

University of Nebraska - Lincoln

DigitalCommons@University of Nebraska - Lincoln

Library Philosophy and Practice (e-journal)

Libraries at University of Nebraska-Lincoln

April 2023

Digital resources in an academic hybrid library: assessment of usage pattern among history and international studies postgraduates in a Nigerian University

Grace Iyabo Nwokedi

University of South Africa, 66098076@mylife.unisa.ac.za

Isabel Stella Schellnack-Kelly PhD

Department of Information Science, University of South Africa, schelis@unisa.ac.za

Follow this and additional works at: <https://digitalcommons.unl.edu/libphilprac>



Part of the [Scholarly Communication Commons](#)

Nwokedi, Grace Iyabo and Schellnack-Kelly, Isabel Stella PhD, "Digital resources in an academic hybrid library: assessment of usage pattern among history and international studies postgraduates in a Nigerian University" (2023). *Library Philosophy and Practice (e-journal)*. 7631.

<https://digitalcommons.unl.edu/libphilprac/7631>

Digital resources in an academic hybrid library: assessment of usage pattern among history and international studies postgraduates in a Nigerian University

Abstract

The purpose of this inquiry is to investigate the usage pattern of academic hybrid library digital resources by history and international studies postgraduates. Qualitative case study was adopted as the research design of the inquiry. Focus group discussion, observation and interview were employed as data tools. Among the inquiry's outcome, it was disclosed that there were varieties of digital resources in the hybrid library under study. It was also disclosed that the history and international studies postgraduates were aware of the available digital resources. However, it was disclosed that only few participants were utilising the library's e-books and databases due to specific barriers. It was further disclosed that mainstream participants were utilising the resources in their IR. Based on the outcomes obtained, it was recommended among others that the library should organise series of sensitisation for the postgraduates on the need to increase the usage of the digital resources. It was also recommended that the postgraduates should be trained on how to access the digital resources. Finally, it was recommended that complex login procedures to some of the digital resources should be simplified to optimise their usage by the postgraduates and other library users. From previous literature, no inquiry was found that examined the usage pattern of digital resources in an academic hybrid library by history and international studies postgraduates.

Keywords: Information; information resources; digital resources; academic hybrid library; usage pattern; electronic books, library databases; institutional repository; barriers; history and international studies; research.

Introduction

According to Borkovich and Noah (2014:p.17) the present era is commonly referred to by many as the computer age or digital revolution. However, Borkovich and Noah (2014:p.17) describe the present age as the "information age". They also mention that the present era is characterised by the ability of people to transfer information easily

and to have prompt access to information that was previously difficult to find. McCreadie and Rice (1999:p.46) mention that some academic disciplines understand information as a commodity or resource. In institutions of higher learning such as universities, academic libraries provide all the information resources needed for carrying out effective learning and research activities (Aina 2004:p.28).

Adomi (2012:p.10) classifies information resources into print and non-print formats. Print format is information resources that are available in hard copy, physical format or paper form, whereas non-print format is information resources that are available in the non-paper form or non-physical format (Adomi 2012:p.10). In academic libraries, common examples of print resources include textbooks, thesis, journals, dissertations, dictionaries, magazines, encyclopedias and newspapers (Adomi 2012:p.10). Conversely, common examples of non-print resources include audio-visual materials, microforms, microfilms, audio tapes and videotapes (Adomi 2012:p.10; Wall 1985:pp.129-130). Unlike print resources, non-print resources are only accessible using additional equipment (Wall 1985:p.130).

The emergence of Information and Communication Technology (ICT) has introduced another type of non-print resources into libraries. These are the digital resources (Obaseki, Umeji and Kurbu, 2010:p.35). Dukare (2020:p.46) defines digital resources as those that entail access to the computer or any electronic gadget that offers an assemblage of data. The term “digital resources” is often used interchangeably with the terms “electronic resources”, “digital materials”, and “soft library resources” (Edem and Egbe, 2016:p.61). Resources such as books, dictionaries, conference proceedings, government publications, journals, encyclopedias, maps, monographs, photographs, magazines and newspapers that exist in digital form or soft copy are typical examples of digital resources (Dukare 2020:p.46; Obaseki *et al.*, 2010:p.35).

The advent of computers in the 1950s ushered in the creation of data in digital or electronic format (Parashar and Babel, 2022:p.160). Nowadays, digital resources are recognised as primary sources for disseminating information in universities, especially for scholars or researchers (Edem and Egbe, 2016:p.60).

Kennedy (2005:p.238) asserts that library collections are progressively digital and print resources hybrids. According to Breaks (2002:p.99) the term “hybrid library” is a suitable way of describing new kinds of library services that endeavour to assimilate traditional print with digital resources. Thus, a hybrid library is perceived as a mid-way step towards a complete digital library (Breaks, 2002:p.99).

Resources in academic libraries are usually procured based on specific criteria such as currency, accuracy and subject or discipline representation (American Library Association, 2022). Aina (2004:p.27-28) defines an academic library as a library that is attached to a post-secondary institution in order to support the objectives of the institution with regards to research, teaching and learning. Saylor Academy (2012:p.33) categorises academic disciplines into four broad divisions. These are business, natural and applied sciences, social sciences and humanities disciplines. The humanities/arts consist of those branches of learning which are concerned with the cultures, thoughts and values of human beings (Adomi, 2012:p.1). Humanities/arts discipline includes sub-disciplines such as languages, linguistics, archaeology, music, arts, law, religion, literature and history (Adomi, 2012:p.1). History is a word of several meanings that are all associated to the past (New world encyclopedia, n.d, sv ‘history’). When employed as the name of a discipline, history conventionally refers to the investigation and interpretation of the written record or documentation of past human undertakings, people, societies and civilisations leading up to the contemporary day (New world encyclopedia, n.d, sv ‘history’). According to Ajaegbo (2013:pp.6-7) there is no generally accepted definition of the sub-discipline of history. However, there seems to be agreement among historians that history relates to past activities or events of people in society (Ajaegbo, 2013:pp.6-7). The history of man is usually investigated to understand the past and proffer solutions to present and future problems (Ajaegbo, 2013:p.7). Individuals who study history are called historians (New world encyclopedia n.d, sv ‘history’). From the above definitions and explanation, it might infer that historians play the vital role of investigating the human past to proffer solutions to contemporary problems.

Oyeranmi (2008) points out that history offers a source of enlightenment and development, as well as provides a collective memory of a nation's past. Oyeranmi (2008) submits that it is the duty of any nation that craves development to examine its past achievements and those of other nations. This is necessary to learn from past errors, draw inspiration from previous efforts and plan for future development (Oyeranmi, 2008). In a separate study, Oyeranmi (2011:p.4) argues that no society can progress without a profound sense of its history.

From the viewpoint of Breuning and Ishiyama (2004:p.400), the sub-discipline of international studies is an interdisciplinary field focused on a wide range of global and international issues. Smallman and Brown (2011:p.5) explain that international studies focus on how global trends influence or impact humankind. Thus, a combination of history and international studies involves the study of the historical origins of the global society through an interdisciplinary viewpoint (Vrije Universiteit Amsterdam, 2020).

As a developing nation, Nigeria is currently experiencing problems that include poor leadership, imbalance in the devolution of political powers, corruption, sentimentalism, militancy, ethno-religious conflicts, farmer-herder conflicts and indigene-settler conflicts (Elewomawu, 2019:pp.5-8; Mohammed, 2013:p.55). Okoro (2018:p.2) mentions that conflicts between herders and farmers are not limited to Nigeria alone, but cut across other West African Regions, Mali, Democratic Republic of Congo and Central African Republic. Luo (2021:p.3) asserts that currently human society experiences many worldwide challenges, such as water pollution, food safety and climate change. The study of history and international studies aims to curbing these national and international issues (Nnamdi Azikiwe University, 2022).

A university is an institution where students study for degrees, and academic research is conducted (Collins English dictionary, 2022b, sv 'university'). Chikwe, Ogidi and Nwachukwu (2015:p.44) explain that educational research has contributed immensely to educational progress, a solution to educational problems, the growth of human capital in education, the advancement of social progress, development and nationwide survival. Costes and Stalter (2010:p.11) assert that on many occasions, the research function of

a university remains a major source of a nation's knowledge base. They further assert that the future or prospect of this function is highly dependent on postgraduate education. A postgraduate or a postgraduate student is a student with a first degree from a college or university who is conducting research or studying at a more advanced level (Collins English dictionary, 2022a, sv 'postgraduate').

Lecturers and postgraduates form an important group of researchers or scholars in a university (Adeyemi and Oluwabiyi, 2013:p.247). In a university, postgraduates will be expected to obtain and maintain a comprehensive but highly exhaustive knowledge of their subject and associated disciplines. They should also conduct original research in partial completion of the award of an advanced degree (Adeyemi and Oluwabiyi, 2013:p.247).

As university students, postgraduates utilise their institutions' libraries for research (Aina, 2004:p.28). According to Uzoagba and Okichie (2018:p.147) universities' achievements depend largely on the condition of their libraries because universities cannot achieve academic excellence without functional libraries. This implies that academic libraries play vital roles in the scholarly activities of postgraduates. In 2011, Research Information Network (RIN) and Research Libraries United Kingdom (RLUK) mentioned that academic libraries and other research libraries play specific roles towards enhancing the research activities of scholars. These roles include the provision of:

- i. Access to qualitative resources which forms the basis for excellent research.
- ii. Conducive environment for research in the library.
- iii. Qualitative resources that would result in high quality, more efficient, more satisfied and motivated research outputs.
- iv. Opportunities through strong service culture for researchers to secure contracts and research grants.
- v. Skilled human-resources to manage institutional repositories which increase institutions' visibility globally, thereby raising their research profiles and increasing potential readership of their research outputs.

- vi. New models and new technologies of scholarly communications that would eventually result in more efficient research outputs (RIN and RLUK, 2011:p.21).

The roles mentioned earlier imply that the successful completion of a postgraduate course and the quality of postgraduate research output depends mainly on the quality of accessed and utilised library resources.

As researchers, history and international studies postgraduates play significant roles towards national and international development. Also, as part of academic library users, they are expected to access and utilise library resources and services. Hence academic libraries need to support the research activities of this user group through the provision of relevant information resources. Kumar (2016:p.99) asserts that library users or clientele are very significant asset of a library and libraries are created to provide the information needs of their clientele. He further asserts that a way of knowing the information needs of clientele is through user studies. User studies are crucial in the following areas:

- i. They provide a substantial body of particular facts, knowledge and conclusions that are of great significance for the development of new amenities, services or facilities.
- ii. User studies yield inferences that can be used in improving administrative procedure since they can transform into indicators of accomplishments and weaknesses in the design and development of facilities or services.
- iii. User studies show the various channels used by users in the information acquirement process, the various kinds of information sources and the regularity with which they are used.
- iv. They are also a way of ascertaining users' needs and behaviour leading to better effectiveness in the information transfer procedure.
- v. They are the most effective way of ascertaining users' needs and therefore, determining the services or facilities to meet them appropriately.

- vi. They also enable constant assessment of the system to take place (Rocio, Libia and Ivan, 1987)

Contextual setting

The hybrid library under study is in a federal university located in the north/central part of Nigeria. The university was established in 1972. The hybrid library was set up shortly after the institution was established. Since the creation of the library, it has undergone substantial extension to both its stock and building. Today the library provides its users access to both print and digital resources. The digital resources which the library provides access to are electronic books (e-books), resources in the Institutional Repository (IR) and databases (University of Jos, 2022b).

Currently, the federal university has fifteen faculties. Between 1974 and 1975, the faculty of arts was among the fifteen faculties established. Pioneer departments of the faculty include English, Linguistics, Religion and History. Underpinned departments over time were consolidated. From the inception of the faculty, the founding departments grew progressively in quantity and quality. Today, the faculty comprises nine departments including the Department of History and International Studies. Presently, the Department of History and International Studies offers undergraduate and postgraduate courses (University of Jos, 2022a; University of Jos, 2022c).

Statement of the problem

Research activities of history and international studies postgraduates aim to promote national and international unity and development. However, for the postgraduates to effectively conduct their research, their academic hybrid libraries need to support them. A way of supporting their research activities is to find out their usage pattern of digital resources in the academic hybrid library, which is achieved by user studies. However, from the literature, no such inquiry was found on this library clientele. This implies that little or no information is known about the way they utilise the digital resources in their academic hybrid library. Given the afore-mentioned, this inquiry is designed to fill the existing gap in literature.

Objectives of the inquiry

The major objective of the ongoing inquiry is to assess the usage pattern of digital resources by history and international studies postgraduates in an academic hybrid library. The major objective is sub-divided into four. These are to find out the:

1. Usage pattern of library electronic books among the postgraduates.
2. Usage pattern of library databases among the postgraduates.
3. Usage pattern of IR among the postgraduates.
4. Barriers encountered by the postgraduates during their utilisation of the library digital resources.

Research questions

The ongoing inquiry also has four research questions. The research questions are:

1. What is the usage pattern of electronic books by history and international studies postgraduates in the academic hybrid library under study?
2. What is the usage pattern of library databases by the postgraduates?
3. What is the usage pattern of IR by the postgraduates?
4. What are the barriers encountered by the postgraduates during their utilisation of the library digital resources?

Importance of the inquiry

The ongoing inquiry is vital to the hybrid library under study. This is because outcomes of the inquiry will assist the hybrid library to know the usage pattern of the available digital resources by the postgraduates. Knowledge of the usage pattern will assist the library to know the relevant digital resources to subscribe for. The right subscription will create an avenue for the postgraduates and other library users to utilise relevant digital resources that would satisfy their information needs in the library. This will in turn improve their academic standards. The outcomes will also assist other academic hybrid libraries to know the relevant digital resources to subscribe to for their history and international studies postgraduates.

Theoretical framework

Wilson's (1999:p.251) model of information behaviour, and Wilson's (1999:p.252) model of information-seeking behaviour were adopted as the theoretical framework of this inquiry.

Literature review

Ani, Ngulube and Onyancha (2014:p.167) point out that accessibility and utilisation of digital resources are fast becoming a standard employed for the conduct of research in universities all over the world. Nwachukwu and Faga (2017:p.12983) examined the availability and utilisation of library digital resources by postgraduates at a university in Nigeria. The finding obtained disclosed that the majority of the participants were highly aware of the available digital resources in their institution's library. The findings also disclosed that the participants utilised digital resources to a great extent.

Mulholland and Bates (2014:p.493) describe e-books as digitised forms of paper-based books, or born-digital resources conveyed on various electronic platforms ranging from personal computers to mobile devices. Casselden and Pears (2019:pp.607-608) examined e-books utilisation by students in two universities in the United Kingdom (UK). The findings of the inquiry revealed that the majority (71%) of the participants were utilising the library e-books. It was further revealed that half (50%) of the participants who were utilising the e-books believed that e-books are crucial for reading about their subject areas.

Databases are collections of information specially organised for quick search and speedy retrieval by a computer (Encyclopedia Britannica, n.d). Tiemo (2017:p.46) points out that databases are among the recent technological innovations in libraries. Zhang, Ye, Liu and Rao (2011:p.828) highlight some advantages that databases offer to libraries. The advantages include requirements of less physical storage spaces, features of large virtual information storing capacities, strong sharing ability and great potential for collection expansion.

In a publication by Nwankwo, Chukwu, Igbokwe and Agbanu (2019:p.188), it reported that awareness of library resources usually facilitates the utilisation of the resources.

This report implies that the higher the awareness level of library resources among users, the higher the level of utilisation of the resources among the users and vice-versa. Janaki and Mohamed (2007:p.257,p.263) examined the utilisation of databases by postgraduates at a university library in Malaysia. In the outcome of the inquiry, it disclosed that databases were among the popular online resources that the university library provided access to. It was further disclosed that the university library sensitised the postgraduates about the databases resulting in high usage among them. Similar findings were reported in the study conducted by Tiemo (2017:p.46) in some selected universities in Nigeria. In the study's findings, it reported that the level of utilisation of databases was high among the participants.

Okunoye (2020:p.257) explored postgraduates' awareness, attitude and utilisation of databases in two academic libraries in Nigeria. In the finding obtained, it revealed that the awareness level among the participants was low. It also revealed that the level of usage was equally low. However, it revealed that the participants had a positive attitude towards the databases. In another related work, Tanackovic, Ivanovic and Cupar (2016:p.1) examined the utilisation of databases by students at a university in Croatia. In the result obtained, it revealed that the majority of the participants were utilising free internet resources more than resources in the databases for their scholarly activities. It further revealed that few participants who were utilising the databases mentioned limited access to databases outside their campus, the habit of utilising free internet resources instead of utilising databases, and language barrier as the barriers to their utilisation of the databases.

Crow (2002:p.2) defines IRs as digital collections that capture and preserve the scholarly outputs of universities. Lynch (2003:p.328) views IRs as services that universities offer to members of their communities, for the dissemination and management of digital resources created by the universities and their community members.

Shiweda (2018:p.138) explored the utilisation of IR by lecturers and postgraduates at a university in Namibia. In the result, it disclosed that there was a lack of awareness about

IR among the participants. It further disclosed that the participants who were aware of the IR had a misconception about it. A similar result reported in the inquiry Saulus undertook in 2017. The inquiry was on the utilisation of IR by lecturers and postgraduates at a university in Swaziland. In the outcome obtained, it was reported that most of the lecturers were aware of the existence of IR, while many of the postgraduates were not. It further disclosed that most of the lecturers who were aware of the IR were not utilising it. More so, in the outcome obtained, barriers to the participants' utilisation of the IR were disclosed. The barriers include limited time, preferences for other web resources, lack of ICT skills and computers (Saulus, 2017:pp.225-226).

Some inquiries have shown that scholars have different perceptions about IRs. Among such inquiries is the inquiry undertaken by Adedimeji and Adekoya (2019:p.42) at a Nigerian university. The inquiry was on students' attitudes towards IR. The outcome of the study showed that the participants had a positive attitude towards utilising IR. It further showed that the extent of utilisation of the IR by the participants was high. Wangai (2018:pp.49-50) also carried out a similar inquiry in Kenya. Nevertheless, a divergent outcome was obtained in the inquiry. In the outcome obtained, it was revealed that the participants had negative perceptions about the IR. It also disclosed that their utilisation of the IR was low. With regards to barriers encountered while utilising the IR, the participants mentioned delayed internet connectivity as a major barrier.

Methodology

Qualitative approach was adopted as the research approach for the inquiry, while qualitative case study was employed as the research design for the inquiry. The study population comprised the history and international studies postgraduates in the university under study. The study population also comprised the librarians that were working in the academic hybrid library of the university under study. With regards to sampling, the purposive sampling procedure which is a non-probability sampling procedure was employed to select a sample from the study population. Concerning sample size, data saturation point was employed to determine the sample size. Observation, focus group discussion and interview were employed as data tools to

obtain the required data that would address the research questions in the inquiry. After obtaining the required data from the participants, the data were analysed qualitatively.

Presentation of outcomes and discussion

Outcomes of focus group discussion

Demographic data of participants

N= 25

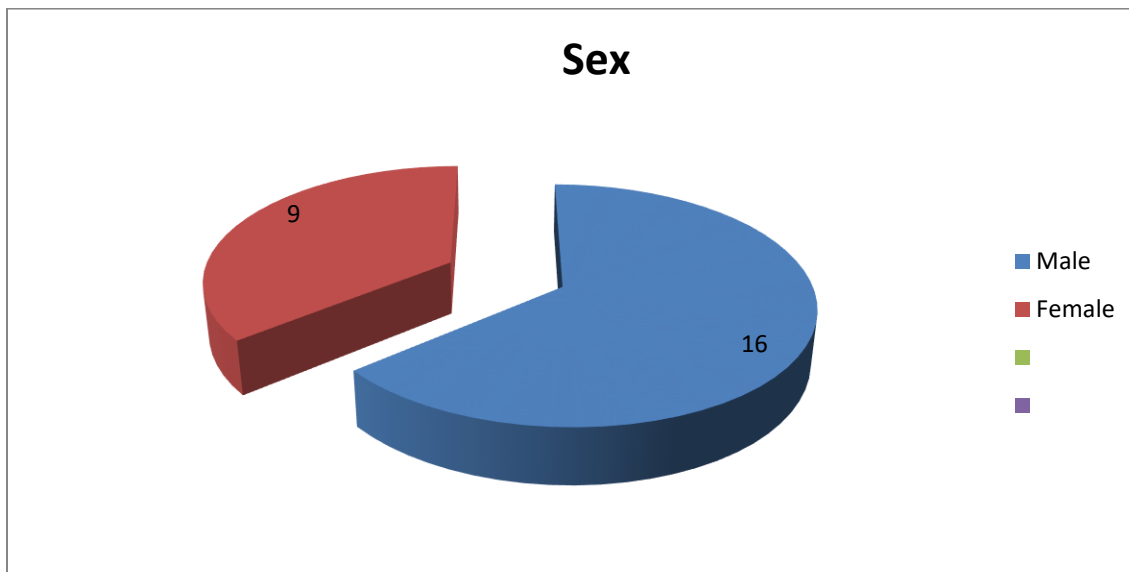


Figure 1.1: Distribution of participants by sex

The above chart shows that a total of 16 (64%) males and 09 (36%) females participated in the focus group sessions. These figures indicate that more males than females participated in the sessions.

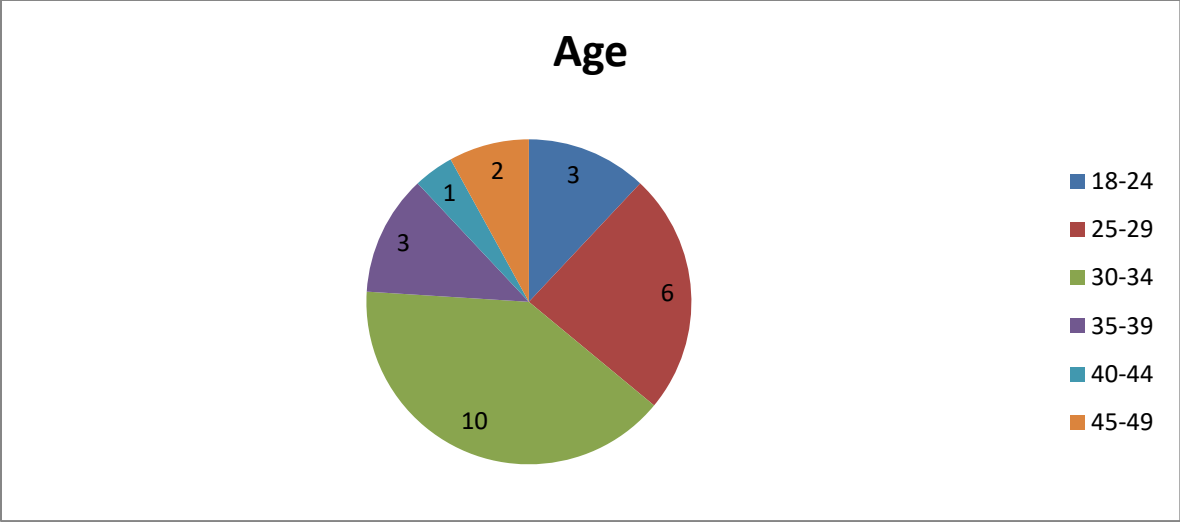


Figure 1.2: Distribution of participants by age

The above chart presents the age distribution of the participants. Based on the chart, majority 10 (40%) of the participants are in the age range of 30-34 years. The age range with the least number of participants is 40-44 years, which comprises only 01 (4%) participant. These figures indicate that majority of the participants are young adults.

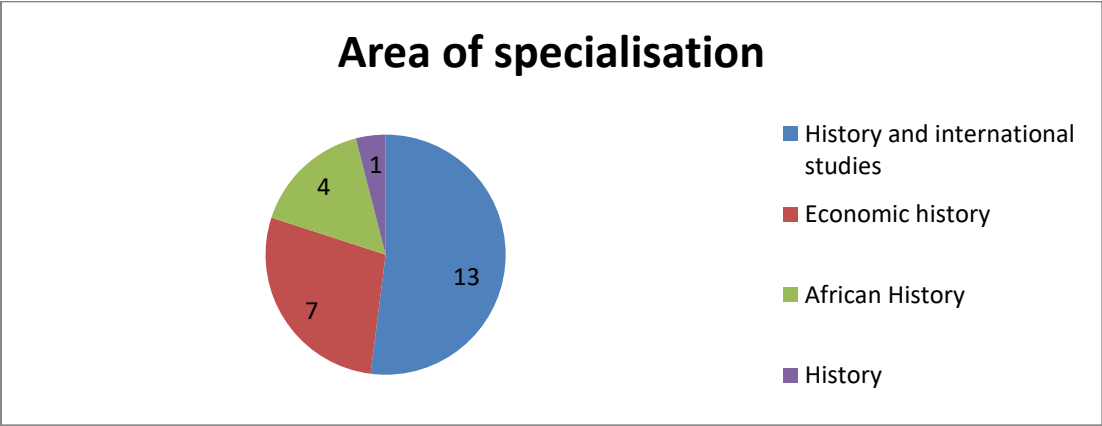


Figure 1.3: Participants' areas of specialisation

The above chart illustrates that out of the 25 students that participated in the inquiry, the area of specialisation of 13 (52%) participants is history and international studies, while the area of specialisation of 07 (28%) participants is economic history. The chart also

illustrates that the area of specialisation of 04 (16%) participants is African history, while the area of specialisation of 01 (4%) participant is history. These figures indicate that majority of the participants are in the area of history and international studies, followed by economic history. The figures also indicate that only one history major student participated in the inquiry.

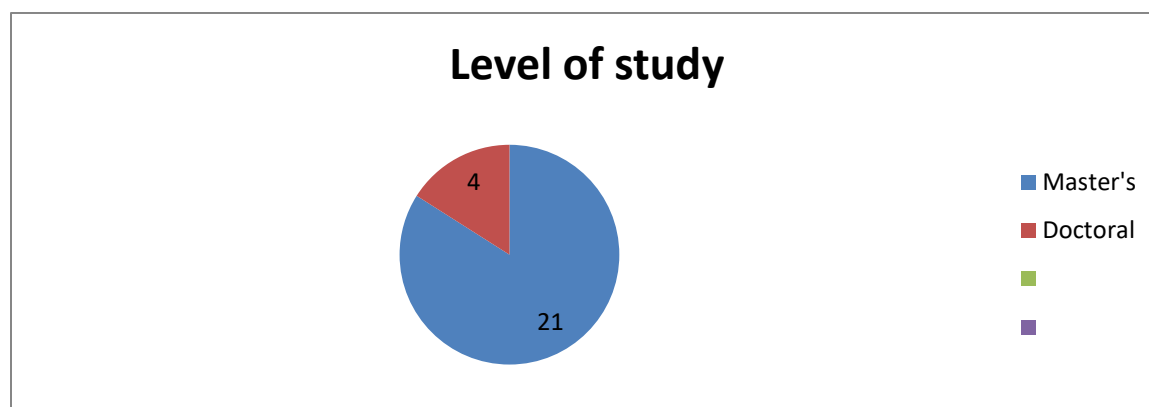


Figure 1.4: Participants' level of study

The above pie chart displays that out of the 25 students that participated in the inquiry, 21 (84%) are master's students, while 04 (16%) are doctoral students. These figures indicate that majority of the students that participated in the inquiry are master's students.

Utilisation of digital resources

All the participants acknowledged that they know about the library's digital resources. This was done either through raising of the hand, or by their saying "yes" to the question asked by the researcher on the topic under discussion. The participants mentioned that they know the library site for e-books, databases and IR. They also mentioned different avenues through which they became aware of the resources. This outcome is similar to the outcome obtained by Nwachukwu and Faga (2017:p.12983), in which it was disclosed that most participants were highly aware of the available digital resources in their institution's library.

Some of the participants' responses are shown in the assertions below:

"I became informed about the digital resources by browsing through the library's website".

“I became aware of the digital resources through the periodic library sensitisation exercise, and through the use of library course I offered during my undergraduate days”.

“I know about the library e-books, databases and institutional repository”.

Across the groups, most participants that spoke also mentioned that they usually utilise a wide range of digital resources that cuts across other academic fields. Most of their course mates agreed with them. In all the groups, no body disagreed with the explanations offered. In one of the discussion groups, a participant explained “I used different types of e-resources in my field of study and in other disciplines during my course work and right now, I still do the same for my project work”. In another group, a participant said “Our course is interdisciplinary; therefore, we are expected to read widely..., and this entails our using resources in many fields of study....” However, across the groups, the mainstream of the participants acknowledged that they usually utilise more current digital resources than dated digital resources.

Utilisation of electronic library books

The mainstream of the participants acknowledged that they browse the hybrid library e-books site. However, only few of the participants acknowledged that they use the e-books. This outcome indicates that most participants are not utilising the library e-books. In one of the groups, a participant mentioned “I usually check the e-books site from time to time to know the titles that are available. At times, I find some relevant titles which I use”. In another group, a participant said “I sometimes browse the e-books site, but I hardly find what I need; therefore, most often, I download free e-books from the Internet”. The other participants acknowledged that they also use more free internet e-books than library e-books. In another group, a participant mentioned “I prefer downloading free e-books from the Internet because the procedure is faster, unlike the library site where I am required to login”. Some of the participants in some of the groups mentioned that they usually find relevant e-books on the Internet but those relevant books usually require subscriptions or purchases they cannot afford. The outcomes are in contrast to the outcome of Casselden and Pears (2019:p.607), in which it disclosed that most participants were utilising their library’s e-books.

Reasons for irregular usage

The major reasons mentioned by most participants for the irregular usage of the e-books were centred on the inability to find relevant e-books, insufficient ICT skills, lack of personal computers, and login procedures. In one of the discussion groups, a participant expressed the reason as “I do not know how to effectively browse and access the e-books”. In another group, a participant pointed out “In some sites, the login procedure takes time, and I hardly find what I need; this discourages me”. In another group discussion, a participant mentioned “I do not have a laptop where I can download the e-books”.

Utilisation of databases

Only a few participants acknowledged that they usually utilise library databases. This implies that the level of databases usage among the participants is low. This outcome corresponds with the outcome obtained by Okunoye (2020:p.257), in which it disclosed that the participants’ level of databases usage was low. The low utilisation level also corresponds to the outcome obtained by Tanackovic *et al.* (2016). However, the outcome is contrary to the outcomes obtained by Tiemo (2017:p.46).

A few participants mentioned specific databases that they usually use. The participants also mentioned the kinds of resources they usually access in the databases. In one of the group discussions, a participant mentioned “I often use the full-text articles in JSTOR databases”. In another group discussion, another participant mentioned “I use ‘The African Theses and Dissertation’ for my research work”. Common resources mentioned by the participants as the resources they normally utilise in the databases are full-texts and abstracts of “journal articles”, abstracts of “theses and dissertations” and “conference papers”.

Reasons for low usage

The participants that interacted mentioned some reasons behind their low usage of the databases. The reasons mainly centred on a lack of ICT skills, the habit of using internet resources, password requirements and lack of searching skills.

Utilisation of institutional repository

The mainstream of the participants indicated that they usually utilise the resources in the IR and this was indicated through the raising of the hand. This signifies that the level of the usage of the IR by the participants is high. This is similar to the outcome obtained by Adedimeji and Adekoya (2019:p.42), where it reported that the extent of participants' utilisation of the IR was high. However, the outcome is contrary to the outcome that Wangai (2018:p.49) obtained, where it reported that the level of utilisation of the IR among the participants was low, and their perception about the IR was negative. Particular resources mentioned by the participants that interacted include "past question papers", "e-theses and dissertations" and "journal articles".

Complains

Most of the participants that spoke complained about the lack of students' e-theses and dissertations in the repository. Also some of the participants complained that the repository's content in terms of history and international studies collection is scanty.

Observation outcomes

Observation of the postgraduates was done in the hybrid library by the researcher. During the observation period, none of the participants was seen utilising any of the library digital resources. However, few of the participants were seen with their mobile phones and laptops using them for other purposes.

Interview outcomes

Demographic data of participants

Table 1.1: Participants' highest educational qualification

Staff	Highest educational qualification
Librarian in charge of subject libraries	Doctor of Philosophy (Ph.D) degree
Librarian in charge of arts collection	Master's degree

The above table displays the highest educational qualification of the two participants. From the table, it is understood that one of the participants is a Ph.D degree holder, while the other participant is a master’s degree holder.

Table 1.2: Participants’ work experience

Staff	Work experience
Librarian in charge of subject libraries	30 years
Librarian in charge of arts collection	33 years

The above table displays the years the participants have worked in the hybrid library. From the table it is understood that one participant has worked for 30 years while the other participant worked for 33 years. These figures indicate that both participants have long years of work experience in the hybrid library.

Electronic books

The two participants talked about the availability of e-books on the library website. One of the participants said “There are currently 12 different e-book sites, and each site contains a huge number of e-books”.

Databases

The two participants spoke of the availability of various databases on the university website. They mentioned that access to most databases requires “login passwords”. They also mentioned that the list of passwords is available in the library and is usually given to users during sensitisations or based on request. The two participants described the databases using various sentences, as shown below:

“Currently the library has 33 different types of databases that are available for use”.

“Some databases that contain resources in the subject area of arts are HEINONLINE, CORE, Internet Archive...”

“Majority of the databases contain full-texts or abstracts of journal articles”.

Institutional Repository

The two participants described the content of the IR. One of the participants mentioned “The IR contains resources such as the university’s condition of service, the publications of the university’s lecturers, the university’s policies and past question papers”.

Summary of major outcomes

Below is a summary of the major outcomes of the inquiry.

- There are different types of digital resources in the hybrid library.
- All the postgraduates are aware of the digital resources through various avenues.
- They usually utilise a wide range of digital resources that cuts across other academic disciplines.
- The majority of the postgraduates utilise current digital resources.
- There are different e-book sites at the hybrid library.
- Most postgraduates are not utilising their library’s e-books regularly due to specific barriers.
- There are different types of databases on the library’s website.
- Most postgraduates are aware of the library databases, but only a few are utilising the databases due to some barriers.
- The postgraduates are utilising some of the resources in their IR regularly. However, some barriers impede the utilisation of the IR by postgraduates.

Conclusions

Based on the outcomes obtained, it could be deduced that all the history and international studies postgraduates in the university under study are aware of the available digital resources in their hybrid library. It could also be deduced that the postgraduates are utilising a wide range of digital resources that cuts across other academic disciplines. More so, it could be deduced that the postgraduates are not utilising their e-books and databases regularly due to certain barriers. Finally it could be deduced that the postgraduates are utilising some of the resources in their IR regularly.

Recommendations

The following recommendations are given based on the outcomes obtained and the conclusions reached:

1. The postgraduates should be encouraged to utilise the library's digital resources through a series of sensitisations. They should also be trained adequately on how to access relevant digital resources in the library. This is necessary because the hybrid library has many untapped digital resources meant for their utilisation.
2. Complex login procedures to some of the digital resources should be simplified. This is necessary because it will encourage the postgraduates and other library users to access the resources.
3. Changes to passwords to any digital resources should be communicated to the postgraduates and other library users with immediate effect.
4. The collection of history and international studies, and any other collection that is inadequate in the IR should be further populated with relevant resources. This is to enable the postgraduates and other library users to utilise more resources in the IR.
5. The hybrid library should provide a digital version of students' theses and dissertations in the IR for accessibility by the postgraduates and other library users.

References

- Adedimeji, A.A. and Adekoya, C.O. (2019), "Attitude of university students towards the use of institutional repositories", in *ICBDR: 3rd International Conference of Big Data Research*, Association for Computing Machinery, New York, pp. 42-48, available at: <https://doi.org/10.1145/3372454.3372486> (accessed 7 July 2021).
- Adeyemi, B.M. and Oluwabiyi, M. (2013), "Scholarly use of information for research by postgraduate students: the role of Kenneth Dike Library", *International Journal of Library and Information Science*, Vol. 5 No.8, pp.247-255, available at: <https://academicjournals.org/journal/IJLIS/article-full-text-pdf/D97521C5494> (accessed 28 August 2021).

- Adomi, E.E. (2012), *“Information sources in the humanities”*, Ethiope Nigeria Limited, Benin City.
- Aina, L.O. (2004), *“Library and Information Science Text for Africa”*, Third world information services limited, Ibadan.
- Ajaegbo, D.I. (2013), “The unity of knowledge: history as science and art”, *AFRREV IJAH An International Journal of Arts and Humanities*, Vol. 2 No. 3, pp.1-19, available at: <https://www.ajol.info/index.php/ijah/article/viewFile/106468/96420> (accessed 31 March 2020).
- American Library Association. (2022), “Selection criteria”, available at: <https://www.ala.org/tools/challengesupport/selectionpolicytoolkit/criteria> (accessed 20 August 2022).
- Ani, O.E, Ngulube, P. and Onyancha, B. (2014), “Effect of accessibility and utilisation of electronic information resources on productivity of academic staff in selected Nigerian universities”, *Science Research* Vol. 2 No 6, pp.166-171, available at: <https://www.sciencepublishinggroup.com/journal/paperinfo.aspx?journalid=181&doi=10.11648/j.sr.20140206.13> (accessed 1 February 2021).
- Borkovich, D.J. and Noah, P.D. (2014), “Big data in communication theory: exploring the intellectual foundation of communication theory”, *Information Systems Education Journal (ISEDJ)* Vol. 12 No. 1, pp.15-26, available at: https://www.researchgate.net/publication/259869795_Big_data_in_the_information_age_Exploring_the_intellectual_foundation_of_communication_theory (accessed 23 March 2020).
- Breaks, M. (2002), “Building the hybrid library: a review of UK activities”, *Learned Publishing*, Vol. 15 No. 2, pp.99-107, available at: <https://onlinelibrary.wiley.com/doi/pdf/10.1087/09531510252848854> (accessed 11 April 2021).
- Breuning, M. and Ishiyama, J. (2004), “International studies programs: for what purpose and for whom? A rejoinder to Hey”, *International Studies Perspective* Vol. 5, pp. 400-402, available at: https://www.academia.edu/17019663/International_Studies_Programs_For_What_Purpose_and_for_Whom_A_Rejoinder_to_Hey (accessed 24 October 2022).

- Casselden, B. and Pears, R. (2019), "Higher education student pathways to ebook usage and engagement, and understanding: highways and cul de sacs", *Journal of Librarianship and Information Science* Vol. 52 No. 2, pp. 601-619, available at: <https://journals.sagepub.com/doi/pdf/10.1177/0961000619841429> (accessed 12 July 2021).
- Chikwe, C.K, Ogidi, R.C. and Nwachukwu, K. (2015), "Challenges of research and human capital development in Nigeria", *Journal of Education and Practice* Vol. 6 No. 28, pp.44-47, available at: <https://files.eric.ed.gov/fulltext/EJ1081206.pdf> (accessed 14 January 2020).
- Collins English dictionary*. (2022a), "Postgraduate", available at: <https://www.collinsdictionary.com/dictionary/english/postgraduate> (accessed 20 October 2022).
- Collins English dictionary*. (2022b), "University", available at: <https://www.collinsdictionary.com/dictionary/english/university> (accessed 20 October 2022).
- Costes, N. and Stalter, M (Ed.s). (2010), "Quality assurance in postgraduate education", available at: <https://www.enqa.eu/wp-content/uploads/ENQA-workshop-report-12.pdf> (accessed 12 April 2022).
- Crow, R. (2002), "The case for institutional repositories: a SPARC position paper", available at: <https://www.researchgate.net/publication/215993546> (accessed 11 February 2020).
- Dukare, D.A. (2020), "Concept and types of digital resources, what are the benefits of consortia approach in collection development?", *Indian Journal of Library Science and Information Technology* Vol. 5 No. 1, pp.46-49, available at: <https://www.ipinnovative.com/journal-article-file/11782> (accessed 20 August 2021).
- Edem, N.B. and Egbe, N. (2016), "Availability and utilisation of electronic resources by postgraduate students in a Nigerian university library: a case study of University of Calabar, Nigeria", *Information and Knowledge Management*, Vol. 6 No. 2, pp.60-69, available at: <https://www.iiste.org/Journals/index.php/IKM/article/viewFile/28714/29476> (accessed 10 May 2020).

- Elewomawu, R.A. (2019), "The indispensability of history education in achieving national unity: the Nigerian experience", *International Journal of Humanities, Art and Social Studies*, Vol 4 No. 1, pp. 1-13, available at: <https://airccse.com/ijhas/papers/4119ijhas01.pdf> (accessed 12 March 2020).
- Encyclopedia Britannica*. (n.d), "Database", available at: <https://www.britannica.com/technology/database> (accessed 21 August 2022).
- Janaki, S. and Mohamed, P. (2007), "The use of subscribed online databases among the postgraduates at the University of Malaya Library", in *ICOLID: Conference, 2007*, pp. 257-263, available at: https://www.academia.edu/178646/The_Use_of_Subscribed_Online_Databases_among_the_Postgraduates_at_the_University_of_Malaya_Library (accessed 14 January 2021).
- Kennedy, J. (2005), "A collection development policy for digital information resources", *The Australian Library Journal*, Vol. 54 No.3, pp.238-244, available at: <https://www.tandfonline.com/doi/pdf/10.1080/00049670.2005.10721761?needAccess=true> (accessed 4 May 2020).
- Kumar, R. (2016), "User studies in the context of library services in present scenario", *Library Waves*, Vol. 2 No. 2, pp. 99-104, available at: <https://www.librarywaves.com/index.php/lw/article/view/36/38> (accessed 15 October 2019).
- Luo, H. (2021), "Working together to address global issues: science and technology and sustainable development", *Cultures of Science*, Vol. 4 No. 1, pp. 3-5, available at: <https://doi.org/10.1177/20966083211043949> (accessed 8 July 2022).
- Lynch, C.A. (2003), "Institutional repositories: essential infrastructure for scholarship in the digital age", *Libraries and the Academy*, Vol. 3 No. 2, pp.327-336, available at: <https://muse.jhu.edu/article/42865> (accessed 1 March 2020).
- McCreadie, M. and Rice, R.E. (1999), "Trends in analysing access to information. Part I: cross-disciplinary conceptualisations of access", *Information Processing and Management*, Vol. 35 No. 1, pp. 45-76, available at: <https://reader.elsevier.com/reader/sd/pii/S0306457398000375?token=687BB026141AAD3E7CB6B060FD01ACB959F73998DFD9DD9BD87297AD27D9CCE4410E1621>

[89523D566A6CFE8F58518A8C&originRegion=eu-west-1&originCreation=20221001142155](https://www.ijhssi.org/papers/v2(7)/Version-2/J0272050057.pdf) (accessed 14 April 2021).

- Mohammed, K. (2013), "The role of history, historiography and historian in nation building", *International Journal of Humanities and Social Science Invention*, Vol. 2 No.7, pp. 50-57, available at: [https://www.ijhssi.org/papers/v2\(7\)/Version-2/J0272050057.pdf](https://www.ijhssi.org/papers/v2(7)/Version-2/J0272050057.pdf) (accessed 10 July 2019).
- Mulholland, E. and Bates, J. (2014), "Use and perception of e-books by academic staff in further education", *Journal of Academic Librarianship*, Vol 40 No. 5, pp.492-499. available at: <https://doi.org/10.1016/j.acalib.2014.05.018> (accessed 20 March 2020).
- New world encyclopedia.* (n.d), "History", available at: <https://www.newworldencyclopedia.org/entry/history> (accessed 24 October 2022).
- Nnamdi Azikiwe University. (2022), "Philosophy and objectives of history and international studies", available at: <https://arts.unizik.edu.ng/dept/history-and-international-studies/philosophy-objectives-of-history-and-international-studies/> (accessed 7 July 2022).
- Nwachukwu, V.N. and Faga, A. (2017), "Availability and use of library digital information resources by postgraduate students of University of Abuja", *International Journal of Development Research*, Vol. 7 No. 6, pp. 12983-12986, available at: <https://www.journalijdr.com/sites/default/files/issue-pdf/8487.pdf> (accessed 4 June 2022).
- Nwankwo, N.G, Chukwu, I.L, Igbokwe O.P. and Agbanu, N.A. (2019), "Awareness and use of library information resources: a conceptual approach", *International Journal of Social Sciences and Humanities Review*, Vol. 9 No. 2, pp.188-197, available at: <https://www.researchgate.net/publication/341781602> (accessed 12 June 2022).
- Obaseki, T.I, Umeji, C.E. and Kurbu, D. (2010), "Electronic resources: affording Nigerian academic libraries a competitive edge", *Madonna Journal of Research in Library and Information Science*, Vol. 1 No. 1, pp.35-47.
- Okoro, J.P. (2018), "Herdsman-farmers' conflict: implication on national development (Nigeria in perspective), in *Imaged or Imagined: Africa and the Contemporary World-Issues in Security, Governance and Sustainable Development: 1st*

- International Conference of Social Sciences, ICOSS 2018*, pp. 1-13, available at: <https://www.researchgate.net/publication/338980601> (accessed 4 March 2020).
- Okunoye, O.O. (2020), "Awareness, access and attitude of postgraduate students towards use of electronic databases in two academic libraries in South-West Nigeria", *Journal of Applied Information Science and Technology*, Vol. 13 No.1, pp.257-264, available at: <https://www.jaistonline.org/13vol1/27.pdf> (accessed 10 July 2022).
- Oyeranmi, O.S. (2008), "Teaching history and national development in the third world: the Nigerian experience", *World History Connected*, Vol. 5 No 1, pp.1-1. available at: <https://worldhistoryconnected.press.uillinois.edu/5.1/oyeranmi.html> (accessed 17 March 2020).
- Oyeranmi, O.S. (2011), "The place of history in the 21st Century African communities: the Nigerian experience", *Afro Asian Journal of Social Sciences*, Vol. 2 No. 2.3, pp.1-23, available at: <http://www.onlineresearchjournals.com/aajoss/art/69.pdf> (accessed 4 May 2020).
- Parashar, V. and Babel, P. (2022), "A study on development and forms of electronic resources in libraries", *Mathematical Statistician and Engineering Applications*, Vol. 71 No. 3, pp.159-166, available at: <https://www.philstat.org.ph/index.php/MSEA/article/view/127> (accessed 10 September 2022).
- Research Information Network. and Research Libraries United Kingdom. (2011), "The value of libraries for research and researchers", available at: <https://www.rluk.ac.uk/wp-content/uploads/2014/02/Value-of-Libraries-report.pdf> (accessed 8 May 2020).
- Rocio, H.C, Libia, L.M. and Ivan, R.R. (1987), "User studies in university libraries, in *International reader*", *The management of library, information and archive services*, pp. 684-684, available at: <http://www.nzdl.org/cgi-bin/library?e=d-00000-00---off-0cdl--00-0----0-10-0---0---0direct-10---4-----0-1l--11-en-50---20-about---00-0-1-00-0-0-11-1-0utfZz-8-00&cl=CL3.4.3&d=HASH01470b3dd4c4bf3ad5024f22.7.5.1&qt=1> (accessed 22 October 2022).

- Saulus, N.R. (2017), "Usability of institutional repositories by faculty and postgraduate students at the University of Swaziland", PhD thesis, University of KwaZulu-Natal, Pietermaritzburg, available at: https://researchspace.ukzn.ac.za/xmlui/bitstream/handle/10413/15889/Saulus_Noku_phila_Rene_2018.pdf?sequence=1&isAllowed=y (accessed 19 January 2021).
- Saylor Academy. (2012), "Handbook for writers", available at: <https://resources.saylor.org/wwwresources/archived/site/textbooks/Handbook%20for%20Writers.pdf> (accessed 20 August 2022).
- Shiweda, T. (2018), "Usability of digital institutional repositories (DIRs) by Faculty and PostGraduate (PG) students: Namibia University of Science and Technology (NUST)", PhD thesis, University of KwaZulu-Natal, Pietermaritzburg, available at: <https://www.researchgate.net/publication/327906849> (accessed 9 June 2021).
- Smallman, S.C. and Brown, K. (2011), *Introduction to international and global studies*, the University of North Carolina Press, Chapel Hill, available at: <https://www.pdfdrive.com/introduction-to-international-and-global-studies-d188854016.html> (accessed 24 October 2022).
- Tanackovic, S.F, Ivanovic, M.D. and Cupar, D. (2016), "Scholarly electronic databases and library and information science students in Croatia: motivations, uses and barriers", *Information Research*, Vol. 22 No. 1, pp.1-1, available at: <http://informationr.net/ir/22-1/isic/isic1625.html> (accessed 13 August 2021).
- Tiemo, P.A. (2017), "Use of electronic information resource databases among lecturers and postgraduate students in university library in South-South Nigeria", *International Journal of Education, Learning and Development*, Vol. 5 No. 2, pp. 46-72, available at: <https://www.eajournals.org/wp-content/uploads/Use-of-Electronic-Information-Resource-Databases.pdf> (accessed 2 May 2021).
- University of Jos. (2022a), "About faculty of arts", available at: <https://www.unijos.edu.ng/faculty/arts/about-faculty-of-arts> (accessed 3 July 2022).
- University of Jos. (2022b), "About the library", available at: <https://www.unijos.edu.ng/library/about> (accessed 8 July 2022).
- University of Jos. (2022c), "Faculties and departments", available at: <https://www.unijos.edu.ng/academics/faculties> (accessed 5 July 2022).

- Uzoagba, N. and Okiche, L.E. (2018), "The library and accreditation of Nigeria universities: the case of the University of Nigeria Nsukka, Enugu State", *International Journal of Academic Library and Information Science*, Vol. 6 No. 6, pp.142-150, available at: https://www.researchgate.net/publication/330684766_The_Library_and_Accreditation_of_Nigerian_Universities_The_case_of_the_University_of_Nigeria_Nsukka_Enugu_State (accessed 15 January 2020).
- Vrije Universiteit Amsterdam. (2020), "History and international studies", available at: <https://vuweb.vu.nl/en/education/bachelor/history-and-international-studies> (accessed 9 January 2020).
- Wall, T.B. (1985), "Nonprint material: a definition and some practical consideration on their maintenance", *Library Trends* Vol. 34, pp. 129-140, available at: <https://core.ac.uk/download/pdf/4816738.pdf> (accessed 30 April 2020).
- Wangai, W.M. (2018), "Perception and attitude of postgraduate students on institutional repositories: case of St. Paul's University in Limuru, Kenya", Master's dissertation, Kenyatta University, Nairobi County, available at: <https://ir-library.ku.ac.ke/bitstream/handle/123456789/17746/Perception....pdf?sequence=3&isAllowed=y> (accessed 8 March 2021).
- Wilson, T.D. (1999), "Models in information behaviour research", *Journal of Documentation*, Vol. 55 No. 3, pp. 249-270, available at: https://www.researchgate.net/publication/228784950_Models_in_Information_Behaviour_Research (accessed 14 April 2021).
- Zhang, L, Ye, P, Liu, P and Rao, L. (2011), "Survey on the utilisation of NSTL electronic resources in colleges and universities in Wuhan, China", *The Electronic Library*, Vol. 29 No. 6, pp. 828-840, available at: https://www.researchgate.net/publication/220676985_Survey_on_the_utilization_of_NSTL_electronic_resources_in_colleges_and_universities_in_Wuhan_China (accessed 10 August 2021).