

**AWARENESS AND USE OF INFORMATION RESOURCES AS CORRELATES
OF SOCIO-ECONOMIC EMPOWERMENT OF UNDERGRADUATE
STUDENTS OF AGRICULTURE IN FEDERAL UNIVERSITIES IN NORTH
CENTRAL ZONE, NIGERIA.**

BY

CHUKWU, Patricia Ifeoma

MTech/SICT/2018/8862

**DEPARTMENT OF LIBRARY AND INFORMATION SCIENCE
FEDERAL UNIVERSITY OF TECHNOLOGY MINNA,
NIGER STATE**

JULY, 2023

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**A PROJECT SUBMITTED TO THE DEPARTMENT OF LIBRARY AND
INFORMATION SCIENCE IN PARTIAL FULFILMENT OF THE
REQUIREMENT FOR THE AWARD OF MASTER OF TECHNOLOGY IN
LIBRARY AND INFORMATION TECHNOLOGY**

JULY, 2023

DECLARATION

I, Chukwu, Patricia Ifeoma: MTech/SICT/2018/8862 declare that this project titled Awareness and Use of Information Resources as a Correlate of Socio-Economic Empowerment of Undergraduate Students of Agriculture in Federal Universities in North Central, Nigeria is my original work carried out by me under the strict supervision of Professor G. U. Oyedum. No part of this project was presented for an award of any degree elsewhere. Information from other sources (Published and unpublished) has been duly acknowledged.

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Signature/Date

CERTIFICATION

The thesis titled: “Awareness and Use of Information Resources as Correlate of Socio-Economic Empowerment of Undergraduate Students of Agriculture in Federal Universities in North-Central, Zone Nigeria” by CHUKWU, PATRICIA IFEOMA (MTech/SICT/2018/8862) meets the regulation governing the award of the Master degree of the Federal University of Technology, Minna and it is approved for its contribution to scientific knowledge and literary presentation.

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DEDICATION

Dedicated to the Almighty God who makes everything possible at HIS own time.

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I give the Supreme God all the glory and honour for granting me a successful completion of this research work. It was HIS grace that saw me through the most difficult moments during this research.

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ABSTRACT

The general aim and objective of the study was to investigate the awareness and use of information resources as correlate of socio-economic empowerment of undergraduate students of agriculture in federal universities in North-central, Zone Nigeria. The study was guided by six research objectives, six research questions and three hypotheses. Descriptive research design was adopted for the study. The population of the study is 20,348 undergraduate students. Questionnaire was used as the instrument for data collection to a sampled population of 301 undergraduate students. Data was analysed using descriptive and inferential statistics such as percentage, mean scores and standard deviation. The study revealed that the availability of information resources in the studied libraries is high (78%). This happened because all the six universities studied scored above 2.50 bench mark. The study equally revealed that undergraduate students of federal universities in North-central Nigeria were aware and they use information resources but their level of awareness and use of information resources was low. This was due to the reason that these four universities have mean scores of 2.45, 2.36, 2.30 and 2.22 (45% and 30%) respectively which are all below the bench mark of 2.50 It was recommended amongst others that the management of the studied university libraries should provide information resources and make them available in the libraries; not only making them available but also find better ways of creating awareness of such resource to the users including the agriculture students. This could be effectively achieved through the use of social media such as WhatsApp, Twitter, SMS and Facebook to mention but a few. This is important since adequate use of the library and information resources would be achieved by the students once they are fully aware of the contents of the library, and this invariably, would improve their socio-economic status. In conclusion one could say that the use of information resources by the undergraduate students of Agriculture in North-Central, Zone, Nigeria is high; though the awareness of the resources in the studied libraries needs to be improve

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CHAPTER ONE

1.0

INTRODUCTION

1.1 Background to the Study

Agriculture is the building block of any nation's food sustainability. It is a factor that stimulates the sustainability and development of an individual and nation's socio-economic strength Abdul, *et al.* (2016), before industrialization and innovation of modern technologies, agriculture has been the catalyst for most countries' income generation, food security and sustainability of individual growth and source of job and occupation of earlier men and women in the society. Agriculture is also the backbone of economic system of a given country. In Nigeria for instance; agriculture plays a major role in the regarding occupation and economic activities in the rural areas and to some extent in the urban areas as well. Agriculture plays a significant role in the growth of a nation's economy, especially as it contributes 20.8% of Nigeria's Gross Domestic Product (GDP), offers 66% employment to the populace and also accounts for 50% of the sources of raw materials that are needed by industries for further production; it equally produces 80% food for man and market as well as serves as export earnings (National Bureau of Statistics, 2014).

Socio-economic empowerment is the capacity of women and men to participate in, contribute to and benefit from growth processes. According to Unsworth, (2010), it is also understood as the process of developing a sense of autonomy and self-confidence and acting individually and collectively to change social relationships, and the institutions and discourses that exclude poor people and keep them in poverty. Similarly, social economic empowerment of individuals is essentially the process of upliftment of economic, social and political status of people, the traditionally under privileged ones, in the society (Kapur, 2018). It is the process of guarding people

against all forms of violence. Socio- economic empowerment could also be described as the degree of autonomy and self-determination in people and in communities. This enables them to represent their interest in a responsible and self-determined way acting on their own authority (Combaz and Mcloughlin, 2014).

Furthermore, socio- economic empowerment is therefore the process of social and economic empowerment and development in a society. It is measured with indicator, such as gross domestic product (GDP), life expectancy, literacy and levels of employment. It enables household to make their own decisions around making investment in health and education, and taking risks in order to increase their income. (Combaz and Mcloughlin, 2014). There is also some evidence that economic empowerment can strengthen vulnerable groups participate in the decision making, For instance, socio-economic empowerment is thought to allow poor people to think beyond immediate daily survival and to exercise greater control over both their resources and life choices. For example, it enables generations of educated, empowered students that are moving into leadership across all sectors (Combaz and Mcloughlin, 2014). In other words, socio-economic empowerment is the aspect of students' lives that have to do with changes within individuals, students' capabilities, knowledge and self-esteem in communities and institutions. Socio-economic empowerment is mostly about making changes that give students including the agricultural student's greater freedom in the society.

Again, socio – economic empowerment is referred to society related economic factors. These factors relate to and influence one another. For example, your employment will dictate your income. Your income level often correlates to your level of education and your level of education helps to dictate your employment. Empowering people in the society could be achieved in several ways such as accepting their viewpoints or making

an effort to seek them, raising their status through education, awareness, literacy and training.

On the other hand, economic empowerment is also the act or action of empowering someone or something: the granting of the power. It could as well mean having the knowledge, confidence, means, or ability to do things or make decisions for one's self. Socio-economic empowerment can be categorized into five main parts such as social, educational, economic, political and psychological. It is the social science that studies how economic actively effects and is shaped by processes, (Hellmich, 2015).

However socio-economic empowerment involves three steps;

- 1 Agency: - This is an individual ability to make and act on his or her own choice;
2. Resources: - The resources to make the decision, including authority to make the decision and;
3. Achievement: - It is the achievements which are the outcomes from decision making (Kabeer, 2001).

There are four types of socio-economic empowerment they are:

According to Unsworth, (2010) Socio Economic Empowerment centres around four broad areas such as:

1. The promotion of the assets of poor people and students;
 2. Transformative forms of social protection;
 3. Microfinance and;
 4. Skills training.
1. Promotion of the assets of poor people and students: -It may be of help to the poor people to escape the poverty trap and increase their asset stock to a viable minimum. There are several ways to facilitate access, governments, non-governmental organizations, and the international development community

sometimes use grants or assets transfer to promote asset – ownership for poor households..

2. Transformative forms of social protection: -This could be described as all public and private initiatives that provide income or transfers money to poor, protect the vulnerable against livelihood risk, and enhance the social status and right of the marginalised with the overall objective of reducing the economic and social vulnerability of poor vulnerable and marginalised groups.
- 3 Microfinance: - It is referred to financial servers for those without – access to traditional formal banking; it includes micro-credit (the provision of loans). Micro savings insurance and money transfer.
4. Skill training: -It is the intervention which promotes skills acquisition and training amongst the students (Marginalized groups). It is another way of supporting empowerment, gaining knowledge. Skills is thought to alter people’s self – perceptions and status, whilst also increasing their employability and encouraging engaged citizenship. Skill development is key to improving rural productivity employability and income earning opportunities, enhancing food security and promoting reverentially sustainable rural development and livelihood (Limatainer, 2011).

Socio-economic empowerment could enhance student’s ability to succeed and advance economically through acquiring the right skills and resources to compete in market and gain equal access to economic opportunities. It could also promote the student’s power to make and act on economic decisions, which goes hand-in-hand with control of resources and benefit from profit. It is the process of empowering students by accepting students viewpoints or making an effort to see them raising to the status of student through education, awareness, to mention but a few.

Socio-Economic Empowerment could enable the students of agricultural science not only to participate, contribute and benefit from growth processes but also make them to recognize the value of contribution, respect their dignity and make it possible for them to negotiate a fairer distribution of the benefit of the growth. It also helps the students of agricultural science to make their own decisions in making investments in health, education and to know reorganized agricultural information resources.

Put differently, socio-economic empowerment could also be described as the ability of giving the students of Agricultural Science skills on how to be aware and make use of information resources which invariably improves their standard of education, financial status, employment level etc., in the society. In other words, it involves the provision of all the necessary information resources to support and enable individuals excel in their study of agriculture as a course. Socio- economic empowerment is a platform where by proper financial supports are adequately given for specific, relevant enlightenment and informational awareness directed to the undergraduate students of Agricultural student that there is relevant and latest Agriculture Information Resources in the library such as books, journals

Socio-economic empowerment many a time enables students to make their own decisions around making investments in health and education, and taking risks in order to increase their income. Evidence also suggested that economic power is often easily converted into increased social status or decision – making power (Eyben *et.al* 2014). It could be defined as the process of achieving student's equal access to and as well have control over economic resources and making sure that they can use information resources to have control over other areas of their lives. Socio – economic empowerment is a situation whereby students' lives are changed from a situation where

they have small power and access to economic assets to a stage where they enjoy economic advancement.

Improving socio-economic empowerment of undergraduate students are mainly achieved when the students are aware and use information resources available in the libraries. Level of awareness of information resources is the ability to know the existence of information resources in the libraries. However, for undergraduate students of agriculture, awareness of the information resources available in the library, and ability to search and obtain information from the library no doubt adds substantial value to their learning.

However, such studies related to students of agriculture are limited. In view of this, awareness could be defined as the extent of knowledge concerning the information resources relevance, useful and accessible for agricultural students in the libraries or on the Internet. Obuh and Bozimo (2012) stated that awareness raises consciousness and knowledge about information resources, its personal and social benefits. They have the view that awareness is the central determinant of user attitude and behaviour towards information resources. Dulle and Minishi-Majanja (2010) observed that awareness has been seen as an important factor that decides the usage of information resources. This is necessary because not being aware or not using relevant information resources reduces students' academic performance. The authors further stated that agricultural undergraduate students of federal universities if they are aware often use search engines (96%) and Wikipedia (73%) than any other type of resources, while their classmates and lecturers are consulted as third party for their information satisfaction. Several factors such as the absence of training in using online resources, lack of time to engage in searching due to heavy workload, poor knowledge of online journals, and lack of computer facilities in the faculty affect the usage of online journals. To ensure awareness

on the above, a comprehensive training and awareness programmes, allocation of time to use the library, and increased computer facilities in the faculty need to be initiated.

Undergraduate students in universities who study or specialised in agriculture as a course are expected to visit and consult the university libraries and the information resources not only to graduate successfully but also to improve their socio-economic status. Information resources are collected and preserved in the libraries for information seekers. Preservation of information resources is important for both scientists and practitioners in a variety of document and communication fields (Chad, 2011). Information resources therefore include all forms of information carriers that can be used to promote and encourage effective research activities and development projects. These include journals, newspapers, magazines, books, monographs, E-books, E-journals, reference materials like encyclopaedia, theses, patent, conference proceedings and Gazettes. The volume of information resources potentially available in the globe is massive; hence it becomes necessary for awareness on relevant available information resources for academic research activity in the academia especially students of agricultural science.

Importance of information resources are numerous, with a search engine such as Google students will navigate the web, find information on virtually any topic they desire, they hear about major events almost immediately after they happen with the help of all of social networking sites that are available to almost anyone with computer or mobile devices. Information resources help the undergraduate students to collect data and make it easily accessible. It also helps students to be organized, accurate, security-conscious, saves time, and employs satisfaction (Chad, 2011). There are many types and forms of information resources such as Projects, Dictionaries, Conference proceedings, Internet resources, Gazettes, Theses, Encyclopaedia, Journals, Newspapers, Magazines, Books,

Monographs, E-books, E – Journals, Abstract, and Indexes that contain relevant information necessary for economic ventures in agriculture for economic empowerment of the students.

Another variable necessary to improve the socio-economic empowerment of students of agricultural science is use of information resources. Use is the act or practice of employing something. That is, the ability to identify, retrieve and browse on any desired document or information resources. Similarly, use could be described as the ability of the undergraduate students of agriculture in federal universities to be familiar with the information resources available in the library for the enhancement of their socio-economic status. Again, it is having the habit of putting information resources into services. Level of use will always reveal if the students are really utilizing the information resources in order to enhance their performance. It is also the ability of information seekers to consult and go through information resources available in the libraries.

Furthermore, the concept of use is the ability to put something into services or to apply knowledge to services Use is the ability of the undergraduate students of agricultural science in federal universities to exploit an entity for one reason or the other. It may be seen as putting into action or services something that can be of use to them. Longman Dictionary of Contemporary English (2010) defined the term “use” as the act of exploiting something for one purpose or the other. WorldNet web defined use as the act of exploiting something; the way in which something is being exploited. Omotayo (2010) defined use as the ability of individuals such as students of agricultural science and researchers to make use of information resources and to overcome a purpose or set goals. The author agreed that for agricultural science students to achieve their

educational aims and objectives there is need for them to make use of the information resources that are relevant to their study.

Based on the foregoing information resources are resource driven paradigm, opportunity for sustainable growth and development of an individual, group and nation as a whole, as well as played vital roles in teaching and learning processes in academic environment. They also provide assistance to students and access to information at the right time, thereby improve the students' socio-economic status. It is therefore pertinent for undergraduate students of agriculture to get informed and well equipped. They should know how, when and where to relate to information resources in their different formats and databases within the sphere of information explosion which the proliferation of information and communication technologies have made massive in order to attain reasonable socio-economic empowerment.

In other words, it is important for undergraduate students of agricultural science to be aware and at the same time know how to use information resources for their socio-economic empowerment in the society. This would not only make them better people in the society but the awareness and use of information resources would also reduce level of poverty in the society at large. This study therefore, tends to assess the awareness and use of information resources by undergraduate students of Agriculture for their socio-economic empowerment in federal universities across North-Central, Zone Nigeria.

1.2 Statement of the Research Problem

Socio-economic empowerment of every individual in the society is necessary including that of the students of agricultural science. This is because as agriculture professional they are expected to invest and produce agricultural products for the benefit of mankind. Adequate socio-economic empowerment enables students after graduation, to make vital decisions regarding food production thereby minimising hardship and poverty in

the society. Unfortunately, from the researcher's observation, Nigeria as a country is presently under-going some economic crises as a result of many factors including poor agricultural development; which could be attributed to poor awareness and use of agricultural information resources by the undergraduate students of Agriculture.

Awareness and use of agricultural information resources are important variables of agricultural activities by student's and researchers in any agricultural society. Awareness and access to such kind of information informs the agricultural students on new discoveries and trends in the field of agriculture and perhaps its effect on the socio-economic empowerment of individuals and the country as a whole. Due to the importance of information resources the federal government of Nigeria spends huge amount of money to procure and maintain various information resources both in hard and soft copies in the university libraries, and when these are consulted by the undergraduate students of Agriculture their socio-economic empowerment may be improved. This will go a long way to enhance their standard of living during and after their generation.

Socio-economic empowerments of agricultural students from research preliminary observation are marred by inadequate information resources, meagre financial status and unimpressive health status; of some of the students. It is based on these observations that the researcher embarked on this study to find out how awareness and use of information resources, could correlate the empowerment of Agricultural undergraduate students of North-central, Zone Nigeria.

1.3 Aim and Objectives of the Study

The aim and objectives of the study is to investigate awareness and use of information resources by undergraduate students of agriculture for socio-economic empowerment by federal universities in North-Central, Zone Nigeria.

The specific objectives are to:

1. Find out the socio-economic aspects of the undergraduate students of agricultural science live affected by use of information resources in the federal university libraries in North-Central, zone, Nigeria.
2. determine the level of awareness of undergraduate students of agriculture about information resources in the federal university libraries for their socio-economic empowerment.
3. ascertain the level of use of information resources by undergraduate students of agriculture in the federal university libraries for their socio-economic empowerment.
4. determine the extent to which use and awareness of information resources by undergraduate students of agriculture affect their socio-economic empowerment in federal universities in North-Central, Zone Nigeria.
5. identify the types of information resources available in the federal university libraries for the undergraduate students of agriculture for their socio-economic empowerment
6. identify the factors affecting the socio-economic empowerment growth of undergraduate students of agriculture in federal universities studied.
7. find out the significant relationship between awareness of library information resources and socio-economic empowerment by undergraduate students of agriculture in federal universities in North-Central, Zone, Nigeria.
8. identify the significant relationship between use of library information resources and socio-economic empowerment by undergraduate students of agriculture in federal universities in North-Central, Zone Nigeria.

1.4 Research Questions

The study answered the following questions:

1. What are the socio-economic aspects of the undergraduate students of agricultural science live affected by use of information resources in the federal university libraries in North-Central, Nigeria?
2. What is the level of awareness of undergraduate students of agriculture on information resources in the federal university libraries for their socio-economic empowerment?
3. What is the level of use of information resources in the federal university libraries by undergraduate students of agriculture for their socio-economic empowerment?
4. What is the extent to which use and awareness of information resources in federal university libraries by undergraduate students of agriculture affect their socio-economic empowerment?
5. What are the types of information resources available for students of agriculture for socio-economic empowerment in federal university libraries in North-Central, Zone, Nigeria?
6. What are the factors affecting the socio-economic empowerment growth of undergraduate students of agriculture in federal universities studied?
7. What are the significant relationship between relative contribution of the independent variables which is awareness and use of information resources on the dependent (which is socio-economic empowerment)?
8. What are the significant relationship between use of library information resources and socio-economic empowerment by undergraduate students of agriculture in federal universities in North-Central, Nigeria?

1.5 Research Hypothesis

The following null hypotheses was tested at 0.05 level of significance:

1. There is no significant relationship between awareness of library information resources and socio-economic empowerment by undergraduate students of agriculture in federal universities in North-Central, Nigeria.
2. There is no significant relationship between use of library information resources and socio-economic empowerment by undergraduate students of agriculture in federal universities in the North- Central, Zone, Nigeria.
3. There is no significant relationship composite contribution of the independent variables that is Awareness and use of information resources on the dependent variable which is socio-economic empowerment.
4. There is no significant relative relationship of the independent variables which is awareness and use of information resources on the dependent (which is socio-economic empowerment)

1.6 Significance of the Study

The findings of this study will be of great benefit to universities and their libraries as well as agricultural science students in North-central, Zone, Nigeria. This is because it will proffer solutions to inhibitors to awareness, access and use of agriculture information resources by students at all levels of university education mostly in agricultural fields. The findings automatically guided the university librarians on how to acquire the information resources especially the agriculture resources and how to make them available to users.

The findings and recommendations of the study will be of importance to undergraduates and even postgraduate students of agriculture of federal universities in North-Central,

Nigeria and also of immense benefit to lecturers who are researchers in the field of agriculture.

The findings of this study will also serve as a blueprint document for undergraduates who may want to engage in agricultural entrepreneurship after graduation.

The study will be an addition to existing literature in the field of agriculture and socio-economic empowerment and it will also serve as a reference source for other students and researchers in subsequent studies.

1.7 Scope of the Study

The study investigated the awareness and use of information resources by the undergraduate students of agriculture of federal universities in North-Central Nigeria. The scope of this study geographically includes Federal Universities in Niger, Benue, Plateau, Nasarawa Kogi, Kwara States and Federal Capital Abuja. The study covered only students of agriculture in respect of the use of information resources for their socio-economic empowerment in federal universities in North-Central, Nigeria. Find out the socio-economic aspects of the undergraduate students of agricultural science live affected by use of information resources in the federal university libraries in North-Central, Nigeria.

1.8 Operational Definition of Terms

Agriculture is a course that treats the act and science of cultivating the soil, growing crops and raising livestock offered in federal universities in North-Central, Nigeria for the upliftment of the students' socio-economic status.

Awareness is the ability of students of agriculture in federal universities being conversant and use information resources available in their libraries.

Information Resources are the collection of library materials such as print and non-print materials that are available in the library to satisfy the information needs of students of agriculture in federal universities in North-Central, Nigeria.

Socio-Economic Empowerment is the ability of the undergraduate students of agriculture to acquire the skills to improve their level of education, social status, finance and economic aspects of their live in federal universities in North-Central, Nigeria.

Undergraduate students are those students admitted to study agricultural science at undergraduate level in federal universities in North-Central, Nigeria.

Use is the ability of the undergraduate students of agriculture to consult information resources to satisfy their information needs in federal university libraries in North-Central, Nigeria.

CHAPTER TWO

LITERATURE REVIEW

2.0

2.1 Conceptual Frame Work

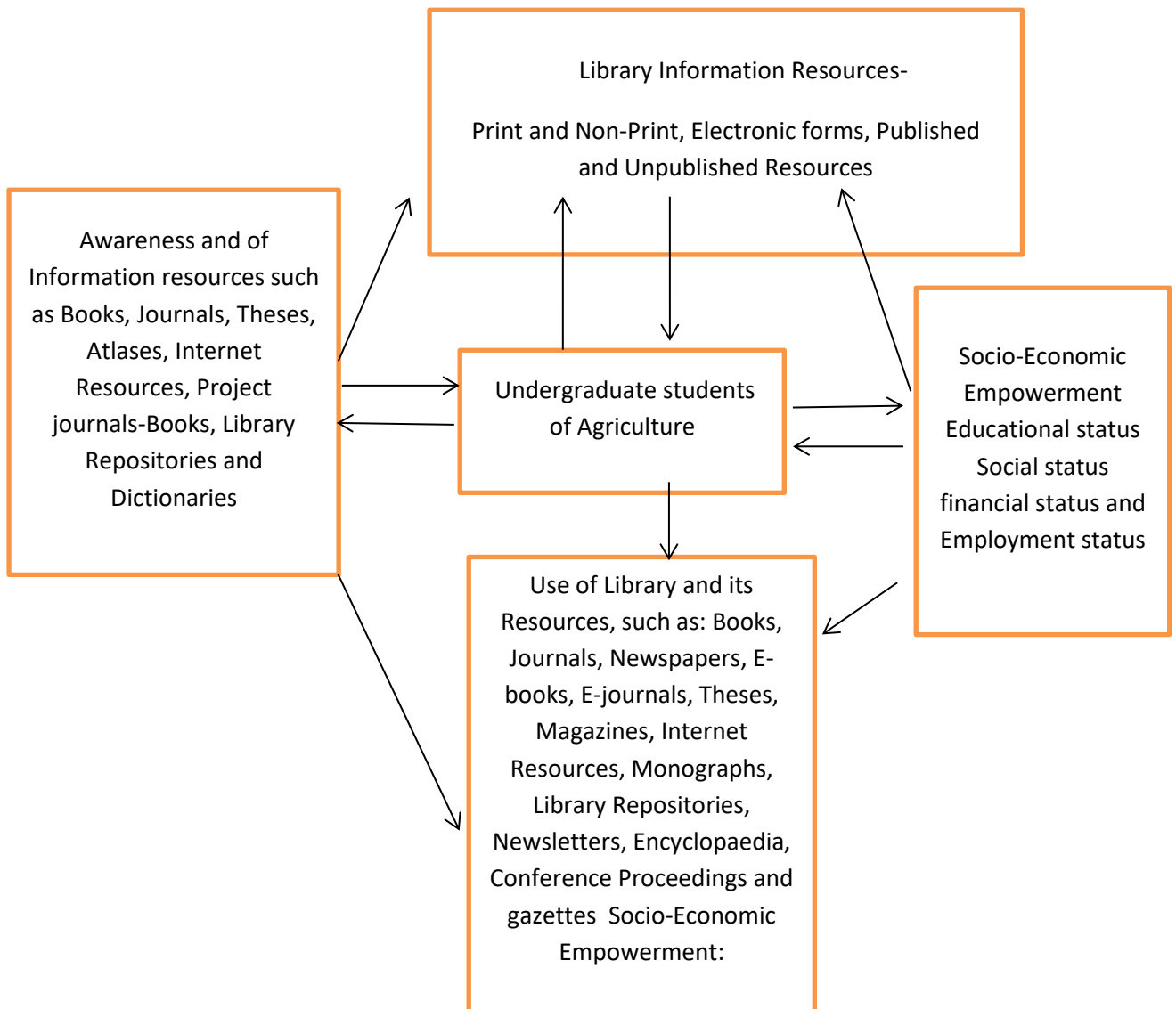


Figure 2.1: Conceptual Model of the Study

Source: Self constructed

2.2 Concept of Socio-Economic Empowerment vis-à-vis Agriculture Students

Socio-economic empowerment could be seen as the provision of all the important financial support to enable undergraduate students of agricultural science of federal universities to excel in the use of information resources. It could as well be the elimination of whatever that will prevent or stop the success of agricultural science students not to be aware or use information resources which will help the students to enhance their socio-economic status.

Socio-economic empowerment could be defined as the ability for students to choose their own economic outcomes. This needs the students to have equal access to economic opportunities, control over income and resources and agency to influence and participate in decision-making bodies on a micro and macro level. Socio-economic empowerment could also be defined as a means of given the students of agricultural science skills on how to be aware and make good use of information resources. It is the ability to make sure that the undergraduate students of agricultural science's finance and education are progressively enjoying a good social status. Socio-economic empowerment is the thought to allow students to think beyond immediate daily survival and to exercise greater control over both their resources and life choices. For example, it enables students to make their own decisions around making investment in health and education and taking risks in order to be independent persons in the society. Furthermore, it can be defined as the process of achieving student's equal access to and as well have control over economic resources and making sure that they can use information resources to have control over other areas of their lives (Woetzel, 2015). Socio – economic empowerment is a situation whereby students' lives are changed from a situation where they have small power, control and access to economic assets to a stage where they enjoy economic upliftment. Again, economic empowerment is hugely

complex, given its wider ranging implications for different aspect of students' lives. It has to do with changes within individuals, students' capabilities, knowledge and self-esteem in communities and institutions. It is mostly about making changes that give students greater freedom in provision, and the reason for their individual goal which will eventually increase their socio-economic status.

Socio- economic empowerment is a means of increasing the finance and power of the undergraduate students of agricultural science in federal universities. Socio-economic empowerment is the ability of the students to have a focus, imagine and aim to a better future. It is referred to as the process of developing a sense of autonomy and self-confidence to the undergraduate students of federal university of agriculture. It is also the idea to allow students to think beyond immediate daily survival and to exercise greater control over their resources, their financial engagement and also their life choices for their better tomorrow.

According to Woetzel (2015) socio-economic empowerment is a process of social change taking place over inter linked and mutually reinforcing psychological, political, social and economic domains and through which students individually and collectively gain power, meaningful choice and control over their lives for the betterment of their future.

2.3 Theoretical framework

According to (Woetzel,2015) Socio economic development, like the definition of development adopted here, emphasizes progress in terms of economic and social factors within a geographic unit Economic development is the process of raising the level of prosperity through increased production, distribution and consumption of goods and services. Social development, on the other hand, refers to the complexity of social dynamics (the interplay of social structures, processes and relationships) and focuses on

(1) the social concerns of the people as objectives of development and (2) people – centred, participatory approaches to development. Social development is about inclusiveness, social justice and the common good. Indicators of social development provide comparative information about areas such as income, poverty, employment, employment security, education, health, crime and civic participation. Sometimes social development indicator lists also have included information about the environment. The purpose of economic development is to improve the social and material well – being of all individuals and social institutions with the goal of achieving the highest possible level of human development. Socioeconomic development, therefore, requires the integration of economic and social development. Progress in the quality of social and economic life should only be seen as progress if it is rights based and minimally affects, conserves or improves the natural environment.

Similarly, the human development empowerment is one of the four essential components of the human development paradigm, the others being productivity, equity, and sustainability. Empowerment has been described that fully participating of the people in the decisions and processes which shaped their lives. In this report UNDP introduced two measuring tools. These includes (1) the Gender- related Development index (GDI) and gender Empowerment Measure (GEM). Both aimed to. highlights the status of women. The former uses the same variables as the Human Development index (HDI). However, it highlights inequality between men and women in three areas, (1) Life expectancy (ii) education and (iii) estimated earned income). The second, the Gender Empowerment Measures (GEM) measures women’s participation in economic and political life of country. In 2010, these were superseded by the Gender inequality index (II), ‘a composite measure reflecting inequity in achievements between women and men in three dimensions: reproductive health, empowerment and the labour

market,” GII takes into account and portrays disadvantages faced by women and girls in these fundamentals’ aspects of human existence, and thus “better expose differences in the distribution of achievements between women and men” (UNDP 2010). Although such indicator may provide bases for putting in place some interventions by the government and other development actors but they do not reveal the invisible, hidden and un-described dimensions of empowerment and women’s daily life. Human development report highlights education among others, and that is where awareness and use of information resources would help students of agricultural science to be empowered in the aspects of health, fiancé or job opportunity to cushion the effects of poverty and unemployment in the society

2.4 Awareness of information resources by undergraduate students of agriculture science in the Federal University Libraries for their Socio-economic Empowerment

Awareness is the ability to know that something exists. It is being aware that information resources are available in the libraries. Awareness is knowing that information resources exist in the library or having understanding of information resources or subject at a particular time based upon the experience and idea of information available in the library by the students. Again, awareness mean having knowledge about particular information resources and that is manifested through a particular behaviour.

Awareness should be constant if the students of agricultural science of federal universities are to effectively and efficiently use information resources (Abinew *et.al* 2013). Obuh and Bozimo (2012) stated that awareness can also be defined as the capability to directly know and perceive, or to be cognizant of the existence of information resources by the undergraduate students. Awareness is the ability of the

undergraduate students of agricultural science in universities to realise or know that information resources exist in the libraries. It can be defined as the student's knowledge or understanding of information resources. The awareness of information materials that is provided by the library and the ability to know how to search and obtain information from the library enhance learning process of the students and the researchers (Kiran and Mallinath, 2012). The authors opined that awareness leads to usage of information resources. This is because where resources are in closed access users do not find it easy to use such resources, but where they are in open access, the undergraduate students of agricultural science find them, and make use of them easily and efficiently.

Prangya and Rabindra (2013) opined that awareness is important to usage of information resources. The usage of information resources in recent years has yielded positive results in the area of teaching and research and that through the use of information resources, researchers, academic and students now have access to global information resources, particularly the Internet for their scholarly intercourse. The current global awareness and use of information resources (IRs) by undergraduates, staff and researchers has brought about important impact on the educational sector.

Awareness and use of information means to have knowledge of the existence as well as to make good and proper use of any kind of information resources in the library for socio-economic empowerment of the students, thereby achieve the objectives and aims for which the library was established. Awareness and utilization of information resources reveal the extent both print and electronic resources of a given library are put to use in order to improve the socio-economic status of the students and this helps to meet the mandate for which the library was established.

Egberongbe (2014) stated that these information resources are becoming very important to the students of federal universities. Hence, it is important for them to be aware of

these information resources as this should be paramount to library development in the 21st century. However, in recent years, how information is accessed, stored and disseminated is based on awareness of the changes in technology which has been dramatically altered. With the current trend of globalization as one of the elements of ICT, there is much information available in the libraries. However, the ability to be aware and be able to use the said information resources for a particular situation is necessary in the libraries (Johnson *et.al*, 2013). Awareness can also be seen as knowledge or perception of a situation, fact, consciousness, recognition, realization, grasp and acknowledgement concerned about and well-informed interest or familiarity in information resources (Akpojotor, 2016).

It is good to note that when undergraduate students are aware of information resources, they make better use of them for academic and research purposes. It is also important that for the students to make use of the resources, they ought to be skilled in information and communication technologies (ICTs) applications in order to gain independent use of various e- information resources around the world. On the awareness and use of library resources, Ezeala and Yusuf (2011) opined that library must ensure about the required and relevant resources, adequate storage for the collection and strategies for accessibility of these resources through classification, cataloguing and other arrangements. These are done to help the students be aware, have easy access, and at the same time put information resources to use and this will aid to meet their information needs.

Undergraduate students of agriculture usually need information for the class assignments and research activities. To achieve this objective, they need to visit and use the library resources. The use of library resources cannot be fully achieved if the students are not aware of the existence of the library and its resources. Awareness as

well as use of library resources would improve the socio-economic empowerment of the students. Thus, the students' education status, social status, financial and employment status to mention but a few would be enhanced. Therefore, the way awareness and use interact with dependent variable (socio-economic empowerment) are illustrated in the conceptual framework above.

Furthermore, the students, staff or even researchers' physical presence in the library to use print formats as information needs and resources are now met through a number of options. Today, students and researchers can at their hostels access online or electronic library resources and services through networks at any time. This has been made possible by increase developments in Information and Communication Technologies (ICTs), which have made it possible to store and retrieve information in many different forms and from any place with a computer or an Internet enabled device (Ahmad and Panda, 2013).

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2.5 The Concept of Information Resources vis-à-vis Agriculture Students

Information is seen as a data that has been refined or processed. It is also considered as message communicated between the two ends, sender and recipients at the right time.

Information is a news or knowledge given or received. Information means the communication of knowledge about an event or given condition or the spread of knowledge derived from observation, study, experience, or instruction. Information may be stored in different ways such as language, graphs, printed document, photographs, diagrams, formulas, factual and statistical data records, magnetic tapes, punch cards etc. Bitagi (2013) disclosed that information is news that comes to the receiver for the first time which enables the receiver to take action according to expectation. Hence, it also helps to achieve religious and political stability, socio-economic development, scientific development, industrial, and technological advancement as well as cultural change and well-being of a nation. Information is obtainable from various resources which are referred to as information resources that consist of range of materials acquired by library to meet the users' quest for information.

Today, information is considered as a basic resource. Every bit of information is as essential as minerals and other natural resources. Indeed, such a resource needs to be used and utilized on global level if our total reservoir of scientific and technological knowledge can be made accessible to developing countries. Its intelligently use may bridge the gap separating developing countries from developed ones (Kumar and Singh 2009). Information is an important and key resource for every organization and is an essential input for all types of organizations. Libraries are organized information centres as they have limited resources with which they have to satisfy the information needs of users. Information is power and an essential ingredient in decision-making. To obtain

timely, relevant and quality information for your study or research work, you need to know the various sources of information available.

The term resources mean a source of supply, usually in large quantity. Generally, resources serves as an aide to the researcher, it is a helping hand to the students. They are those materials, strategies, manipulations, apparatus or consultations that help the researcher to enhance research and development. Library services and information resources constitute to the instruments needed for the improvement of educational standard. To buttress this assertion, Adeoye and Popoola (2011) agreed that for the institutions to ensure some levels of performance there are facilities other than classrooms in every institution that can contribute to classroom instructions and learning process which is the library. In other words, students' academic performances depend on the information resources in their parent institutions. Hence, quality information resources improve the viability of tertiary institutions as they are essential things that could bring great academic performance in students. Information resources are information bearing materials such as books, journals, dictionaries, almanacs, graphics, audio-visuals, and other electronic information bearing materials in the library. Information resources are that information that have materials that are both in printed and electronic formats. They are the raw materials that the library acquires, catalogues, stocks and makes accessible to users as well as use to provide various or other services. They include, textbooks, newspapers, magazines, journals, encyclopedia, Internet, CD-ROM technology, diskettes, tapes/cassettes and computers etc. Information resources is an infrastructure or materials that provide content and information services for the users, It is also an element of infrastructures that enables the transaction of certain selected significant and relevant data, prepared so as to provide content information services that can be used directly by the users. Information resources are anything through which

information is derived or extracted. It can be defined as information carriers or information sources. It could also be seen as means of information supply. Information resources are the totality of information gained and accumulated in the development of science and practical activities of people for use in production, management, and everyday life. Information resources are range of materials that the library put together in order to meet the information needs of both the students and the researchers. Bitagi (2014) argued that information resources are varieties of materials in which information could be stored, retrieved and disseminated for use. The author further stated that information resources include such materials like books, periodicals and audio-visual materials that are provided for the students of agricultural science to use.

Information resources therefore include all forms of information carriers that can be used to promote and encourage effective research activities and developmental projects (Chimah and Nwokocha,2013). Information resources such as libraries, archives, museums and research centres, and the web pages that provide information about them are vital for humanities scholars. The university library website was considered the most important resource, even compared to Google. Secondary finding aids and reference resources are considered more important than primary research resources, especially those produced by other scholars, whose output is less trusted than publications produced by commercial organisations, libraries, archives and museums.

2.6 Types and Forms of Information Resources in the Libraries

Information resources include published and unpublished materials that could be used for the upliftment and progress of all the students of agricultural science in federal universities in North-Central, Nigeria. Information resources such as books, journals, newspapers, government publications, indexes and abstracts are common information resources provided and used in libraries. Published information resources include

books, journals, newspapers, magazines, while unpublished information resources include research projects, theses, conferences, workshop and seminar papers, reports and proceedings that libraries gather for the academic benefits of the students. Bitagi (2014) agreed that information resources are well comprehended in the library implies that books, journals, magazines, public and private sector documents of different types are available. Mostly, information resources are such materials as theses, dissertations, indexes, abstracts, technical reports, books, articles, journals, newspapers, and all related in print and non-print formats, information and communication technology (ICT) and all related electronic gadgets which keep or provide information globally without any serious geographical hindrances that can stop the students and the researchers from being satisfied.

Information resources are of different forms such as printed information resources, non-printed and electronic information resources. Printed information resources are those materials that have gone through the technical process of printing or they can be referred to as those information materials that their content is printed on paper using ink and are tied together such as, books, diaries, letters, speeches, patents, photographs, newspaper articles, journal articles, theses and dissertations, survey research (e.g., market surveys, public opinions polls), proceedings of meetings, conferences and symposia, original document birth certificates, wills and marriage licenses. Others are trial transcripts, records of organizations, government documents, monographs, reference and non-reference materials. Examples of reference materials are indexes, abstracts, journals, reports manuscripts, articles, photographs, record of organizations, wills, marriage license, trial transcripts, government agencies, annual reports, treaties, constitutions, and government documents while the non-reference materials are books.

Information materials are those materials that are in print, non-print and electronic formats such as textbooks, journals, indexes, abstracts, newspapers, magazines, reports, compact disks, audio-visual, microfilms, microfiche, websites, online databases, electronic journals, electronic books, compact disk –read only memory (CD-ROM), multimedia etc. Information resources are resources which pass, carry or have information for use by the students of agricultural science universities. Other types of information materials found in the agricultural science libraries are electronic information resources. Electronic information resources can be defined as the electronic representation of information which can be accessed through electronic system and computer network (Johnson *et.al*, 2012). They further stressed that electronic information sources can be seen as the present development in information technology and that they are in different forms such as e-books, digital libraries, online journals magazines, e-learning. Electronic information resources are becoming more and more important for the students of agricultural science of federal universities.

Today most libraries have changed to digital and virtual libraries where books, journals and magazines have changed into e-books, e-journals, and e-magazines. This has improved the global dissemination of information (Abinew and Vuda 2013). Electronic information resources can be defined as the electronic representation of information which can be used via electronic system and computer network (Johnson *et.al*, 2012). They further emphasised that electronic information resources are the most current developments in information technology and they are in different forms. E - resources are materials in digital format that are consulted electronically, they are electronic journals (e-journal), electronic books (e-book) as well as Internet resources. It also consists of databases, magazines, archives, theses, conference papers, government papers, script and monographs. According to the International Federation of Library

Association IFLA (2012) “Electronic information resources are those resources that need computer access, it may be through a personal computer, mainframe, or handheld mobile device, while they may either be accessed remotely using Internet or locally. Okiki and Asiru (2011) referred to “EIRS as the outcome of information and communication technologies and they have been found relevant to the learning and research process in the universities”. The authors emphasized that electronic information resources include e-books, digital libraries, online journal, magazine, e-learning tutors, online test, e-journals, e-discussions, e-news, data archives and e-mail online chatting.

Electronic information resources are those resources which depend on the senses of sight and hearing to convey meaning to students. They are also divided into audio-visual software and hardware. Audio-visual software includes films, home video and television slide while the audio-visual hardware is the gadgets for using the software such as record players, projectors and video recorders. Electronic resources such as e-books, e-databases, web resources, e-serials amongst others are easily accessible in rural area. With the use of electronic resources, researchers and students now have access to global information resources, especially Internet for their research. Researchers and students of agricultural science of federal universities now have access to global information resources, particularly the Internet for their scholarly intercourse.

Furthermore, information resources that are in electronic format such as Internet, e-mail communication, interviews (e.g., telephone) video recordings (e.g. television programmes), audio recordings (e.g. radio programmes), web sites, communications through social networking applications, (e.g. face book, blogs, and YouTube), E-books, E- journals, all other information on CD-ROM, Tape cassette, Flash Drive, Computers,

Databases and any other information that need the use of electronic gadget for effective use are referred to as electronic information resources.

The main reason for establishing libraries especially in agricultural science universities is to provide important information resources to their users for satisfying their information needs. Aina (2013) stated that “provision of resources in the library for the use of the undergraduate students of agricultural sciences should include reference and information resources.” Aina (2013) further opined that these information resources are documents that contain diverse information on any topic-be it an event or individual. The collections in libraries need to include all types of information resources in order to meet the information needs of the students. To make the information resources easy access to the students there should be proper organization and management of the information resources. Ekwelem *et.al* (2011) argued that the Universities of Agricultural Science Libraries as examples of academic libraries are the principal instruments of any university in the conservation of recorded knowledge. Both the published, unpublished, print, non-print, and electronic information resources in almost all the fields of knowledge not only the ones offered in the university are expected to be provided by the libraries.

2.6 Use of information resources by undergraduate students of agricultural science in the Federal University Libraries for their Socio-Economic Empowerment

The concept of use is the ability of undergraduate students of agricultural science researchers, or group of people to know how to apply knowledge to service. Use is the ability of one or group of students to do something and achieve a collective purpose(s) for the use of the information resources. Use means to put into service, mostly to get to an end of something. The undergraduate students of federal universities of agriculture

are using the advantages of information resources in the library as a means to enhance their academic performance.

Use of information resources is aimed at the exploitation of different kinds of information resources for teaching, learning and research activities. Such information resources include print, non-print and electronic resources such as online books journals, theses, and dissertations, online newspapers, magazines, index, abstracts, and Internet based online databases, online encyclopaedia and dictionaries etc. University of agricultural science libraries are established for the benefits of students, lecturers and researchers for them to conduct their various researches. The information resources subscribed and preserved in the library are for the students to use the materials to prepare for their examination, write assignments, term papers and prepare their mini projects. This study is to show the relationship on the use of information resources by the undergraduate students of agricultural science of federal universities. (Woetzel, 2015) stated that for agricultural science students to achieve their educational aims and objectives there is need for them to make good use of the information resources that are relevant to their study. Effectual use of information materials is very important to students mostly the agricultural science students who need a lot of literatures to meet their information needs. Agricultural science libraries know the use of information materials through library statistics which show the number of information resources consulted and those borrowed for the home use.

Again, through the use of IRs researches, academic and students of agricultural science now have a good access to global information resources mostly the internet for their scholarly intercourse. Recently, in the area of teaching and research, use of electronic resources has yielded positive impact and as a result researchers, academics and students now access information resources globally using the Internet for scholarly

materials. Use of electronic information materials by students, academics, and researchers has brought important impact on the educational sector. There is now a low emphasis on a students and researcher's physical presence in the library to use print materials as information needs and resources are now met through a number of options like Internet, network and websites. Students can stay at the hostels and access online or electronic library resources and services through network. This is with the help of rapid developments in Information and communication Technologies (ICTs), which have made it easy to store and retrieve information in many different forms and from any location with a computer or an Internet enabled device (Ahmad and Panda, 2013).

Good use of library information resources both in print and electronic form is expected to enhance the quality of teaching and research of the students. In Federal universities of agricultural science, the use of computer terminals in information searching is gradually gaining popularity and so the students are expected to be computer literate. Utilization of information materials is the extent to which the information resources and services of the library are actually used for teaching, learning and research. It is making use of the available information resources by the students in the federal universities through adequate access where the library makes sure that the materials are purchased and processed for use at the right time through the right device (Nwabueze and Eze, 2014).

It is also important that for the students to make use of information resources, they ought to be skilled in information and communication technologies (ICTs) applications in order to gain independent use of various electronic information resources around the world. It has been observed that undergraduate students in Nigerian universities are confronted with different types of challenges relating to inadequate telecommunications' infrastructure, high cost of subscription, poor user skills, amongst others in the use of information resources. Tyagi (2011) indicated that the ability to use

information resources efficiently relies on basic computer skills, knowledge of what is available and how to use it, and ability to define a research problem. How undergraduate students will get the above skills, knowledge and idea depends on many factors, such as their disciplines, academic status and ranks, age and access. To further buttress this, Prangya and Rabindra (2013) offered that lack of training; poor infrastructure and high cost of accessing some information resources are the obstacles to proper and full utilization of IRs.

Furthermore, the students, staff or even researchers' physical presence in the library to use print formats as information needs and resources are now met through a number of options. Today, students and researchers can at their hostels access online or electronic library resources and services through networks at any time. This has been made possible by increase developments in Information and Communication Technologies (ICTs), which have made it possible to store and retrieve information in many different forms and from any place with a computer or an Internet enabled device (Ahmad and Panda, 2013)

2.8 Agriculture and its importance to Socio-Economic Empowerment

It is a way of cultivation of land and rearing of animals for human consumption. It is the tillage of land. Agriculture is a field of study that deals with crop and animal production. Agriculture is an important segment in the economy of both developed and developing countries. Many countries, like Nigeria have realized the value of agriculture and are making attempt to sustain it by introducing agriculture in the universities as a course of its own. One of such policies in Nigeria is the establishment of agricultural science in most universities in Nigeria to give interested students the opportunity to run agriculture as a course in the universities for socio-economic

development and empowerment of the country and the students at large (Ezeala and Yusuf, 2011).

Agriculture is one of the most viable sectors in the Nigerian economy particularly in terms of its employment potentials. It is the foundation for the development of stable human communities, both in rural and urban areas. It provides environmental benefits and as conservation, guaranteed sustainable management of renewable natural resources and keep biodiversity (Preshstore,2013). Thus, agriculture may be defined as the production, processing, marketing and distribution of crops and livestock products. According to Webster's Dictionary, "agriculture is the art or science of production of crops and livestock on farm." The agricultural sector is strategically positioned to have a high multiplier and linkage effect on any nation's quest for socio economic empowerment, industrial and student's development. Agriculture is known to be one of the Nigeria's potential sources of revenue that is still underdeveloped and unexplored. This is despite the fact that about 80% of Nigerian land is arable and can be cultivated. According to Praburaj (2018) lessons drawn from the economic history of many advanced countries tell us that agricultural prosperity contributed considerably to fostering economic advancement. It is correctly observed that "the leading industrialized countries of today were once predominantly agricultural countries, while the developing economies still have the dominance of agriculture and it largely contributes to the national income. For instance, in India, still, Ikande (2018) indicated that 28% of national income still comes from this sector. Also, agriculture is frequently qualified by words such as incipient, proto, shifting, extensive, and intensive, the precise meaning of which is not self-evident. Many different attributes are used to define particular forms of agriculture, such as soil type, frequency of cultivation, and principal crops or animals.

The Nigerian agricultural sector is covered by the crop sub-sector, which accounts for about 85% of the sector, covering, cash and arable crops, including cowpea and cassava. Cowpea, which is a tropical annual herbaceous legume grows mainly in Nigeria, provides income and employment opportunities for most people in the rural areas of the country. Another important crop is cassava which has often played an important role in reducing famine. Eventually, it becomes the most important root crop in tropical Africa, providing over 50% of the calorie intake of more than 200 million people (nearly one third of the population) of sub-Saharan Africa (Abdoulaye, 2014). In recognition of the wide consumption and use of cassava for food security among poor and underdeveloped nations, the food and agriculture organization (FAO) has made in production a global focal point of their programme. The Federal Government of Nigeria (FGN) in her effort at increasing food production, raising farmer's income and improving the standard of living of people in the country via increasing productivity of farm products, has keyed into FAO programme through their commitment to cassava and cowpea production in Nigeria.

Agriculture has huge, diverse and potential opportunities that cannot only transform the national economy but also tremendously impact the personal lives of the farmers as well as the students. Hence the Federal Government of Nigeria in an attempt to alleviate these problems came up with different policies and programmes to enhance the involvement of the youths in agriculture. One of the programmes is the youths in agriculture programme (YIAP) introduced in 2004 as a subset of agricultural development programme by the Nasarawa State Government and supported by the World Bank. (Kandopal, 2012). The objective of the programme was to create employment for the youths through active participation in modern agricultural practices by raising the production efficiency and productivity of the participants thereby taking

up farming as a life time vacation. These youths are the generations which are expected to rise in the coming years for food production and food security (Proctor and Lucchese,2012). Hence, the contribution of agriculture to farmer's income and rural development depends on the active participation of undergraduate students of federal universities who are the potential labour force.

According to the Agricultural Research Council of Nigeria, ARCN (2011) Agriculture is the foundation and bedrock upon which the development of stable human community such as rural and urban communities have depended on throughout the whole world. It is concerned with the husbandry of crops and animals for food and other purposes. The study of the history of economics provides us with a proof that agricultural revolution is a fundamental to economic development. Furthermore, the agricultural sector has the potentials to shape the landscape, provide environmental benefits such as conservation, guarantee sustainable management of renewable natural resources, preserve biodiversity and contribute to the viability and development of rural areas development.

Agricultural sector, since the discovery of oil in Nigeria has witnessed a lot of neglect from the various successive governments. At present, the sector accounts for 35 percent if not below of the real sector, while crude oil accounts for about 55 percent and above (Noko, 2017). Although, agriculture no longer serves as the leading foreign exchange earner due to phenomenal growth in the petroleum sector of the economy as observed; it is still a dominant economic activity in terms of employment, leading contributor to Nigerian's gross national product and linkages with the rest of the economy. The sector accounts for one –third of the Gross Domestic Product (GDP). It remains the leading employment sector of majority of the Nigerian population as it employs two- third of the labour force (Noko, 2017).

Agriculture has been a way of sustaining the entire populace. There are many professions, ranging from a different type of engineering to the less technical professions all these directly or indirectly make use of the agricultural product in one way or the other in course of their production. In the whole world today the importance of agriculture cannot be de-emphasized. Agriculture plays a critical role in the entire life of a given economy. Agriculture is the backbone of the economic system of a given country. It does not only provide food and raw materials; it also provides employment opportunities to a very large number of people. It serves as a source of livelihood to the masses; about 70% of people depend directly or indirectly on agriculture as a livelihood.

2.9 Importance of Agriculture are:

1. It contributes to national revenue. Agriculture is the main source of national income for most developing countries. However, for developed countries, agriculture contributes a smaller percentage to their national income.
2. Agriculture also supplies food as well as fodder; the agricultural sector provides fodder for domestic animals. The cow provides people with milk which is a form of protective food. Moreover, livestock also meets people's food requirements.
3. Its importance is also in the area of International Trade. Agricultural products such as sugar, tea, rice, spices, tobacco, and coffee, are major items of exports of any countries that depend on agriculture.
4. Its most important role is in the area of raw material; the main source of raw materials to major industries such as cotton and jute fabric, sugar, tobacco, edible as well as non-edible oil is agriculture. More so, very many other industries, like

industries that process fruits as well as vegetables and rice husking get all their raw materials from agriculture.

5. Foreign exchange resources; the nation's export trade depends largely on the agricultural sector. For example, agricultural commodities such as jute, tobacco, spices, oilseeds, raw cotton, tea as well as coffee account for approximately 18% of the entire value of exports of a country. This shows that agricultural products also continue to be important source of earning for a country's foreign exchange.
6. Agriculture provides a great employment opportunity. Construction of irrigation schemes, drainage system as well as other such activities in the agricultural sector is important as it provides larger employment opportunities. The agriculture sector provides more employment opportunities for the labor force. This reduces the high rate of unemployment in developing countries caused by the fast-growing population.
7. Economic development; since agriculture employs many people, it contributes to economic development. As a result, the national income levels, as well as people's standard of living, are improved.

2.10 Barriers to Awareness and Use of Information Resources for Socio Economic Empowerment

Barriers are factors that hinder information seekers not to be aware or use information resources, or it is anything that will stop students of agricultural science not to be aware or use information resources in libraries. Barriers could also be obstacles or hindrances that the students of agricultural science encounter while trying to be aware and use the provided information resources available in the libraries. It is the

manifestations (appearances) of the objective reality which hinder or prevent awareness and use of information resources provided by the federal university libraries in the North-Central, Zone, Nigeria.

There are many factors that inhibit awareness and use of information resources provided in libraries:

1. Inadequate funding, this poses serious threats to library and the users because without adequate funding the library will be incapacitated in carrying out its sole responsibilities let alone meeting the needs of its students. This is due to insufficient monetary allocation to the libraries. In a study by Bitagi (2014) inadequate funding of the library, high cost of information resources and inadequate period and number of loans were major factors militating against the provision and utilization of information resources. More so, Omotosho and Okiki (2012) agreed that inadequate funding is the major challenge faced by the library staff in the provision of effective library services and information to the students. The effect of this is that the library users, researchers, including staff are not interested to access library information resources and services.
2. According to Bhatti and Bux-Jumani (2012) the problems faced by the libraries and their patrons and which needed to be addressed as inadequate funding, inadequate staff, insufficient communication between various departments and librarians, users' lack of information literacy skills, inadequate copies of library information resources for users, and lack of enabling infrastructure including IT infrastructure, insufficient information resources; insufficient OPAC and Internet terminals; out-dated information materials, mutilated books and long service queues; missing books, unreliable photocopying services and unfriendly security personnel.

3. The uncooperative attitude of the library staff could cause a bottleneck to the library visit, awareness and resources utilization. There is therefore the need for a friendly staff user relationship in every library mostly agricultural science libraries.
4. Unconducive learning atmosphere which includes uncleanliness of the reading chairs and tables, improper ventilation, leaked roofing, noise and other forms of inconveniences also hinder the awareness and use of the information resources in a library.
5. Lack and slow of networks and rampant power outage especially in Nigerian university libraries prevent users from proper and timely access to electronic information resources let alone other satisfactions with the resources. According to Tariq and Zia (2014) the main barriers to awareness and use of information resources are slow network connection, power failure, viruses, and subscription issues. Furthermore, the users also need to get trained for an effective use of these resources.
6. Prangya and Rabindra (2013) concluded that not being aware, lack of training poor infrastructure and high cost of accessing most of these information resources are the barriers to the full utilization of IRs.

Despite several advantages of information resources and their positive effect on students' academic performance including the students of agriculture, many university students are yet to use the opportunities provided by Information resources these due to the fact that many of the students are not aware of the availability of such resources in the library, let alone of using them for their academic pursuits.

2.11 Empirical Review of Literature

In analysis carried out by Lucky (2016) on awareness and use of information resources among undergraduate students of agricultural science of federal universities in Northern

Nigeria reported that the respondents felt they ought to be aware of the availability of information resources to aid them in their academic pursuits. With advances in technology and e-publishing, online text full text databases, Emerald, Science Direct, Academic Search Premier, EBSCOHOST, TEEEL, OARE Sciences, HINARI, Virtual Library (NUC), online public access catalogue (OPAC), CD-ROMs (Compact Disc-Read-only Memory), e-books collections, e-journals covering a variety of subjects, and major bibliographic databases like AGORA and Medline are various information resources through which awareness could be created. This study is related to the present study in the areas of the variables measured.

A study by Aina (2013) on awareness, accessibility and use of electronic database among academic staff of Babcock University Business School revealed that only 40 (47.1%) and above of the respondents had full accessibility to academic journals, Ebscohost and JSTOR databases. AJOL, Electronic Resources for Research Methods and International Research Journals were averagely accessible to the respondents with the following responses: 30 (35.3%), 36 (42.4%) 38 (44.7%) respectively. It was also revealed that the following databases were not accessible to respondents with Bookboon 19 (22.4%). Dissertation and Theses 19 (22.4%), DOAJ 55 (64.7%), HINARI 20 (20.5%), SAGE 22 (27.1%), World Bank Open Knowledge Repository 31 (36.5%) and National Virtual Library databases 25 (29.4%). This implies that despite the fact that these resources were subscribed to and respondents were aware of them still they are not all fully accessible due to one challenge or the other such as inadequate Internet facility and electricity supply. This study is related to the present study in terms of their titles.

In a similar study, Aina (2013) studied the use of IT facilities. The study revealed that 74.3% of the respondents were aware and they use Internet, 64.8% of them indicated

that they are aware and that they make use of computers, while facsimile use is the least and some of the respondents maintained that they do not make use of any of the library facilities because they were not aware of the availability of IT facilities with response rate of 13.4%, while 5.2% of the respondents agreed that they were ignorant of use of the facilities. In the case of the Internet, 80.7% of the respondents maintained that they were aware and that they had access and at the same time made use of Internet resources. This study is related to the present study in terms of the methodology used.

In the study conducted by Egberongbe (2014), the respondents were asked about library resources provided by the academic libraries. The result showed high percentage for adequate provision of these information resources and low percentage for inadequate provision thus; textbooks, e-books, journals, e-journals (82% to 16%) newspapers/magazines (86% for adequate; 14% inadequate provision). On e – resources, the result showed further that CD-ROM had 74% adequate and 26% inadequate; audio-visual (75% adequate and 25% adequate provision); provision of computers for use by the users had 71% and 29% adequate and inadequate. Other Internet resources provision had 73% for adequate and 27% for inadequate respectively. This study is related to the present study in the area of method of collecting data.

Studies have shown that in analysis carried by Ossai-onah (2013) 31(88.6%) of the students were aware and use information resources for educational and research purposes, 4(11.4%) are aware and use information resources to watch film, 12(34.3%) are aware and use it to listen to news, while 17(48.6%) are aware at the same time use it for communication and chatting. The findings therefore, showed that students are aware and make use of information resources for obtaining educational and research information for their socio-economic empowerment. This study is related to the present study in terms of the title.

In an analysis carried out by Ikande (2018) in a paper titled “Awareness and Use of Information Resources for Research by Final Year Students” in Adeyemi College of Education, Ondo. The study revealed a very high level of awareness of the availability of e-resources among ACC students. That is, all the 33 respondents were aware of the available e-resources and each of them was aware of more than one e-resource. Awareness of online dissertations or theses ranked the highest, while that of e-books ranked the lowest. A list of the types of e-resources of which students were aware includes online dissertations or theses (30; 90.9%), e-journals (28; 84.8%), search engines (27; 81.8%), library catalogue (25; 75.8%), academic databases (25; 75.8%), website information (22; 66.7%), emails (16; 48.5%) and e-books (10; 30.3%). This study is related to the present study in terms of the method of collecting data

2.12 Summary of Literature Review

The review has been done based on the variables in the study. The review was on the awareness and use of information resources by the undergraduate students of agricultural science in North-Central Nigeria. The study reviewed showed that the students of agricultural science socio-economic status greatly depend on the awareness and use of information resources which are driving forces for academic and general development. Also reviewed is the library of agricultural universities for the provision of information resources for the agriculture students and the need for students of agriculture to be computer literate in order to move with time. It was observed that many studies have been carried out on the availability, accessibility and utilization of information resources, however, none has been carried out on awareness and use of information resources by undergraduate students of agriculture for socio-economic empowerment in federal universities in North-Central, Nigeria and this is the gap this study will fill.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Research Design

The study adopted the descriptive design called correlation. According to Hellmich (2015) this type of study seeks to establish that there is a relationship that exists between (2) two or more variables. In statistics, correlation or dependence is any statistical relationship whether causal or not between 2 random variables. Correlation is any statistical association, through it commonly refers to the degree which a pair of variables are linearly related.

3.2 Population of the Study

Six (6) Federal Universities was selected because they had all the facilities needed for the study. The population of this study was 20,348 undergraduate students of Agriculture in Federal Universities in North-Central, Nigeria. The total study population of 2,002 was proportionately selected from 20,348 undergraduate students of Agriculture. These include undergraduate students of University of Abuja (FCT), Federal University of Ilorin, University of Jos, Federal University Lafia, Federal University of Lokoja – though does not offer agriculture as a discipline. Federal University of Agriculture, Makurdi and Federal University of Technology Minna. Table 3.1 shows the breakdown of the population:

Table 3.1: Population of the Study

S/N	Name of Federal University	No. of the students
1	University of Abuja (FCT)	6,000
2	University of Ilorin	786
3	University of Jos	766
4	Federal University Lafia	4,220
5,	Federal University of Agriculture Makurdi	5,100
6.	Federal university of Technology Minna	3,476
	Total	20,348

Source: Admission Offices of the Universities

3.3 Sample and Sampling Techniques

The sample size of the study was 501 undergraduate students of Agriculture in Federal Universities in North-Central, Nigeria. Five hundred and one (501) sample size of the study was determined using a sampling fraction of 2.4% in the study. The total sample size of 501 undergraduate students of Agriculture was proportionately distributed on the basis of individual universities involved in the study according to the population of their students. To determine the sample size, Krejcie and Morgan (1970) Table which stated that in every scientific study for a population of 3,000 a sample size of 341 was selected and for 4,000 population a sample size of 351 was used in a study. Therefore, a sample size of 501 was considered adequate for the population of 20,348 for this study.

A sample may be defined as the group of cause selected as a good representation from all possible causes of interest in a particular research project while sampling is a method used when any portion of the target population is required as a representation of a given population. Sampling can also be a process used in statistical analysis in which a

predetermined number of observations are taken from a larger population. (Mccombes, 2020).

Table 3.2: Sample Size of the Study

S/N	Name of Federal University	Randomly selected study population	Sample Size
1.	University of Abuja	641	200
2.	University of Ilorin	200	55
3.	University of Jos	200	55
4.	Federal University of Lafia	351	63
5.	University of Agriculture Makurdi	360	67
6.	Federal University of Technology Minna	250	61
	Total	2,002	501

3.4 Instruments for Data Collection

The research instrument used for collecting data for the study were questionnaire and observation checklist. The questionnaire was designed under 6 sections. The questionnaire was the main instrument for collecting data. Questionnaire is the most common or frequently used method of data collection. Questionnaire could be used to obtain information on a number of issues such as the distribution of a group of people in terms of such factors as gender, state, qualification, age, socio-economic status and teaching experience. There are two major types of questionnaires namely; the structured or fixed response questionnaire and the instructed or open-ended questionnaire. The title

of the questionnaire was “Awareness and use of information resources for socio-economic empowerment of the undergraduate students of federal universities in North-Central, Nigeria. (AUIRSE). Section “A” of the questionnaire contained demographic information of the respondents, Section “B” will contain types of information resources available in the library, Section “C” contained level of awareness of information resources by Agriculture students, Section “D” contained level of use of information resources for socio economic empowerment, Section “E” contained extent awareness and use of information resources affect the students’ socio-economic status, Section “F” contained the socio-economic aspects of students’ life affected by use of information resources and Section “G” contained factors affecting the socio-economic empowerment of undergraduate students of agriculture in federal universities.

Observation checklist was used also to assess the information resources available in the library relevant for socio-economic empowerment of the agriculture students.

3.5 Validity of the Instruments

Validity of data collection refers to the extent that the instrument measures what it was designed to measure. The questionnaire and the observation checklist were validated with the help of the researcher’s supervisor. Necessary inputs, observations and comments were made in order to arrive at a valid measure on all the important concepts of the study. Furthermore, to ensure the face and content validity of the instrument, it was also given to two (2) other lecturers in LIT Department and one (1) analyst for their inputs. The criticisms of the supervisor and the other lecturers were affected in the instrument to improve it.

To validate the observation checklist the researcher identified the items expected to be cross – checked and presented to the supervisor for confirmation and critique.

3.6 Reliability of the Instrument

Reliability refers to the extent to which research instrument brings out the same results over multiple trials. A pre-test was conducted using student of department of agriculture, Ibrahim Badamosh Babangida University Lapai, Niger State. Fifty (50) copies of the questionnaire were administered to undergraduate students of Agriculture to determine the reliability of the instrument. The instrument was analysed using Cronhbach Coefficient Alpha to get the reliability result. The cronhbach alpha value for the entire questionnaire was 0.820 which reflected that the reliability of the instrument is strong and is considered useful for this study.

Average of cronbach Alph = $83+68;76/3$

Cronbach Alpha = 0.76

3.7 Procedure for Data Collection

An introductory letter was collected from the Head of Department, LIT, Federal University of Technology Minna. In reaching the various institutions permission was sought from the Head of Departments of the selected Federal Universities of Agriculture. The researcher co-opted 1 or 2 research assistants in each of the universities to collect data for the study. In each of the Schools and Departments visited the researcher contracted different levels during their lecture periods and used the class representatives to collect the filled questionnaire. The researcher spent 2 months to collect data for the study.

The observation checklist was used to determine and identify the types of information resources available in the libraries; that can empower socio-economic status of the agriculture students.

3.8 Method of Data Analysis

The data in this study as regards to Research Question was analysed using descriptive statistics of percentages, mean and standard deviation. Inferential statistics of Pearson Product Moment correlation was used to test the hypothesis to establish the relationship that exists between the variables. Multiple Regressions was used to determine the effect of the independent variable and dependable variable. Socio – demographic information was analysed using descriptive statistics of frequency counts and percentages.

CHAPTER FOUR
RESULTS AND DISCUSSION

4.1 Response Rate

A total of three hundred and fifty-one (351) copies of the questionnaire were administered to students in Federal University of Agriculture Makurdi, Benue State; Federal University Lafia, Benue State. Federal University of Technology Minna, Niger State; University of Abuja, FCT; University of Ilorin, Kwara State and University of Jos Plateau State. Three hundred and one (301) copies of questionnaire were filled, returned and found usable representing 86% response rate.

Table 4.1 shows the breakdown of the response rate.

Table 4.1 Response Rate

S/No	Name of Institution	No of Administered Questionnaire	No of Returned Questionnaire	Percentages (%) of Returned Questionnaire
1	Federal University of Agriculture Makurdi	67	56	16
2	Federal University Lafia	63	54	15
3	Federal University of Technology Minna	61	52	15
4	University of Abuja	60	50	14
5	University of Ilorin	55	48	14
6	University of Jos	55	41	12
	Total	351	301	86

Table 4.1 showing response rate of respondents revealed that of the 351 copies of questionnaire administered, 56(16%) copies of the questionnaire were retrieved from Federal University of Agriculture Makurdi, 52 (15%) copies of the questionnaire were retrieved from Federal University of Technology, Minna, 54(12%) copies of the questionnaire were retrieved from University of Jos, 50(14%) copies of questionnaire

were retrieved from University of Ilorin, 48(14%) copies of questionnaire were retrieved from Federal University Lafia making an aggregate of 86% response rate.

4.1.1 Demographic information of the respondents

Respondents were asked to indicate their demographic variables; Table 4.2 shows the response based on their gender and level respectively.

The distribution of the research instrument by gender is presented in Table 4.2

Table 4.2.: Distribution of Respondents According to Gender

S/N	Gender	Frequency	Percentage
1	Male	187	62
2	Female	114	38
	Total	301	100

Table 4.2 indicated that 187 (62%) of respondents were males, while 114 (38%) of them were females. The result shows that majority of the respondents were males

4.2 The distribution of the research instrument by level is presented in Table 4.2.1

Table 4.2.1: Distribution of Respondents by Level of Study

S/N	Level	Frequency	Percentage
1	100	53	18
2	200	59	20
3	300	82	27
4	400	36	12
5	500	71	23
	TOTAL	301	100

Table 4.2.1 revealed that majority of the respondents are in 300 level with 82(27%), 71(23%) of the respondent are in 500 level, 59(20%) of the respondents are in 200 level,

53(18%) of the respondents are in 100 level and 36(20%) of the respondents are in 400 level. The result shows that majority of the respondents are 300 level students.

4.3 Research question 1: What are the types of information resources available in the library?

An observation checklist was used to answer research question 1 on the types of information resources available in the studied libraries. Table 4.3 is an observation checklist of the types of information resources available in the studied libraries.

Table 4.3: Type of Information Resources Available in the Studied Universities

Table 4.3 revealed that all the information resources selected for the study are available in the libraries of the studied institutions

S/N	Information Resources	FUL	FUAM	FUTMX	UNIABJ	UNIJOS	UNILORIN	Total
1.	Books	√	√	√	√	√	√	6
2.	Journals	√	√	√	√	√	√	6
3.	Newspapers	√	√	√	√	√	√	6
4.	Encyclopedia	√	√	√	√	√	√	6
5.	Theses	√	√	√	√	√	√	6
6.	Magazines	√	√	√	√	√	√	6
7.	Gazettes	√	√	√	√	√	√	6
8.	Monographs	√	√	√	√	√	√	6
9.	E-Books	√	√	√	√	√	√	6
10.	E-Journals	√	√	√	√	√	√	6
11.	Internet resources	√	√	√	√	√	√	6
12.	OPAC	√	√	√	√	√	√	6
13.	Library Repositories	√	√	√	√	√	√	6
14.	Conference proceedings	√	√	√	√	√	√	6
15.	Newsletter	√	√	√	√	√	√	6
16.	Dictionaries	√	√	√	√	√	√	6
17.	Atlases	√	√	√	√	√	√	6
18.	Projects	√	√	√	√	√	√	6
19.	Others (please specify)	√	√	√	√	√	√	6
	Total	19	19	19	19	19	19	

Key: AV = Available (√) NA = Not Available (-)

4.4 Research question 2: What are the socio-economic aspects of the undergraduate students of agriculture life affected by use of information resources in the federal university libraries in North-Central Nigeria?

Table 4.4 shows the various ways use of information resources affects socio-economic aspects of the undergraduate students of agriculture.

Table 4.4: Various Ways Use of Information Resources Affects Socio-Economic Aspects of Undergraduates

Statement	FUAM		FUTMX		UNIABJ		UNI JOS		UNI LO		FUL	
	\bar{X}	StD	\bar{X}	StD	\bar{X}	StD	\bar{X}	StD	\bar{X}	StD	\bar{X}	StD
1. My self-reliance aspect of life has improved through the use of information resources	2.70	1.07	2.63	0.91	2.82	1.08	2.59	1.05	2.71	1.13	2.78	0.98
2. My education aspect of life has improved through the use of information resources	2.63	1.0	2.50	0.89	2.76	1.02	2.90	1.09	2.75	1.10	2.72	0.99
3. My agricultural production aspect of life has improved through information resources	2.89	1.20	2.35	1.05	2.74	0.14	2.76	1.09	2.25	1.02	2.91	1.14
4. My socialization status has improved through information resources	2.55	1.17	2.60	1.18	1.86	1.10	2.71	1.23	2.60	1.16	2.87	1.19
5. My financial/income status has improved through the use of information resources	2.68	1.11	2.83	0.92	2.76	0.85	1.98	1.08	2.56	1.10	1.94	1.09
6. My health and food security aspects of life have improved through the use of information resources	2.75	1.08	2.15	0.98	2.10	1.09	3.20	0.95	2.13	1.09	2.19	1.08
7. My Family livelihood status has improved through the use of information resources	2.29	1.04	2.29	1.02	2.10	1.09	1.90	1.09	2.81	1.06	1.94	1.05
8. My nutrition aspect of life has improved through the use of information resources	2.30	1.01	2.15	1.10	3.06	0.91	1.98	1.19	2.81	1.05	2.20	1.90
9. My idea on new farming technologies has improved through the use of information resources	2.79	1.05	2.73	0.97	2.96	1.00	3.02	1.08	2.63	1.1	2.13	1.10
10. My idea of youth development has improved though the use of information resources	2.02	1.08	3.06	0.89	2.10	1.09	2.93	1.19	2.63	1.12	2.28	1.13
11. My idea of marketing of agricultural produce has improved through the use of information resources	2.70	1.06	2.23	1.02	2.86	1.10	2.85	1.08	2.71	1.07	2.04	1.08
Weighted mean	2.58	0.08	2.50	0.01	2.56	0.06	2.62	0.12	2.60	0.10	2.36	0.14

Keys: SA= strongly agree, A = Agreed, D = Disagreed, SD = Strongly Disagreed

Table 4.4 shows the weighted mean from the six federal universities studied in North Central, five have a weighted mean above the bench mark mean of 2.5 on a four-point likert scale. These are: University of Jos (UNIJOS): (\bar{X} = 2.62, StD = 0.12); University of Ilorin (UNILORIN) : (\bar{X} = 2.60, StD = 0.10); Federal university of Agriculture Makurdi (FUAM) (\bar{X} = 2.58, StD = 0.08); University of Abuja (UNIABJ): (\bar{X} = 2.56, StD = 0.06) and Federal University of Technology Minna (FUTMX) \bar{X} = 2.50, StD = 0.01 while Federal University Lafia produced a weighted mean value of (\bar{X} = 2.36, StD = 0.14) which is below the bench mark mean of 2.5. This depicts those socio-economic aspects of the undergraduate students of agriculture life in Federal University Lafia were not affected by use of information resources in the library.

4.5 Research question 3: What is the level of awareness of information resources by the undergraduate students?

Table 4.5: Level of Awareness of Information Resources.

Statement	FUAM		FUTMX		UNIABJ		UNI JOS		UNI LO		FUL	
	\bar{X}	StD	\bar{X}	StD	\bar{X}	StD	\bar{X}	StD	\bar{X}	StD	\bar{X}	StD
1. Through the use of new arrivals shelves display to create awareness on information resources my socio-economic status improves	2.52	1.13	2.87	1.03	2.94	0.97	2.76	0.94	2.79	0.96	3.02	1.00
2. Through awareness duty such as identifying new information resources on the bulletin or notice board my socio-economic status improves	2.71	0.97	2.77	0.96	2.42	1.03	2.44	1.95	2.46	1.11	2.00	0.97
3. Through awareness exercise such as use of posters and fliers on information resources my socio-economic status improves	2.71	1.03	2.69	0.92	2.28	0.92	1.95	0.92	2.88	0.98	2.39	1.04
4. Through awareness exercise such as Email to reveal the information resources my socio-economic status improves	2.21	1.02	2.12	0.98	2.26	0.96	2.41	1.02	2.83	0.99	2.15	1.07
5. Through awareness exercise such as SMS on information resources my socio-economic status improves	2.14	1.05	2.15	1.02	2.06	1.07	1.78	1.04	2.35	1.04	2.07	1.11
6. Through awareness exercise such as library website on information resources my socio-economic status improves	1.96	1.04	2.35	0.94	2.22	1.13	2.22	1.11	2.65	1.00	2.20	1.17
7. Through awareness exercise such as WhatsApp on information resources my socio-economic status improves	2.57	0.97	2.85	0.94	2.78	1.07	2.61	1.04	2.31	1.09	1.89	1.02
8. Through awareness exercise such as OPAC services on information resources my socio-economic status improves	2.05	1.05	2.94	0.94	2.62	1.14	2.20	1.10	3.04	0.96	2.07	1.09
Weighted mean	2.36	0.14	2.59	0.09	2.45	0.05	2.3	0.20	2.66	0.11	2.22	0.23

VHL –Very High Level, HL – High Level, LL – Low Level and VLL – Very Low Level

Table 4.5 Level of Awareness of Information Resources vis-à-vis socio-economic.

Table 4.5 shows the weighted mean from the six federal universities studied in North Central, Nigeria. Two universities have a weighted mean score above the bench mark mean of 2.5 on a four-point Likert scale. These universities are: University of Ilorin ($\bar{X} = 2.66$, StD = 0.11) and Federal University of Technology Minna: ($\bar{X} = 2.59$, StD = 0.09), this is because the awareness and use of information resources in these two universities were high. While the other four universities have a mean scores below the benchmark mean 2.5. These are: University of Abuja ($\bar{X} = 2.45$, StD = 0.05); Federal university of Agriculture Makurdi (FUAM) $\bar{X} = 2.36$, StD = 0.14, University of Jos $\bar{X} = 2.30$, StD = 0.20 and Federal University Lafia ($\bar{X} = 2.22$, StD = 0.23). This also happened because awareness and use of information resources in these four mentioned universities were low.

4.6 Research question 4: What is the level of use of information resources in the federal university libraries by undergraduate students of agriculture for their socio-economic empowerment?

The undergraduate students in the North-central, Nigeria were also asked to rate their level of use of library information resources, and their responses in respect to the question asked are displayed in Table 4.6.

Table 4.6: Level of Use of Information Resources vis-a-avis Socio-Economic Empowerment

	Statement	FUAM		FUTMX		UNIABJ		UNIJOS		UNILO		NAS	
		\bar{X}	StD	\bar{X}	StD	\bar{X}	StD	\bar{X}	StD	\bar{X}	StD	\bar{X}	StD
1.	I use library books for socio-economic empowerment	2.55	1.09	2.27	1.03	3.02	1.04	2.66	1.19	2.98	1.02	2.80	1.10
2.	I use library journals for socio-economic empowerment	2.84	0.94	3.13	0.95	2.88	1.12	2.85	0.98	2.92	1.1	3.06	1.05
3.	I use library newspaper for socio-economic empowerment	1.84	1.06	2.21	1.24	1.90	1.90	2.49	1.03	1.83	1.11	2.00	1.17
4.	I use library dictionaries for socio-economic empowerment	2.11	1.06	2.25	1.08	2.14	1.12	1.98	1.10	1.75	1.00	2.39	1.05
5.	I use library encyclopedia for socio-economic empowerment	2.93	0.93	2.87	0.90	1.70	1.09	1.95	1.07	2.90	1.06	2.35	1.067
6.	I use library theses for socio-economic empowerment	2.36	1.16	2.52	1.03	2.26	1.21	1.76	1.09	2.29	1.22	2.24	1.16
7.	I use library magazines for socio-economic empowerment	2.82	1.30	3.23	0.75	2.80	1.19	3.15	1.17	3.21	0.94	3.28	0.92
8.	I use Gazettes for socio-economic empowerment	2.14	1.22	2.21	1.01	2.00	1.23	2.32	1.27	2.50	1.14	2.44	1.25
9.	I use E-journals for socio-economic empowerment	2.41	1.21	3.13	0.97	2.90	1.15	2.07	1.23	3.02	1.04	3.02	1.12
10.	I use E-books for socio-economic empowerment	2.91	1.13	3.19	0.82	2.94	1.12	1.98	1.04	2.94	1.11	2.93	1.09
11	I use Internet resources for socio-economic empowerment	2.84	1.02	3.29	0.91	3.08	0.96	2.07	1.19	3.13	0.94	2.94	1.04
12	I use library repositories for socio-economic empowerment	3.04	0.89	3.08	0.90	2.48	1.05	2.15	1.24	2.79	0.96	2.09	1.10
13	I use conference proceedings for socio-economic empowerment	2.66	0.99	2.06	1.09	2.34	1.04	2.05	1.14	2.15	1.09	2.37	1.10
14	I use library newsletter for socio-economic empowerment	2.14	1.13	1.79	1.33	2.10	1.15	1.88	1.10	1.85	1.09	2.11	1.07

15	I use atlases for socio-economic empowerment	2.23	1.11	1.96	1.12	2.22	1.11	2.00	1.09	2.35	1.08	2.02	1.04
16	I use projects for socio-economic empowerment	2.34	1.06	3.08	1.08	2.52	1.07	3.20	0.87	2.29	1.05	1.96	1.03
17	I use OPAC for socio-economic empowerment	2.23	1.06	3.00	0.95	2.40	1.03	2.63	0.99	2.38	1.05	2.43	1.06
18	I use monographs for socio-economic empowerment	2.71	0.82	3.27	.63	2.66	1.02	2.68	0.85	2.52	1.13	3.31	0.69
	Weighted mean	2.51	0.01	2.70	0.20	2.46	0.04	2.33	0.22	2.54	0.04	2.54	0.04

VHL –Very High Level, HL – High Level, LL – Low Level and VLL – Very Low Level

Table 4.6 revealed that out of the six federal universities studied, four (4) have a weighted mean score value above the benchmark mean of 2.5 on a four-point Likert scale. These are: Federal University of Technology Minna (FUTMX) (\bar{x} = 2.70, StD = 0.20); University of Ilorin (UNILORIN): (\bar{x} = 2.54, StD = 0.04); Federal University Lafia (\bar{x} = 2.54, StD = 0.04) and Federal university of Agriculture Makurdi (FUAM) (\bar{x} = 2.51, StD = 0.01) The weighted mean of these universities are above benchmark because their awareness and use of information resources are high and while two universities namely; University of Abuja (UNIABJ): (\bar{x} = 2.46, StD = 0.04); University of Jos (UNIJOS): (\bar{x} = 2.33, StD = 0.22); have a mean score values that are below the benchmark of 2.50 on a four point Likert scale. This was because awareness and use of information resources in the universities are low

4.7 Research question 5: What is the extent to which awareness and use of information resources in federal university libraries by undergraduate students of agriculture affect their socio-economic empowerment?

The undergraduate student of agriculture in federal universities in North-central, Nigeria, were also asked to rate the extent to which awareness and use of information resources affect their socio-economic empowerment, and their responses in respect to the question asked are displayed in table 4.7.

Table 4.7: Extent to which awareness and use of information resources affect their socio-economic empowerment

S/N	Statement	FUAM		FUTMX		UNIABJ		UNIJOS		UNILO		FUL	
		\bar{X}	StD	\bar{X}	StD	\bar{X}	StD	\bar{X}	StD	\bar{X}	StD	\bar{X}	StD
1.	My awareness and use of information resources have reduced my constraints for socio-economic growth	2.86	1.05	3.21	0.87	2.90	1.04	3.29	0.75	3.10	1.02	3.15	0.99
2.	My awareness and use of information resources have improved my knowledge of food safety in the society	2.96	0.91	2.10	1.05	2.60	1.03	2.88	$\frac{1.0}{2}$	3.00	1.05	2.80	0.95
3.	My awareness and use of information resources have improved my understanding of marriage tradition in the society	2.79	0.84	1.77	1.02	2.30	1.11	2.76	1.04	2.94	0.97	2.11	0.98
4.	My awareness and use of information resources have improved my fear of domination of other people in the society.	2.77	0.93	2.87	1.17	2.22	1.07	3.00	0.97	2.81	1.00	3.00	1.09
5.	My awareness and use of information resources have improved my home development	2.57	1.02	1.81	1.05	2.42	1.14	1.93	1.03	2.04	0.94	3.00	1.09
6.	My awareness and use of information resources have improved my understanding of poverty in the society	2.27	1.10	2.92	1.12	3.20	0.86	2.12	1.12	3.17	0.93	2.24	1.16
7.	My awareness and use of information resources have improved my understanding of the terms envy and jealousy in the society	1.96	1.11	3.02	1.11	1.78	1.05	1.88	1.03	1.90	1.11	2.04	1.11
8.	My awareness and use of information resources have improved my understanding of exploitation of people in the society.	2.75	0.97	1.58	1.16	1.88	1.02	2.24	1.07	3.06	1.01	2.20	1.07
9.	My awareness and use of information resources have improved my employment	2.27	1.08	1.92	1.06	2.14	.08	2.32	1.06	2.02	1.08	2.98	0.98
10.	My awareness and use of information resources have improved my understanding of marginalization in the society	1.79	1.02	3.29	1.10	2.26	1.32	2.46	1.12	1.56	0.77	1.69	1.00
	Weighted mean	2.50	0.0	2.45	0.05	2.37	0.13	2.49	0.01	2.56	0.06	2.52	0.02

Keys: VHE – Very High Extent, HE – High Extent, LE – Low Extent and VLE – Very Low Extent

Table 4.7 reveals that University of Ilorin (UNILORIN): (\bar{X} = 2.56, StD = 0.06); Federal University Lafia (\bar{X} = 2.52, StD = 0.02) and Federal University of Agriculture Makurdi (FUAM) (\bar{X} = 2.50, StD = 0.00); have a high weighted mean score that are above the 2.5 bench mark on a four-point Likert scale their awareness and use are high . The other three universities produced a mean value score below 2.5 indicating that awareness and use of information resources do not affect the respondents'; socio-economic empowerment. The universities are University of Jos (UNIJOS): (\bar{X} = 2.49, StD = 0.01); Federal University of Technology Minna (FUTMX): (\bar{X} = 2.45, StD = 0.05) and University of Abuja (UNIABJ) \bar{X} = 2.37, StD = 0.13). These three universities that their benchmark are below the benchmark is simply because the awareness and use of information resource there is low.

4.8 Research question 6: What are the factors affecting the socio-economic empowerment growth of undergraduate students of agriculture in federal universities?

The undergraduate students of agriculture in the North-central, Nigeria were asked to indicate the factors affecting their socio-economic empowerment growth.

Table 4.8: Factors Affecting Undergraduate Socio-economic Empowerment.

Statement	FUAM		FUTMX		UNIABJ		UNILOS		UNILO		FUL	
	\bar{X}	StD	\bar{X}	StD	\bar{X}	StD	\bar{X}	StD	\bar{X}	StD	\bar{X}	StD
1. Inadequate information resources in the library	1.91	1.00	1.79	1.09	1.60	0.94	2.02	1.17	2.02	1.10	1.85	1.12
2. Inadequate current information resources in the library	2.91	1.24	1.69	1.04	1.74	.05	1.68	0.93	1.79	0.98	2.63	1.29
3. Inadequate funding of the library	3.02	1.12	1.88	1.07	3.04	1.08	3.00	1.09	2.25	1.06	3.20	0.99
4. Poor library staff/student relationship	1.93	1.09	2.04	1.18	2.82	1.17	2.66	1.13	2.85	1.13	2.20	1.10
5. Unconducive learning environment of the library	2.88	1.17	1.75	1.08	2.00	1.17	3.00	1.09	2.19	1.08	2.07	1.24
6. Inadequate power supply in the library.	2.70	1.22	3.08	1.04	3.34	0.91	2.93	1.03	2.25	1.29	3.04	1.15
7. Inadequate Internet facilities such as network services, E-books, E-journals etc. in the library.	3.34	0.84	3.21	0.92	2.02	1.11	2.24	1.07	2.23	0.22	3.07	1.00
8. Poor awareness of provision of information resources in the library	3.11	1.00	1.54	0.96	2.54	1.34	3.12	0.98	2.85	1.14	3.44	0.79
9. Poor use of information resources provided by the library.	2.80	1.06	2.98	1.06	3.24	0.98	2.10	1.14	2.63	1.14	2.22	1.11
10. High cost of information resources needed in the library.	2.71	0.86	3.04	0.91	1.78	0.93	2.56	1.05	2.85	1.03	2.35	0.97
11. Inadequate number of professional staff in the library.	2.38	0.94	2.04	1.09	2.02	1.02	2.10	1.07	2.25	1.21	1.87	0.89
12. Many mutilated books and long services queues available in the library.	2.29	1.04	1.98	1.00	1.94	0.91	2.22	1.04	1.98	1.06	1.72	0.92
13. Users' poor information literacy skill	2.43	0.93	3.25	0.95	2.58	1.05	2.12	1.17	2.46	1.22	2.17	1.02
Weighted Mean	2.65	0.15	2.33	0.22	2.36	0.14	2.44	0.06	2.35	0.15	2.45	0.05

Table 4.8 reveals that Federal university of Agriculture, Makurdi (FUAM) has a mean score value of ($\bar{X}=2.65$, StD = 0.15); which is above the benchmark mean of 2.50 on a four point Likert scale. This depicts that all these factors affect the socio-economic empowerment growth of the undergraduate students in FUAM, while in the remaining five universities the weighted mean value obtained are below the 2.50 benchmark mean on a four point Likert scale, indicating they do not have effect on the socio-economic empowerment of the students these institution are not issues to boarder about. These institutions are: Federal University of Lafia ($\bar{X}= 2.45$) and StD = 0.05; University of Jos (UNIJOS) ($\bar{X}= 2.44$ StD = 0.06); University of Abuja (UNIABJ): ($\bar{X}= 2.36$, StD = 0.14); University of Ilorin (UNILORIN): ($\bar{X}= 2.35$ StD = 0.15); and Federal University of Technology Minna (FUTMX): ($\bar{X}= 2.33$; StD = 0.22).

4.9 Hypotheses Testing

H₀₁: There is no significant relationship between types of information resources available for the undergraduate students of agriculture in federal universities in North- Central, Nigeria and their socio-economic empowerment.

Table 4.9: Relationship Between the Available Information Resources and Socio-Economic Empowerment

Correlations

Variables	N	df	Mean	SD	R	P
Available Information Resources	301		98.55	13.82		
		299			0.012**	0.05
Socio-Economic empowerment	301		135.69	23.44		

**. * Correlation is significant at 0.05 level.

Table 4.9 shows that the correlation coefficient = 0.012 $P < 0.05$ i.e. Critical value R 0.012 is lesser than P 0.05. Therefore, the null hypothesis which state that there is no significant relationship between the types of information resources available for the undergraduate students of agriculture in federal universities in North Central, Nigeria and their socio economic empowerment is not rejected. It means that there is no significant relationship between types of information resources in the library and the students' socio-economic empowerment.

Ho2: There is no significant relationship between awareness of library information resources and socio-economic empowerment by undergraduate students of agriculture in federal universities in North-Central, Nigeria.

Table 4.10: Relationship Between Awareness of Library Information Resources and Socio-Economic Empowerment by Undergraduate Students of Agriculture in Federal Universities in North-Central, Nigeria.

Correlations

Variables	N	df	Mean	SD	R	P
Awareness of Information Resources	301		122.48	37.96		
		299			0.071**	0.05
Socio-Economic Empowerment	301		135.69	23.44		

, Correlation is significant at 0.05 level.

Table 4.10 shows that the correlation coefficient = 0.071 $P > 0.05$ i.e. Critical value R 0.071 is greater than P 0.05. Therefore, the null hypothesis which states that there is no significant relationship between awareness of library information resources and socio-economic empowerment by undergraduate students of agriculture in federal universities in North-Central, Nigeria is rejected. This means that there is significant relationship between the students' awareness of library information resources and socio-economic growth. This implies that socio-economic empowerment of the undergraduate students of agriculture will always improve once is awareness of information resources is on the increase.

H03: There is no significant relationship between use of library information resources and socio-economic empowerment by undergraduate students of agriculture in federal universities in Significance of the Study North - Central, Nigeria.

Table 4.11: Relationship Between Use of Library Information Resources and Socio-Economic Empowerment by Undergraduate Students of Agriculture in Federal Universities in North - Central, Nigeria

Correlations

Variable	N	df	Mean	SD	R	P
Use of Library Information Resources	301		131.88	24.66		
		299			0.54**	0.05
Socio-Economic Empowerment	301		135.69	23.44		

** Correlation is significant at 0.05 levels.

Table 4.11 shows that the correlation coefficient = 0.054 $P > 0.05$ i.e. Critical value R 0.054 is greater than P 0.05. Therefore, the null hypothesis which states that there is no significant relationship between use of library information resources and socio-economic empowerment by undergraduate students of agriculture in federal universities in North - Central, Nigeria is rejected. This means that there is significant relationship between use of information resources and their socio-economic empowerment. This simply means that students' socio-economic empowerment will always improve once their use of information resources is on increase.

4.10 Summary of the Findings

The findings of this study are as follows:

1. Information resources are available in the university libraries studied.

2. Use of information resources highly affects socio-economic life aspects of undergraduate students studied.
3. The level of awareness of information resources by the undergraduate students of agriculture studied was low.
4. The level of use of information resources by the undergraduate students of agriculture studied was high.
5. The extent to which awareness and use of information resources affect socio-economic life of undergraduate students of agriculture was fairly high.
6. The study revealed that most of the factors highlighted in the study affect mainly socio-economic growth of the students of FUAM and have little or no significant effect on the students of the other universities studied.
7. There is no significant relationship between types of information resources available in the libraries for the undergraduate students of agriculture and their socio-economic empowerment in federal universities in North-Central, Nigeria.
8. There is significant relationship between students' awareness of information resources and their socio-economic empowerment.
9. There is significant relationship between use of information resources and the students' socio-economic empowerment in federal universities studied.

4.11 Discussion of the Findings

The analysis of research question 1 as indicated in Table 4.3 revealed that information resources such as Books, Journals, Theses, E-Books, Gazettes, Internet resources, Library Repositories, Atlases, Project, Dictionaries and Magazines, Newspaper,

Encyclopedia, Theses, Gazettes, OPAC, E-Books, E-Journals, Library Repositories, Conference Proceedings, Newsletter, Projects are available in all the six universities studied. It was also observed that there are no differences in these libraries with regards to provision of information resources. These could be as a result of funding, connections, that all the universities got from donor agencies, government and commitment to duty in collection of in-house information resources emanating from their localities. This finding is in agreement with the findings of the research conducted by Ahmed (2014) who revealed that information resources are made available in university libraries in order to encourage successful information services delivery.

From research question 2 as indicated in Table 4.4, it is revealed that socio-economic life aspects of the undergraduate students of agriculture in Federal University Lafia was not affected by use of information resources in the library. This was mainly because women income share represents about 15% of total income of their families; although they participated in most income generation activities such as farming, fishing and trading for their families (Hawaya). This study is related to the study conducted by Nhung-Pham, Kappas and Heiko in an article titled “Division improving the socio-economic status of /rural Women Associated with Agriculture land acquisition” where majority of the women involve in agriculture in order to empower their socio-economic status.

The findings from research question three revealed that undergraduate students’ level of awareness of information resources in the libraries was low. This makes their awareness of information resources poor and they fairly use information resources made available in the libraries in order to meet their academic needs. Table 4.5 also revealed that awareness of both electronic information resources helps the students in enhancing their socio-economic empowerment. This could be attributed to the state of

advancement in information and communication Technology (ICT) over the years. This finding is supported by Lucky (2016) who stated that awareness and use of information resources (both electronic and non-electronic information resources) have improved academic performance and that it also allowed information to be effectively and efficiently managed in universities.

Majority of undergraduate students in the federal universities in North – Central, Nigeria, as revealed in the study agreed that they are aware and use information resources for obtaining current information in their fields of study which invariably affects their socio-economic status. The general high use of information resources could be as a result of students through fairly aware of information resources in the university libraries; they have the requisite skills to access and make use of the information facilities made available in the libraries. This finding is contrary to the findings of Aina (2013) who revealed that despite the fact that the respondents were aware that information resources were available in the libraries these resources were not fully accessible to the users due to some challenges such as inadequate Internet facility, poor electricity supply, inadequate funding; Internet connectivity problem; erratic power supply; unconducive learning environment of the library; inadequate current information resources in the library; inadequate number of professional staff in the library and poor library staff/student relationship were major challenges revealed in the study.

In discussing research question 4, it is revealed from Table 4.6 that the level of use of information resources by the undergraduate students of Agriculture studied was high. This no doubt justifies why the students' socio-economic aspects of live was high as indicated in Table 4.5. The students consult various information resources (both printed and e-resources) that improve their educational, social and economic standard of living.

This finding is similar to that of Ossai-Onah (2013) who stated that students were aware and make use of information resources to obtain educational and research information for their socio-economic empowerment.

In response to research question 5 it is revealed that the extent to which awareness and use of information resources affect socio-economic status of the studied students is fairly high. This is because the students indicated that through the use of information resources, they now have better home development, understanding of poverty in the society, knowledge of food safety, improved their understanding of marriage tradition in the society and it has also reduced their constraints for socio-economic growth. This finding is in line with that of Ossai-Onah (2013) who disclosed that many students considered information resources very helpful because they used them to do assignments and these resources equally helped students to reduce social disparities among them, since they work together to achieve a given task.

Research question 6 revealed that majority of the undergraduate students especially from FUAM indicated that inadequate funding; Internet connectivity problem; erratic power supply; unconducive learning environment of the library; inadequate current information resources in the library; inadequate number of professional staff in the library and poor library staff/student relationship were major challenges facing the effective awareness and use of information resources in the libraries. This is similar to the findings of Aina (2013) which stated that students could not fully access the information resources due to certain challenges such as inadequate funding, Internet connectivity problem and inadequate current information resources.

4.12 Research Hypotheses

The following null hypotheses was tested at 0.06 level of significance

1. The test of the first null hypothesis between types of information resources available and socio-economic empowerment of the students (as indicated in Table 4.10). Shows that there is no significant relationship between available information resources and the socio-economic empowerment of the students of Agriculture. This means that types of information resources available do not significantly affect the socio-economic empowerment of the students.
2. The second null hypothesis tested between awareness of information resources and socio-economic empowerment (as indicated in Table 4.10) reveals that there is significant relationship between the students' awareness of information resources and their socio-economic empowerment. This means that the more the students' awareness of information resources increases the more their socio-economic empowerment improves.
3. The third null hypothesis tested between use of information resources and socio-economic empowerment (as indicated in Table 4.11) shows that there is significant relationship between the students' use of information resources and their socio-economic empowerment. The implication of this is that the more the students use the information resources the more their socio-economic status null enhanced.

CHAPTER FIVE

5.0 CONCLUSION AND RECOMMENDATIONS

5.1 Conclusion

From the findings of the study, one would deduce that the use of information resources by the undergraduate students of Agriculture in North-Central, Zone, Nigeria is high; though the awareness of these resources in the studied libraries is low. This is not surprising since the libraries' methods of information dissemination using ICT facilities are still limited. Using mainly new arrivals shelves' display method of dissemination has its limitations, since it will serve only the users that visit the library. There is need for libraries to make the public or library users aware of the available information resources for effective use. This could be achieved through the use of ICT facilities such as use of SMS WhasApp, Twitter, Facebook and others in order to disseminate information resources available in the library to users. This is important since adequate use of the library and information resources would be achieved by the students once they are fully aware of the contents of the library, and this invariably, would improve their socio-economic status.

5.2 Recommendations

In line with the findings of the study, the following recommendations were made:

1. The study revealed that undergraduate students of agriculture in North-central Nigeria, indicated that provision of information resources in the library would help to fill the gap in knowledge, thus, the management of the studied university libraries should provide information resources and make them available in the libraries. Not only making them available but also find better ways such as use

of social media to make the students aware of the information resources in the libraries.

2. The management of the studied libraries should endeavor to increase more on the use of information resources by subscribing to various types of print and electronic resources in order to attract more library users which invariably enhances the rate of the libraries use.
3. The management of the studied libraries should strive and improve the extent awareness and use of information resources affects the socio-economic life aspects of the agricultural science students by providing information resources that would improve their educational, social and economic aspects of their life.
4. The management of the studied university libraries should strive to eradicate or minimize the challenges the students of agricultural science face while using the library for socio-economic empowerment. Such challenges include: inadequate funding of the library, poor library staff/student relationship, poor awareness of provision of information resources in the library and inadequate Internet facilities available in the library to mention but a few.

5.3 Contribution to Knowledge

1. The study identified the extent to which use and awareness of information resources affect socio-economic empowerment of agricultural science students in North, Central Zone, Nigeria
2. The study identified the level of awareness and use of information resources of the undergraduate student of agricultural science in North

3. The study has equally added to the already existing literature in the area of awareness and use of information resources versus socio-economic empowerment.

5.4 Suggestions for Further Research

1. The current study is limited in scope to only federal universities in North-central, Zones Nigeria, It is therefore suggested that a study of this kind should be extended to other universities in the remaining five geographical zones in Nigeria.
2. There is need to conduct this type of study using qualitative research methods where the researcher would have direct connection with the major stakeholders in the management of library information resources. And one-on-one interactions with the undergraduate students will also help to elicit desired answers to the questions.
3. Assessment of awareness and use of information resources as determinants of socio-economic empowerment of faculty members of Agriculture in federal universities in North-central, Zone, Nigeria

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APPENDIX A

QUESTIONNAIRE FOR UNDERGRADUATE STUDENTS OF AGRICULTURE

Department of Library and Information
Science,
School of Science and Technology
Education,
Federal University of Technology,
Minna.
Niger State.

Dear Respondent,

I am a postgraduate student of the Department of Library and Information Science Technology, Federal University of Technology, Minna with matriculation number MTECH/SICT/2018/8622. I am currently conducting research titled “Awareness and use of Information Resources by the Undergraduate Students of Agriculture in Federal Universities in North-Central, Nigeria.” Please kindly complete the attached questionnaire as your kind response will be appreciated and any information provided will be treated as confidential as possible and will only be used for research purpose. Thank you.

Yours faithfully,

Chukwu, Patricia Ifeoma

MTECH/SICT/2018/8622

Section A: Demographic Data

Name of Institution: _____

Department: _____

Level: 100 { } 200 { } 300 { } 400 { } 500 { }

Gender: Male { } Female { }

Research question 1: What are the types of information resources available in the library?

Section B: Identify the type/kind of information resources available in the library for socio-economic empowerment

S/N	Types	A	NA
1.	Books		
2.	Journals		
3.	Newspapers		
4.	Encyclopedia		
5.	Theses		
6.	Magazines		
7.	Gazettes		
8.	Monographs		
9.	E-Books		
10.	E-Journals		
11.	Internet resources		
12.	OPAC		
13.	Library Repositories		
14.	Conference proceedings		
15.	Newsletter		
16.	Dictionaries		
17.	Atlases		
18.	Projects		
19.	Others (please specify)		

Key: A = Available NA = Not Available.

Research question 2: What are the socio-economic aspects of the undergraduate students of agriculture life affected by use of information resources in the federal university libraries in North-Central Nigeria?

Section C: The socio-economic aspects of students' life affected by use of information resources.

S/N	Statements	SA	A	D	SD
1.	My self-reliance aspect of life has improved through the use of information resources				
2.	My education aspect of life has improved through the use of information resources				
3.	My agricultural production aspect of life has improved through information resources				
4.	My socialization status has improved through information resources				
5.	My financial/income status has improved through the use of information resources				
6.	My health and food security aspects of life have improved through the use of information resources				
7.	My Family livelihood status has improved through the use of information resources				
8.	My nutrition aspect of life has improved through the use of information resources				
9.	My idea on new farming technologies has improved through the use of information resources				
10.	My idea of youth development has improved though the use of information resources				
11.	My idea of marketing of agricultural produce has improved through the use of information resources				
12.	Others (please specify)				

Key: SA = Strongly Agreed, A = Agreed, D = Disagreed, SD = Strongly Disagree

Research question 3: What is the level of awareness of information resources by the undergraduate students?

Section D: Level of awareness of information resources by Agricultural students

S/N	Statements	VHL	HL	LL	VLL
1.	Through the use of new arrival shelve display to create awareness on information resources my socio-economic status improves				
2.	Through awareness duty such as identifying new information resources on the bulletin or notice board my socio-economic status improves				
3.	Through awareness exercise such as use of posters and fliers on information resources my socio-economic status improves				
4.	Through awareness exercise such as Email to reveal the information resources my socio-economic status improves				
5.	Through awareness exercise such as SMS on information resources my socio-economic status improves				
6.	Through awareness exercise such as library website on information resources my socio-economic status improves				
7.	Through awareness exercise such as WhatsApp on information resources my socio-economic status improves				
8.	Through awareness exercise such as OPAC services on information resources my socio-economic status improves				
9.	Others (please specify)				

Key: VHL = Very High Level, HL = High Level, LL = Low Level, VLL = Very Low Level.

Research question 4: What is the level of use of information resources in the federal university by undergraduate students of agriculture for their socio-economic empowerment?

Section E: Level of use of information resources for socio-economic empowerment

S/N	Statements	VHL	HL	LL	VLL
1.	I use library books for socio-economic empowerment				
2.	I use library journals for socio-economic empowerment				
3.	I use library newspaper for socio-economic empowerment				
4.	I use library dictionaries for socio-economic empowerment				
5.	I use library encyclopedia for socio-economic empowerment				
6.	I use library theses for socio-economic empowerment				
7.	I use library magazines for socio-economic empowerment				
8.	I use Gazettes for socio-economic empowerment				
9.	I use E-journals for socio-economic empowerment				
10.	I use E-books for socio-economic empowerment				
11.	I use Internet resources for socio-economic empowerment				
12.	I use library repositories for socio-economic empowerment				
13.	I use conference proceedings for socio-economic empowerment				
14.	I use library newsletter for socio-economic empowerment				
15.	I use atlases for socio-economic empowerment				
16.	I use projects for socio-economic empowerment				
17.	I use OPAC for socio-economic empowerment				
18.	I use monographs for socio-economic empowerment				
19.	Others (please specify)				

Key: VHL = Very High Level, HL = High Level, LL = Low Level, VLL = Very Low Level

Research question 5: What is the extent to which awareness and use of information resources in federal university libraries by undergraduate students of agriculture affect their socio-economic empowerment?

Section F: Extent awareness and use of information resources affect socio-economic status of the agriculture students of federal universities.

S/N	Statements	VHL	HL	LL	VLL
1.	My awareness and use of information resources have reduced my constraints for socio-economic growth				
2.	My awareness and use of information resources have improved my knowledge of food safety in the society				
3.	My awareness and use of information resources have improved my understanding of marriage tradition in the society				
4.	My awareness and use of information resources have improved my fear of domination of other people in the society.				
5.	My awareness and use of information resources have improved my home development				
6.	My awareness and use of information resources have improved my understanding of poverty in the society				
7.	My awareness and use of information resources have improved my understanding of the terms envy and jealousy in the society				
8.	My awareness and use of information resources have improved my understanding of exploitation of people in the society.				
9.	My awareness and use of information resources have improved my employment				
10.	My awareness and use of information resources have improved my understanding of marginalization in the society				
11.	Others (Please specify)				

Key: VHL = Very High Level, H = High Level, L = Low Level, VL = Vey Low

Level

Research question 6: What are the factors affecting the socio-economic empowerment growth of undergraduate students of agriculture in federal universities?

Section G: Factors affecting the socio-economic empowerment of undergraduate students of agriculture in federal universities.

S/N	Statements
1.	Inadequate information resources in the library
2.	Inadequate current information resources in the library
3.	Inadequate funding of the library
4.	Poor library staff/student relationship
5.	Unconducive learning environment of the library
6.	Inadequate power supply in the library.
7.	Inadequate Internet facilities such as network services, E-books, E-journals etc. in the library.
8.	Poor awareness of provision of information resources in the library
9.	Poor use of information resources provided by the library.
10.	High cost of information resources needed in the library.
11.	Inadequate number of professional staff in the library.
12.	Many mutilated books and long services queues available in the library.
13.	Users' poor information literacy skill
14.	Others (please identify)

S/N	Infor. Res	FUL		FUAM		FUTMX		UNIABJ		UNIJO		UNILORIN		TOTAL
		AV	NA	AV	NA	AV	NA	AV	NA	AV	NA	AV	NA	
1.	Books													6
2.	Journals													6
3.	Newspaper													6
4.	Encyclopedia													6
5.	Theses													6
6.	Magazines													6
7.	Gazettes													6
8.	Monographs													6
9.	E-Journals													6
10	E-Journals													6
11.	Internet resources													6
12.	OPAC													6

