study which equips its recipients with requisite knowledge, skills, competencies and attitudes aimed at enhancing their effectiveness as well as functionality in the hyper-dynamic world of work - Victor-Igwe (2007). Clearly, the era of perceiving Business Education as mere “Shorthand Typing and Bookkeeping” is permanently gone for good. Business Educators and their students should therefore strive to maintain competitive edge in the field of academics and enhance their relevance and versatility in an information-driven world by becoming active library users (Ogunniyi 2015).

Moreover, Onyesom and Okolocha (2013) opine that Business Education is the intellectual and vocational preparation of students for earning a living in the contemporary industrial and business environment. It is therefore an integral part of total education. In the same vein, Ekpenyong (2010) posits that Business education is intended to provide the learners both intellectual and occupational skills. Business Education can therefore be described as an all-embracing education for office occupations, business teaching, business administration, economic understanding and entrepreneurial ventures. Business Education is offered at various levels in Colleges of Education, Polytechnics and Universities in Nigeria.



Statement of the Problem

It has been severally observed for some time now, that the quality of education and actual academic performance seem to be constantly nose-diving. It is common knowledge that some graduates cannot even make simple correct sentences/spellings verbally or written. People now parade “beautiful certificates” they cannot defend especially in this era where student-centered, interactive and E-learning approaches are fast turning teachers and lecturers into “*knowledge facilitators*”. So much depend on the efforts of individual learners and students and they cannot achieve much without good study habits through effective use of libraries whether physical or viral. Business Education Students are particularly endangered because of previous “academic prejudice” against vocational Technical Education of which they are an integral part. The situation is even more challenging because they are trained to function in the ever-changing world of work which calls for constant independent study habits in order to stay afloat.

Purpose of the Study:

The major purpose of this study is to investigate the *attitude of Business Education Students towards the use of Libraries in Colleges of Education in Anambra State*. Specifically, the study seeks to:

1. Find out the students’ awareness of the roles/functions of libraries
2. Determine library services that are considered satisfactory in the colleges.
3. Ascertain which library services are effectively utilized by the students for enhanced academic performance.
4. Discover the factors that militate against students’ effective use of Library services in the Colleges.

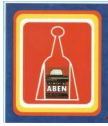
Research Questions

This study will seek answers to the following questions:

1. What is students’ awareness of the roles/functions of libraries?
2. Which library services do students consider satisfactory in the college?
3. Which library services are effectively utilized by students for enhanced academic performance?
4. What factors militate against students’ effective use of library services in the College?

Methods

Descriptive survey research design was adopted for this study. The area of the study was Anambra State, Nigeria. The population of the study comprised of 1,159 Business Education students (Degree and NCE) in the 2 Colleges of Education in



Anambra State i.e Federal College of Education(Technical), Umunze and Nwafor Orizu College of Education, Nsugbe. The final year students i.e. 408 students in NCE year III and Degree year IV in both Colleges were purposively selected while 202 were randomly selected and used for the study. A structured questionnaire which consisted of two sections (A & B) was the instrument used for data collection. Section A sought to elicit the demographic profile of the respondents while section B consisted of 27 items on a four-point scale. Numerical values were assigned to the scale on extent of agreement ranging from Strongly Agree (SA) - 4points, Agree (A) - 3 points, Disagree (D) -2 points and Strongly Disagree (SD) -1 point. Two hundred and two (202) copies of the questionnaire were personally administered to the respondents but 200 were duly completed, retrieved and useable. This yielded a high return rate of 99%.

Three experts validated the questionnaire items. Test-Re-test and Parsons Product Moment Method was used to determine the reliability of the items. This yielded a coefficient of 0.90 which is considered adequate. Data generated were analyzed using the mean(x) to answer the 4 research questions that guided the study. A mean cut-off point of 3.0 was established. Therefore any item that generates a mean score of 3.0 and above i.e. $X \geq 3.0$ was regarded as accepted or agreed. While a mean score of less than 3.0 i.e. $X < 3.0$ was regarded as rejected or disagreed.

RESULTS

Research Question 1

What is the Students' Awareness of the Roles/Functions of College Libraries?

Table 1

Mean Responses of Respondents on Students' Awareness of the Roles/Functions of College libraries.

S/N	Item Statements	SA	A	D	SD	N	\bar{X}
Decision							
1.	Most students don't use Accepted the library maximally		130	30	15	200	3.3
2.	Libraries should only be used Rejected for difficult assignments an research work	5	10	20	165	200	1.3
3.	Every serious students should Accepted use the library at least twice a week	90	85	25	--	200	3.3



4.	It is not important/necessary Rejected for students to use libraries	--	20	140	40	200	1.9
5.	It is vital to combine lecture Accepted notes with information from the Library for enhanced academic performance	35	150	10	5	200	3.1
6.	Students who make effective Rejected of Libraries don't need to attend lectures	3	13	134	50	200	1.8

Grand mean	2.9
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Key

SA – Strongly Agree, A – Agree, D – Disagree, SD - Strongly Disagree, N – No of respondents and \bar{x} = Mean.

The results as presented in Table 1 show that items 1, 3 and 6 with mean scores of 3.3, 3.3 and 3.1 respectively were accepted by the respondents since the scores are above the cutoff point (3.0).

The results also show that item 2, 4 and 6 with mean scores of 1.3, 1.9 and 1.8 respectively were rejected since the scores are all below the cutoff point.

Research question 2

Which library services do you consider satisfactory in your College?

Table 2

Mean Responses of Respondents on Library Services that are Satisfactory in the Colleges.

S/N	Item Statements	SA	A	D	SD	N	\bar{X}
	Decision						
7.	The library is always Accepted clean and devoid of noise	90	60	20	30	200	3.1
8.	Books are well Accepted arranged, catalogued and easily accessible to	95	83	20	2	200	3.4



	students						
9.	The library is well Rejected ventilated with steady power supply	20	22	90	68	200	2.0
10.	Library staff are friendly and helpful to students Rejected	7	22	98	73	200	1.8
11.	The library is very conducive for serious academic work Accepted	117	80	--	3	200	3.6
12.	Most library books are Accepted obsolete and do not contain modern/ relevant information.	95	80	15	20	200	3.4
13.	Virtual/e-libraries Accepted are functional& easily accessible to students	113	50	5	30	200	3.3
Grand Mean						3.0	

The data from Table 2 show that the respondents accepted items 7,8,11, 12 &13 with mean responses of 3.1, 3.4, 3.6, 3.4 and 3.3 respectively as library services that they consider satisfactory in their respective colleges, while items 9 and 10 with mean scores of 2.0 and 1.8 respectively were rejected since their mean score were less than the 3.0 cut off point.

Research question 3

Which library services are effectively utilized by students for enhanced academic performance?

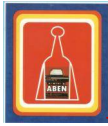


Table 3

Mean Responses of Respondents on Library Services that are Effectively Utilized by Students for Enhanced Academic Performance.

S/N	Item Statements Decision	SA	A	D	SD	N	\bar{X}
14.	Newspapers, Magazines and Accepted editorials.	98	63	22	17	200	3.2
15.	Reference services for assignments and project Accepted writing	123	66	2	9	200	3.5
16.	Virtual library services Accepted	45	140	15	--	200	3.2
17.	Availability of scarce, Accepted high quality textbook	159	20	17	--	200	3.7
18.	The use of special library Rejected collections	60	80	20	40	200	2.8
19.	Binding and repair of Accepted personal/library books	110	60	15	15	200	3.3
20.	Photocopiers/business Rejected centres around the library	--	13	50	137	200	1.4
Grand Mean						3.0	

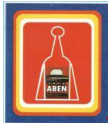
The data presented in Table 3 shows that the respondents accepted items 14, 15, 16, 17 and 19 with mean scores of 3.2, 3.5, 3.2, 3.7 and 3.3 respectively as library services which students utilize effectively in their Colleges while items 18 and 20 with mean scores of 2.8 and 1.4 respectively were rejected.

Research question 4

What factors militate against students' use of the College Libraries?

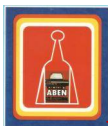
Table 4

Mean Responses of Respondents on Factors that Militate against Students' use of College Libraries.



S/N	Item Statements Decision	SA	A	D	SD	N	X
21.	The attitude of library Rejected staff positively influences and encourages students	225	20	95	60	200	2.0
22.	Most books in the Accepted library are obsolete	100	70	30	-	200	3.4
23.	Students are often Accepted deprived of using the library for various reasons	80	80	20	20	200	3.1
24.	Most times, the library Rejected environment is no conducive for study/learning	10	20	85	85	200	1.8
25.	Some of the important books Accepted in the library are not sufficiently available	89	60	16	35	200	3.0
26.	Some students find it difficult Accepted to locate books in the library	100	55	30	15	200	3.2
27.	Students' use of the virtual/ Accepted e-library is restricted to a large extent	80	70	50	--	200	3.2
Grand Mean							2.8

The respondents accepted items 22, 23, 25, 26 and 27 with mean scores of 3.4, 3.1, 3.0, 3.2 and 3.2 respectively as factors that militate against students' effective use of library services in the Colleges. The data further reveal that items 21 and 24 with mean scores of 2.0 and 1.8 respectively were rejected by the respondents.



Discussion of the Findings

Table one contains the analysis of the data with regards to students' awareness of the roles/ functions of Colleges Libraries. The results reveal that though students are basically aware of the roles/functions of the library as reflected in their responses to almost all the items i.e. items 2-5, most of them do not use the library maximally as indicated in their responses to item 1 (3.3). This implies that for enhanced academic performance, students should visit the library at least twice a week, and not just when there are difficult assignments or research/project work to be done. Active library usage is therefore complimentary to lecturers/lecture notes for high academic performance (item 6). All these are in tune with the opinion of Olupayimo (2014) that the quality and quantity of students' learning is determined by individual study habits.

Table two presents results on library services that are considered satisfactory in the Colleges. The results show that 4 out of the 7 library services that were listed are viewed as satisfactory by the students from their responses on cleanliness and noiselessness (3.1), well catalogued and easily accessible books (3.4) and functional/accessible libraries (3.3). However, the responses on good ventilation and steady power supply (2.0), friendly and helpful library staffers (1.8) as well as their acceptance that most library books are obsolete and do not contain modern/relevant information (3.4) shows that services in the College Libraries still leave much to be desired. This aligns with Powell (2002) who posits that there is tremendous pressure on libraries to be more accountable in their delivery of services and their contributions to students' educational outcome.

Table three is on library services that are effectively utilized by students for enhanced academic performance. The results indicate that such services include use of newspapers, Magazines and editorials (3.2), use of reference section (3.5), virtual/E-library (3.2), availability of scarce/high quality textbooks (3.7) as well as binding and repair of personal/library books (3.3). However the responses on the use of special library collections (2.8) and use of photocopiers/business centres around the library (1.4) were rejected thereby highlighting additional gray areas that need to be improved for students to benefit maximally from the libraries.

Research question four is on factors that militate against students' use of college libraries. The results as presented on table 4 show that such factors include: negative attitude of library staff, obsolete books, access denial for various reasons, insufficient quantity of important books, difficulty in locating needed library books and general restriction of students' use of the virtual/e-library. These factors tend to reduce the libraries to mere edifices on the various campuses, thereby defeating the purpose because according to Keith (2004), students and academic staffers need library resources and the expertise of librarians to succeed.



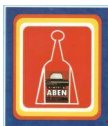
Conclusion

Business Education has come very long way and must strive for excellence and quality in order to constantly remain relevant and functional. The students must match the acquisition of, relevant skills and competencies with intellectual/academic prowess to enable them gain and maintain competitive advantage/edge. Business Educators must resist the temptation to restrict students to “*Minimum standards and course outlines*” or teaching just for the purpose of passing examinations. Efforts must be continuously made to “*raise the bar*” by training the students to become world class academics, inquisitive intellectuals, voracious readers and highly versatile graduates by making maximum use of academic libraries in their various institutions.

Recommendations

Against the backdrop of the findings of this study, the following recommendations are hereby made:

1. Business Education departments in various institutions should establish and maintain standard and functional libraries to collaborate with the institutional libraries.
2. Business Educators should strive to utilize more engaging/challenging assignments to enhance students’ need to utilize library services.
3. Library staff/personnel should endeavour to treat all library users (both staff and students) in more positive, friendly and helpful ways in order to encourage their patronage.
4. Management of institutions should continue to equip libraries with relevant, modern books in line with the academic curriculum of the institutions, ensuring steady power supply and establishing business centres in/or around the libraries.



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