

Information Resources Availability and Self-Efficacy on Library Resources Utilization in Selected Theological Seminary Libraries in Ilesha Land, Osun State

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The study evaluated the influence of information resources availability and self-efficacy on library resources utilization by seminarians in selected theological seminary libraries in Ilesha land, Osun State, Nigeria. The study adopted a survey design with a study population of 533 registered students in the two seminaries in the current academic section. There are 351 seminarian students in the Christ Apostolic Church, Babajide School of Prophets and Evangelists; and 182 students in the Apostolic Church Theological seminary. Total enumeration was used because the population was very few. A structured and validated questionnaire was used for data collection. Data was analyzed using the SPSS software, frequency distribution and percentages. The findings revealed that there was an overall moderate level of information resources availability in two theological seminary libraries. The result also showed a high level of self-efficacy by seminarians in theological seminaries in Ilesha-Land, Osun State is high. This study concluded that; there is a need for the authorities of the theological seminaries to subscribe for a balance collection with a view to improve the overall use of library resources in the institutions' libraries. This study has identified a wide range of theoretical, empirical and policy issues. In the end, the following recommendation were suggested: The outcome of this study indicated a moderate level of library resources utilization among the seminarians; to further encourage library resources utilization among the seminarians, the authority of the seminaries in Ilesha land, Osun State should ensure a balance collection of both print and non-print materials in the library.

Keywords: Information resources availability, self-efficacy, library resources utilization, seminarians

INTRODUCTION

Every educational institution, especially at the tertiary level, is established alongside a library for advancement of human enquiry, knowledge acquisition, learning and research. The strategic roles libraries play within educational institutions help to ensure the attainment of not only academic goals, but also the overall mission and vision of such educational institutions. Education and training of individuals is a life-long process, libraries are therefore established to ensure that people not only get a life-long education but also keep up to date with latest discoveries and trends in various areas irrespective of whether they be in school or not. Academic institutions play a key role in the society by preparing future generations to use the acquired knowledge to fulfil their responsibilities more effectively. Therefore, libraries in

these institutions serve a variety of users such as students, faculty, administrators, staff and other community members with diverse information needs. These libraries collect a variety of information sources and offer various services for supporting instructional, research and learning activities.

The above description applies to libraries within seminaries. Seminaries are academic institutions where men and women are trained academically to help meet the needs of churches, schools with religious leaning and the society at large (Adekunjo, Adepoju & Adeola, 2015). The libraries within seminaries are established and equipped with relevant resources to facilitate the realization of such objective. Consequently, just as it is with other academic libraries, the collections in seminary libraries support the programs offered in the institutions (Adekunjo et al., 2015). The main objective of seminary

libraries is to select and make available for utilization, relevant informative materials that will support and enrich the educational programs of the institution. This means that informative materials made available must serve the breadth of the curriculum, the course related research, information needs as well as interests of the users in other to be optimally utilized. Utilization is the action of putting into application printed and non-printed information resources by the library users. Effective use of information resources in the library is critical to students' overall academic achievement.

According to Jonathan and Udo (2013), information resources utilization involves the act of putting into appropriate use, acquired information. Ordinarily, level of information utilization differs from person to person and from one corporate organization to the other based on their information needs and other socioeconomic imperatives. Therefore, the extent and purpose of use depends on the individual's information needs as well as library collections in terms of quantity and quality. In every academic institution of learning including seminaries, students visit library for diverse reasons such as for knowledge acquisition while lecturers visit the library for teaching and research. This implies that availability of resources and its utilization must go hand in hand (Anhwere, Paulina & Manu, 2018). Being that information utilization involves the practical and maximum use of library resources available for the purpose of solving a problem or achieving a set goal, effective utilization of information resources in the library therefore becomes critical to students' overall academic achievement (Ntui & Uda, 2015). According to Opele (2017), the objectives of library may not be realizable unless its resources reach optimal capacity and use by faculty and students who depend on it for different purposes. Iyanda, Opele and Akintunde (2016); Salubi & Muchaonyerwa (2018) observed in many studies from Nigeria that the extent to which library resources are utilized has dropped significantly in recent years citing globalization, poor funding and the advent of the internet as reasons. However, Anhwere, Paulina and Manu (2018) insist that it is not making resources available to schools that matters, but getting those resources utilized by teachers and students.

Ogunduyilemi and Mabawonku (2016) in their study showed that the most prominent purpose of using library resources by students was to study and read for examinations. Many of the students also use the library to search for materials for assignments and to do research work, as well to read newspaper or participate in a group discussion (Adekunjo, Adepoju & Adeola, 2015). Aladeniyi and Owokole (2018) observed in their study that majority of the students (60%) used the library resources to study, read and also for research. Library utilization helps to know the areas and/or specializations that need more attention than the other in terms of

collection development. To encourage use of academic libraries including seminary libraries, there must be vast number of information resources in different formats for the use of students, teachers and other community members (Irene & Ifijeh, 2013).

Over the years, availability of information materials has become a challenge in many academic librarians in Nigeria including those situated in seminaries. This is owing to the fact that academic institutions in Nigeria and their libraries are moving at a slower pace compared to their counterparts in developed countries (Udo-Anyanwu, Jeff-Okoroafor, & Mbagwu, 2015). Prior to the present era in Nigeria, the university library was the place of last resort for relevant and current academic materials (books, journals, and other reference materials) (Oduhlade, 2017). Students and other educational community members visit these libraries regularly for various research and knowledge seeking purposes. As a result, university libraries were considered the most important resource centre of any academic institution. Seminary libraries are also not left behind as Agava (2015) observed that seminary libraries were in time past reference points for knowledge seekers due to the level of regard attached to ministerial training. Agava noted that the four-dimensional approach to ecclesiastical training, that is intellectual, human, spiritual and pastoral formations require that books, periodicals, journals and other resource materials from nearly all works of life be made available in seminary libraries in order to guarantee a balanced ministerial training.

In addition, with the transition from physical to virtual library resources management which require prior knowledge of computer and other information technology devices usage, seminary libraries, majority of which are old, have struggled in making available requisite devices to engender a smooth transition, and in the provision of online resources materials for utilization especially in developing countries (Agava, 2015). Stella and Joseph (2017) assert that many tertiary institutions in developing countries both state and privately owned appear to lag behind their contemporaries in developed nations in the area of online libraries resources availability and utilization. Their stance corroborates an earlier observation by Issa, Igwe and Uzuegbu (2013) who posit that contents of libraries have undergone so much changes over the years, transiting from physical books and non-book materials to online texts, audio-visuals and other electronic formats thereby making it difficult for students in countries of the world where these are less developed to study and learn at a slower pace.

According to Oduhlade (2017), availability of information resources plays a major role in teaching and learning. This is because, for effective teaching and learning to take place, information resources must be made available for students and teachers to access in order to facilitate interaction between them. This will not only

broaden their knowledge base but also prepare them ahead of the challenges that may emerge in the course of impartation and assimilation of knowledge moving forward. Anhwere, Paulina and Manu, (2018) posited that university education in Nigeria is facing a critical challenge in meeting new demands of the 21st century, with its ever-increasing population growth, inadequate library facilities, resources and insufficient funding, with one of the key areas being the availability of library resources, which has affected teaching and learning within the country's educational institutions adversely. Existing literature such as Odulade (2017), Adeleke and Nwalo (2017), and Akpe (2018) affirm that availability of information resources is a key factor in determining information resources utilization. After all, an information system that is not available to users when needed is almost as useless as none since such resources cannot be accessible. This realization therefore, bring to fore the imperative of tackling the challenge of non-availability of library resources in schools, including seminaries if the activity of teaching and learning will be enhanced in Nigeria.

Availability of library resources in this study therefore entails all information materials available in the library for use in order to provide a good learning environment for students, teachers and for the realization of educational goals. Akpe(2017) reasoned, for any collection to be called a library or a resource centre, it must be a reservoir of recorded knowledge, either in print or non-print; prepared for use and arranged in a systematic way. Library resources can either be in-print or non-print formats. It includes textbooks, journals, indexes, newspapers and magazines, reports, internet, video tapes, diskettes, and microforms. Print resources include textbooks, journals, newspapers, magazines, and others while non-print resources including the e-journals, e-books, online database, and online catalogue. Even movie clippings especially from history have played a large role in modern research, and hence are classifiable under as part of the library resources (Iwara, 2015).

As library resources both in print and non-print formats are made available for students and teachers alike, another key area of effective learning process trend to arise in relation to the utilization of such materials. In time past, students are known to spend quality time in the library while engaging in rigorous academic enquiry. More recent times have seen a shift in this trend especially with the advent of online social networking sites which appear to have engaged the attention of youths and some adults more often. As a result, many students find reading books and other library activities boring, and prefer shallow online searches using their phones and other electronic devices as against reading hard copy books in the library (Daramola, 2016).

Seminary students are no different from their counterparts in secular tertiary institutions. Many students

in the seminary complain of books in their libraries being old. Although religion is as old as man, they believe that there ought to be newer approaches to dealing with issues of contemporary religious inclination that may not be found in ancient library materials. As a result, user apathy is sometimes experienced, with many of them resorting to their phones for online searches with the hope to find more recent and up to date materials. Wells (2016) reasoned that effective utilization of library resources is critical to achieving educational sustainable goals in Nigeria and the rest of the world. Utilization is the action of putting into application something that is, making practical and effective use of such thing. While argument in favour of availability can be advanced to any level, it follows as well that information resources made available but not effectively utilized in near worthless.

The availability of information can enhance its use by students and scholars. Okiki (2013) recommended that libraries should build strong collection of information resources in print and digital formats to cater for knowledge requirements of their users. Availability of information resources in the library can influence patronage (Irene & Ifijeh, 2013). Thus, it can be said that information resources availability is central to the dissemination of social, economic and in this case religious information to library users and the general public. It can be said that the availability of library resources is a good measure of institutional excellence and quality assurance. It is important to acknowledge that the extent of library utilization goes beyond availability of materials alone. It also involves user and librarian self-efficacy.

Self-efficacy refers to a person's belief in his or her ability to use certain services or accomplish certain goals (Bussey & Bandura, 2013). It is the belief in one's own ability to successfully accomplish a task. People's judgments of their capabilities to organize and execute courses of action required to attain designated types of performances is said to be intricately related to self-efficacy (Bandura, 2012). By this, the first idea related to self-efficacy is that of the belief about one's perceived capability, which may not necessarily match one's actual ability in a specific domain. Nwabueze and Lucky (2015) suggested that most students actually overestimate their academic capabilities as Bussey and Bandura further argued, the most useful efficacy judgments are those that slightly exceed one's actual capabilities, as this overestimate can truly increase effort and persistence during difficult times. The second aspect of self-efficacy is the idea that individuals make use of their efficacy judgments in reference to the attainment of some goals. This aspect of self-efficacy stands in contrast to the previous aspect, and involves more general measures of expectancy such as self-concept and self-perceptions of competence, which, although may be domain specific, tend to be more global in terms of self-perceptions

(Honicke & Broadbent, 2016). People who have low self-efficacy for accomplishing tasks tend to avoid the second aspect, while those who believe they are capable are more likely to adopt the approach. The tendency for efficacious people to expend more effort and persist longer is of particular importance because most personal success requires persistent effort. As such, low self-efficacy becomes a self-limiting process. In order to succeed, then, people need a strong sense of task-specific self-efficacy, tied together with resilience to meet the unavoidable obstacles of life (Talsma, Schüza, Schwarzer & Norrissa, 2018).

Self-efficacy emphasized that people generally will only attempt things they believe they can accomplish and will look past tasks they believe they will fail (Bussey & Bandura, 2013). Thus, a library user with a positive self-efficacy will likely use the library more than those with negative self-efficacy. Waaktaar and Torgersen (2013) posited that efficacious people set challenging goals and maintain strong commitment to them. In the face of impending failure, they increase and sustain their efforts to be successful. They approach difficult or threatening situations with confidence that they have control over them. On the other hand, people who doubt their own ability to accomplish difficult tasks see these tasks as threats. They avoid them based on their own personal weaknesses or on the obstacles preventing them from being successful. They give up quickly in the face of difficulties or failure, and it does not take much for them to lose faith in their capabilities. Bussey and Bandura (2013) argued that perceived self-efficacy is a judgment of capability to execute given types of performances and outcome expectations are judgments about the results that are likely to flow from such performances. It also influences the courses of action people choose to pursue, the challenges and goals they set for themselves and their commitment to such goals. A person's self-efficacy may be affected by four main indices such as mastery experience, vicarious experience, verbal persuasion and somatic and emotional state (Bandura, 2012).

Bandura reasoned that powerful mastery experiences that provide striking testimony to one's capacity to effect personal changes can also produce transformational restructuring of efficacy beliefs that is manifest across diverse realms of functioning. Indeed, mastery experiences can produce transformations in the way we think about our potential and abilities. Five methods can be used to promote generalization of efficacy across domains: (a) overwhelming mastery experiences, (b) identification of similar sub-skills, (c) co-development of sub-skills, (d) cognitive restructuring of efficacy beliefs and (e) generalizing sub-skills (Bandura, 2012). Most investigations on self-efficacy in academic settings have sought to determine the predictive value of self-efficacy belief on varied performance. This is why Bussey and Bandura (2013) argued that the stronger the self-efficacy,

the more likely the person is to select challenging tasks, persist at them and perform them successfully. Academic achievement depends heavily on the students' personal conviction of being in charge of their own fate. The high achievers did not ascribe their fate to luck or to the vagaries of chances, but rather to their own personal decisions and efforts (Joo, Lim & Kim, 2013). In the same vein, students who rarely experience success in the classroom and perceive themselves as academic failures often develop a syndrome that includes a variety of self-defeating motives. For example, such students are far more apt to develop an external locus of control, they are low in self-regulated learning strategies, they have low levels of self-efficacy and low motivation (Joo et al., 2013). Meaning that prior determinants such as ability and previous performance attainments can help to create self-efficacy perceptions and can also be strong predictors of subsequent performance. Since academic self-efficacy beliefs vary according to subject matter, in that students may have high self-efficacy in one subject but not in another, depending on their mastery and vicarious experiences in each subject, people generally therefore become more interested in performing activities in which they have high self-efficacy (Yokoyama, 2019). It can then be inferred that students with high self-efficacy will be more likely to take advantage of what is around them. If library resources are made available in various formats students in both seminaries and other tertiary institutions can take advantage of the situation to utilize library materials to the success of their academic pursuits.

This idea is apt in the sense that the emergence of information technology helps reveal the fact that not all students are tech savvy. Yet, majority enjoy online activities. Therefore, having libraries in tertiary institution and seminaries in particular equipped with text books, journals, gazettes, encyclopedias and other forms of printed resources together with their online versions mean that both students who are familiar and comfortable with electronic information (internet, electronic journals and textbooks, CD-Rom databases, etc.), and those who prefer hard copies will find reasons to utilize such facilities especially if they feel that learning through these library information resources will enhance their academic performances. Since the relationship between availability, self-efficacy and utilization has been established, it then implies that for each to flourish the other cannot be neglected. Students with self-efficacy must assess available resources to be able to thrive academically. At the same time, available resources not optimally utilized reduce the worth of efforts used in getting the resources. While it can be said that resources in seminary libraries in Nigeria and other developing nations need improvement (Agava, 2015; Stella & Joseph, 2017), it could as well be said that the reasons why they lag behind could be more than just paucity of fund and poor management to include

low utilization due to lack of self-efficacy on the side of students.

Seminary schools are called schools for the training of pastors, reverends and other church workers, and they often have their own academic libraries which serve as a knowledge repository centre. If students in seminaries fail to develop quality studying habits by utilizing library facilities within seminaries, their overall study life, which is an asset to pastors and church leaders could be adversely affected. Being that high self-efficacy could be useful in their work life after school years, it follows that availability of library information resources can encourage seminaries students' utilization of them and by so doing develop strong self-efficacy. This study therefore aims to investigate the availability of information resources, self-efficacy and utilization of library resources by seminary students in four theological seminary libraries in Ijesha land, Osun state, Nigeria.

Statement of the problem

Nigeria has seminary schools all over the country which helps in producing individuals of high integrity whose contribution to the spiritual and moral rectitude of the society at large cannot be over emphasized. One major duty of the students in their academic pursuit is to make use of the library resources. Information resources utilization involves the practical and maximum use of library resources available for the purpose of solving a problem or achieving a set goal (academic success).

However, recent investigations by Agava (2015) pointed out that all the seminary libraries in Nigeria face budgetary challenges which in turn affected library resources. Past studies revealed that the use of library resources by students and faculty has dropped significantly in the recent times due to inadequate, outdated or outright non-availability of library information resources (Iyanda, Opele & Akintunde 2016; Stella & Joseph 2018; and Yebowaah & Plockey, 2018). Without adequate available information resources in different formats, both students and faculty will not be attracted to make use of the library. On the other hand, self-efficacy which is one's belief in his or her ability to use certain services or accomplish certain goals affect use of library resources. Efficacious people are more likely to expend more effort and persist longer in investigations and accomplishments of tasks. Thus, a library user with a positive self-efficacy will likely use the library more than those with negative self-efficacy. It is in view of these that this study aims at investigating the influence of information resources availability and self-efficacy on library resources utilization by seminarians in selected theological seminary libraries in Ijesha land, Osun State, Nigeria.

Objective of the Study

The main objective of this study is to investigate the influence of information resources availability and self-efficacy on library resources utilization by seminarians in selected theological seminary libraries in Ijesha land, Osun State. This will be achieved through the following specific objectives which are to:

1. ascertain the level of information resources availability in theological seminary libraries in Ijesha land, Osun state;
2. find out the level of utilization of library resources by seminarians in Ijesha land, Osun state;
3. find out the purpose of utilizing library resources by seminarians in Ijesha land, Osun state;
4. examine the level of self-efficacy of seminarians in library resources seminaries in Ijesha land, Osun state;

Research Questions

The following research questions will be answered in the course of this research:

1. What are the types of information resources available in theological seminary libraries in Ijesha land, Osun state?
2. What is the level of use of library resources by seminarians in theological seminary libraries in Ijesha land, Osun state?
3. What is the purpose of using library resources by seminarians in theological seminary libraries in Ijesha land, Osun state?
4. What is the level of self-efficacy of seminarians in theological seminaries in Ijesha land, Osun State?

METHODOLOGY

Survey research design was employed in this study. The population for this study comprised students in the two foremost seminaries in Ijesha Land in Osun State, Nigeria. There are 351 seminarian students in the Christ Apostolic Church, Babajide School of Prophets and Evangelists; and 182 students in the Apostolic Church Theological seminary. The libraries in these seminaries were selected because of the strategic roles they play in helping to prepare future ministers who will impact the generality of people in the society. The total enumeration sampling method was employed for this study. The main instrument for data collection in this study was a self-developed structured questionnaire. Descriptive statistics was used to analyze the data for this study. All these were achieved with the aid of statistical product and service solution (SPSS) version 24. The statistical

software is considered appropriate for this analysis because of its resourcefulness and flexibility in processing large quantity of data collected. It can be used in descriptive and various regression analyses (Creswell, 2013).

RESULTS

Research Question One: What are the types of information resources available in theological seminary libraries in Ijesha land, Osun State?

Table 1. Types of information resources available in theological seminary libraries in Ijesha land, Osun State

Parameter	Highly available	Available	Moderately available	Lowly available	Very lowly available	Mean	Std. Dev
Printed Materials						4.0	
Textbooks	50(10.4)	4(0.8)	8(1.7)	122(25.3)	298(61.8)	4.6	0.7
Pamphlets	56(11.6)	11(2.3)	124(25.7)	198(41.1)	93(19.3)	4.4	0.8
Dictionary	4(0.8)	3(0.6)	46(9.5)	105(21.8)	324(67.2)	4.4	0.8
Bibliographies	0(0.0)	15(3.1)	54(11.2)	154(32.0)	259(53.7)	4.3	1.1
Journals	0(0.0)	49(10.2)	95(19.7)	211(43.8)	127(26.3)	4.3	1.2
Atlases	0(0.0)	50(10.4)	149(30.9)	119(24.7)	164(34.0)	4.1	1.0
Newspaper	54(11.2)	0(0.0)	114(29.9)	52(10.8)	232(48.1)	4.0	1.3
Abstract / index	54(11.2)	59(12.2)	128(26.6)	112(23.2)	129(26.8)	3.9	1.4
Encyclopedia	54(11.2)	8(1.7)	70(14.5)	104(21.6)	246(51.0)	3.9	0.9
Magazines	42(8.7)	46(9.5)	78(16.2)	71(14.7)	245(50.8)	3.8	1.3
Maps	42(8.7)	4(0.8)	81(16.8)	113(23.4)	284(58.9)	3.8	1.0
Monograph	50(10.4)	4(0.8)	8(1.7)	122(25.3)	298(61.8)	3.5	1.2
Gazetters	56(11.6)	11(2.3)	124(25.7)	198(41.1)	93(19.3)	3.4	1.3
Electronic materials						3.4	
Internet	4(0.8)	45(9.3)	69(14.3)	28(5.8)	336(69.7)	3.7	1.4
Audio/visual books	0(0.0)	12(2.5)	163(33.8)	79(16.4)	228(47.3)	3.5	1.4
E-books	61(12.7)	87(18.0)	92(19.1)	142(29.5)	100(20.7)	3.5	1.4
Online catalogue (opac)	57(11.8)	99(20.5)	40(8.3)	133(27.6)	153(31.7)	3.4	1.4
E-journals	53(11.0)	49(10.2)	90(18.7)	95(19.7)	195(40.5)	3.3	1.3
Cd/dvd rom	57(11.8)	95(19.7)	85(17.6)	145(30.1)	100(20.7)	3.3	1.3
Online database	53(11.0)	99(20.5)	73(15.1)	95(19.7)	162(33.6)	3.3	1.3
GRAND MEAN						3.4	

Decision rule:

Mean of 4.5 - 5.0 = highly available, 3.5 - 4.49 = available 3.0 - 3.49 = moderately available 2.0 - 2.99 = Low available 1.0-1.99 = very lowly available

Table1. indicates an overall moderate level of availability of information resources in the two selected seminaries with a grand mean of (mean = 3.4) on the scale of 5points. By way of comparison, the table shows that there are more print resources (mean = 4.0) than the electronic resources (mean =3.4).This suggests that the institutions favoured print information resources in the theological seminary libraries in the state. In terms of ranking, there was a high level of print resources and moderate level of electronic resources in the selected Theological Seminaries in Ijesha land, Osun State. The table further reveals that top among the print materials was textbooks (mean=4.6), closely followed by pamphlets and dictionary (mean=4.4), then bibliographies and journals (mean=4.3). Other printed materials include atlases

(mean=4.1), newspaper (mean=4.0), abstract/index (mean=3.9), encyclopedia (mean=3.9), magazines (mean=3.8), maps (mean=3.8) while the least two available print material were monograph and gazetteers (mean=3.5) and (mean=3.4) respectively. With regards to the non-printed and/or electronic materials, top was internet (mean=3.7) followed by audio/visual books (mean=3.5), then e-books (mean=3.5). Others include online catalogue (OPAC) (mean=3.4), e-journal (mean=3.3), CD/DVD rom (mean=3.3) and Online database (mean=3.3).

Research Question Two: What is the level of library materials use by seminarians in theological seminary libraries in Ijesha land, Osun State?

This section presents the level of library materials use by seminarians in theological seminary libraries in Ijesha land, Osun State. The materials includes both print and non-print. The section also presents the descriptive analysis showing mean and standard deviation of the responses supplied to each of the items investigated.

Table 2. Level of library materials use by seminarians in theological seminary libraries in Ijesha land, Osun State

Parameter	Very low	Low	High	Very high	Mean	Std. Dev
Print Materials					2.6	
Textbooks	49(10.2)	135(28.0)	298(61.8)	0(0.0)	3.0	0.2
Bibliographies	49(10.2)	110(22.8)	323(67.0)	0(0.0)	2.9	0.4
Dictionary	4(0.8)	4(0.8)	474(98.3)	0(0.0)	2.8	0.5
Pamphlets	8(1.7)	103(21.4)	371(77.0)	0(0.0)	2.7	0.5
Magazines	12(2.5)	234(48.5)	236(49.0)	0(0.0)	2.7	0.5
Atlases	42(8.7)	213(44.2)	227(47.1)	0(0.0)	2.7	0.5
Newspaper	16(3.3)	110(22.8)	356(73.9)	0(0.0)	2.6	0.5
Monograph	54(11.2)	127(26.3)	301(62.4)	0(0.0)	2.6	0.7
Journals	16(3.3)	145(30.1)	321(66.6)	0(0.0)	2.5	0.7
Gazetteers	46(9.5)	164(34.0)	272(56.4)	0(0.0)	2.5	0.7
Abstract / index	8(1.7)	108(22.4)	366(75.9)	0(0.0)	2.5	0.7
Encyclopedia	4(0.8)	61(12.7)	417(86.5)	0(0.0)	2.5	0.5
Maps	8(1.7)	152(31.5)	322(66.8)	0(0.0)	2.4	0.6
Electronic materials					2.4	
Internet	62(12.9)	155(32.2)	199(41.3)	66(13.7)	2.7	1.0
Online database	58(12.0)	182(37.8)	215(44.6)	27(5.6)	2.6	0.9
E-books	58(12.0)	258(53.5)	120(24.9)	46(9.5)	2.4	0.8
Audio/visual books	54(11.2)	205(42.5)	203(42.1)	20(4.1)	2.4	0.7
E-journals	58(12.0)	148(30.7)	150(31.1)	126(26.1)	2.3	0.8
Cd/dvd rom	54(11.2)	262(54.4)	158(32.8)	8(1.7)	2.2	0.7
Online catalogue (OPAC)	104(21.6)	204(42.3)	158(32.8)	16(3.3)	2.2	0.8
Grand Mean					2.5	

Decision rule:

Mean rank 3.5 - 4.0 = Very high level,

2.5 - 3.49 = High level

2.0 - 2.49 = Moderate level

1.0 - 1.99 = Low level

Table 2. reveals an overall moderate level of library resources utilization by seminarians in theological seminary libraries in Ijesha land, Osun State with a grand mean of 2.5 on the scale of 5 points. Besides, the students in the selected institutions used more of the print materials (mean = 2.6) than the electronic materials (mean = 2.4) on the scale of 4

points. Table 4.3 further shows that top among the print materials used were textbooks (mean=3.0), bibliographies (mean=2.9), dictionaries (mean= 2.8) and pamphlets (mean=2.7). Others include abstract/index (mean=2.5), encyclopedia (mean=2.5) and maps (mean= 2.4). With regards to the use of electronic materials, table 4.3 indicates that, internet ranked 1st (mean=2.47), online database 2nd (mean=2.6) e-books ranked 3rd (mean=2.4). Others include audio/visual books (mean=2.4). Other were e-journals (mean=2.3), CD/DVD rom (mean=2.2) and online public access catalogue (OPAC) with the mean of 2.2 on the scale of 4points.

Research Question Three: What is the purpose of use of library materials by seminarians in theological seminary libraries in Ijesha land, Osun State?

This section presents the various purposes of using library materials by seminarians in theological seminary libraries in Ijesha land, Osun State. Such purposes include to upgrade knowledge, personal development, to supplement lecture notes among others.

Table 3. Purpose of the use library materials by seminarians in theological seminary libraries in Ijesha land, Osun State

Parameter	Strongly disagree	Disagree	Moderately agree	Agree	Strongly agree	Mean	Std. Dev
I use library materials to upgrade my knowledge in certain areas	0(0.0)	53(11.0)	84(17.4)	153(31.7)	192(39.8)	4.4	0.7
I use library materials for personal development	0(0.0)	57(11.8)	54(11.2)	215(44.6)	156(32.4)	4.4	0.8
I use library materials to supplement my lecture notes	4(0.8)	45(9.3)	54(11.2)	153(31.7)	226(46.9)	4.2	0.7
I use library materials to write project	0(0.0)	4(0.8)	100(20.7)	236(49.0)	142(29.5)	4.1	1.0
I use library to do research	3(0.6)	9(1.9)	5(1.0)	243(50.4)	222(46.1)	4.1	0.7
I use library materials to do assignments	9(1.9)	7(1.5)	33(6.8)	176(36.5)	257(53.3)	4.0	1.0
I use library materials to prepare for classes	50(10.4)	4(0.8)	123(25.5)	156(32.4)	149(30.9)	4.0	1.0
I use library materials to prepare for examination	8(1.7)	18(3.7)	92(19.1)	241(50.0)	123(25.5)	3.9	0.9
I use library materials to preserve a valuable record of culture	4(0.8)	16(3.3)	8(1.7)	292(60.6)	162(33.6)	3.8	1.0
I use library materials to access current information in newspaper/magazine	4(0.8)	46(9.5)	148(30.7)	130(27.0)	154(32.0)	3.7	1.2
Grand Mean						4.1	

Decision rule:

Mean of 4.5 - 5.0 = Strongly Agree, 3.5 - 4.49 = Agree
3.0 - 3.49 = Moderate agree, 2.0 - 2.99 = disagree 1.0 - 1.999 = Strongly disagree

Table 3. indicates that top among the purpose of use of library materials include to upgrade personal knowledge in certain areas (mean=4.4), for personal development (mean=4.4), to supplement lecture notes (mean=4.2), use library materials for my project (mean=4.1). Others include use the library materials to do research (mean=4.1), to do assignments (mean=4.0), use library materials to prepare for classes (mean=4.0), use library materials to prepare for examination (mean=3.9), to preserve a valuable record of culture (mean=3.8) and use library materials to access current information in newspaper/magazine on the internet (mean=3.7).

Research Question Four: What is the level of self-efficacy of seminarians in theological seminaries in Ijesha land , Osun State?

This section presents the level of self-efficacy of seminarians in theological seminaries in Ijesha land, Osun State. It presents mastery experience, vicarious experience, verbal persuasion, emotional state.

Table 4. Level of self-efficacy of seminarians in theological seminaries in Ijesha land , Osun State?

Parameter	Very Low	Low	High	Very High	Mean	Std. Dev
Mastery experience – i.e., Actual performance					3.0	
I confidently visit the library to use the resources.	12(2.5)	42(8.7)	251(52.1)	177(36.7)	3.2	0.7
It is easy for me to visit the library when in need of any information.	16(3.3)	88(18.3)	252(52.3)	126(26.1)	3.0	0.8
I can handle any challenge that might arise during the cause of using the library.	91(18.9)	58(12.0)	210(43.6)	123(25.5)	2.8	1.0
Vicarious experience - i.e., Observation of others					2.8	
I look at how other people are using information resources before i could use it on my own.	53(11.0)	8(1.7)	352(73.0)	69(14.3)	2.9	0.7
I ask my colleagues for help when using library materials.	8(1.7)	120(24.9)	258(53.5)	96(19.9)	2.9	0.8
I easily develop library skill when i watch people using library materials.	100(20.7)	111(23.0)	225(46.7)	46(9.5)	2.5	0.9
Verbal persuasion					2.8	
When i have educational challenge i visit the college library for relevant information resources	42(8.7)	223(46.3)	114(23.7)	103(21.4)	3.2	0.6
I can use the library when i am encouraged by my peers.	92(19.1)	77(16.0)	256(53.1)	57(11.8)	2.6	0.9
I ask my friend for guide when using the library.	4(0.8)	46(9.5)	268(55.6)	164(34.0)	2.6	0.9
Emotional state					2.6	
My state of mind usually determines my ability to use library resources.	0(0.0)	141(29.3)	189(39.2)	152(31.5)	3.0	0.8
When i am confronted with a challenge when trying to locate a material, i depend on my own coping abilities and think of a solution.	188(39.0)	184(38.2)	64(13.3)	46(9.5)	2.8	1.0
I usually send someone to help me search for information in the library because i think i may not locate the information personally.	62(12.9)	99(20.5)	207(42.9)	114(23.7)	1.9	0.9
GRAND MEAN					2.8	

Decision rule:

Mean of 3.5 - 4.0 = Very high level, 2.5 - 3.49 = High level
2.0 - 2.49 = Moderate level 1.0 - 1.99 = Low level

Table 4. reveals a generally high level of self-efficacy among the seminarians in theological seminaries in the study area (grand mean = 2.8) on the scale of 4points. In addition, mastery experience i.e., actual performance ranked first (mean=3.0), followed by vicarious experience i.e. observation of others (mean=2.8) and verbal persuasion ranked second (mean=2.6) while emotional state raked third (mean=2.6).

Besides, top among mastery experience includes; I confidently visit the library to use the resources ranked (mean=3.2) followed by It is easy for me to visit the library when in need of any information (mean=3.0) and I can handle any challenge that might arise during the cause of using the library (mean=2.8) while with regards to vicarious experience, I look at how other people are using information resources before i could use it on my own ranked 1st (mean=2.9), followed by I ask my colleagues for help when using library materials (mean=2.9) and I easily develop library skill when i watch people using library materials (mean=2.5). The item that ranked top under visual persuasion was When i have educational challenge i visit the college library for relevant information resources (mean=3.2), I can use the library when i am encouraged by my peers ranked 2nd (mean=2.6) and I ask my friend for guide when using the library (mean=2.6). Finally, under emotional state, My state of mind usually determines my ability to use library resources ranked 1st(mean=3.0) followed by When i am confronted with a challenge when trying to locate a material, i depend on my own coping abilities and think of a solution (mean=2.8) and I usually send someone to help me search for information in the library because i think i may not locate the information personally (mean=1.9).

Discussion of Findings

In the current study, six basic research questions and four research hypotheses were formulated as indicated below. The discussion is thus based on the formulated questions and hypotheses

With regards to the types of information resources availability in the four selected theological seminary libraries in Ijesha land, Osun State, this study found that all the institutions have both print and non-print resources. These findings tallies with the study of Okongo (2014) who examined access and utilization of digital information services in academic libraries and discovered that majority of respondents in the study often used the library to access digital information resources mainly for writing class assignments.

As regard level of use of library resources by seminarians in theological seminary libraries in Ijesha land, Osun state, the findings reveals a high level of use of print resources but moderate level of use of non-print resources and the main reason was that most of the institutions favours print resources due to limited funding to fully implement non-print resources. This is in sharp contrast with the study of Egberongbe (2011) who examined uses and impact of e-resources in University of Lagos. His study showed that the uses of e-resources was very common among the lecturers and research scholars in the university as against a previous report by Sharma (2009), which revealed that practical uses of e-resources was not up to the worth in comparison to investments made in acquiring these resources.

When it comes to purpose of using library resources by seminarians in theological seminary libraries in Ijesha land, Osun state, this study found out similar purposes of using the library information resources which include the need to upgrade personal knowledge in certain areas, for personal development and to supplement lecture notes.

When it come frequency of library resource utilization by seminarians in theological seminary libraries in Ijesha land, Osun State, the findings shows that top among the print materials frequently used were textbooks, dictionaries, bibliographies and encyclopedia. Previous studies such as the study of Yusuf and Iwu (2010), revealed that the university libraries play supportive role to the university education by providing necessary information resources and services, which enable the libraries to meet the needs, expectations and aspirations of their teaming users. In the same vain, Nwezeh and Shabi (2011) studied the use of e-resources by academic staff of university of Ilorin and found that, all academic staffs are aware of the existence of electronic library and e-resources in the University, this invaluable information sources have not been fully utilized.

With regards to the level of self-efficacy of seminarians in theological seminaries in Ijesha land, Osun State, the findings revealed a generally moderate high level of self-

efficacy among the seminarians in theological seminaries in the study area however, actual performance ranked first among all.

CONCLUSION

This study revealed that the two theological seminaries in Ijesha-Land, Osun State have a rich library collections comprising print and non-print information materials. The availability of these collections fetched these institutions full accreditation of degree programme, diploma and certificate in theology. Besides, the study indicated that the seminarians were familiar with the use of the information resources because of its relevance to learning and research. This study concluded that; there is a need for the authorities of the theological seminaries to subscribe for a balance collection with a view to improve the overall use of library resources in the institutions' libraries.

RECOMMENDATIONS

This study has identified a wide range of theoretical, empirical and policy issues. In the end, the following recommendations were suggested:

1. The outcome of this study indicated a moderate level of library resources utilization among the seminarians; to further encourage library resources utilization among the seminarians, the authority of the seminaries in Ijesa land, Osun State should ensure a balance collection of both print and non-print materials in the library.
2. The study indicated that the purpose of library resources utilization is to enhance learning, thus, the authority of the institutions should ensure that library environment is conducive with sufficient lightening, space and adequate furniture.
3. The study indicated that the level of self-efficacy among the seminarians were high. Therefore, such disposition should be sustained because it will enhance their evangelical performance as future leaders of the churches
4. A high level of self-efficacy is needed by the seminarians to be courageous enough for the work of the lord and disciple making activities

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