

SELF-KNOWLEDGE AND USE OF INFORMATION RESOURCES BY LIBRARIANS IN UNIVERSITIES IN SOUTH-WEST, NIGERIA.

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***Abstract** - This study investigates self-knowledge and use of information by librarians in universities in South-West, Nigeria with the aid of survey research approach based on ex-post facto type. Questionnaire was used to elicit information from 233 Academic Librarians, out of which 188 (80.7%) copies of the questionnaire were duly completed and returned. The data collected were analyzed using frequency count, percentage and analysis of variance (ANOVA) and correlation statistical tool to test for the significant difference and the significant relationship between librarian's self-knowledge and information resources use tested at 0.05 level of significance with the aid of SPSS Version 21. The study revealed that the self-knowledge of the librarians in the universities is high. The findings also revealed that the use of information by librarians was very highly utilised in the universities in South-west, Nigeria. Such as journals, dictionaries, textbooks, and others. It also revealed that poor Internet connectivity, unreliable electricity and limited number of computers are the major constraints of information resources utilisation in the university libraries. The study showed that there is a moderate level of correlation between self-knowledge and information resources use among librarians in universities (0.234). To further express the importance of self-knowledge and information resources use by librarians in the university libraries, the study recommended that library management should provide up-to-date information resources for their effective use and the technical know-how aspect of the library and to acquire needed skills, adequate funding from government to support the library activities.*

Key words: Self-knowledge, information resources utilization, Librarians, Universities, South-west Nigeria.

Introduction

Information resources are those information bearing materials that are in both print and electronic formats such as textbooks, journals, indexes, abstracts, newspapers and magazines, reports, CD-ROM databases, Internet/E-mail, videotapes/cassettes, diskettes, magnetic disk, computers, microforms, etc. These information materials are the raw materials that libraries acquire, catalogue, process and disseminate to patrons who use them for various needs. The librarians as well utilize these information resources to provide various other services (Popoola and Haliso, 2009). Librarians in the universities are charge with the functional duty of providing information services for users in the library, they also uses these information resources to pursue their research and academic work. Despite the frequent use of these information resources by librarians in the universities, there are still some constraints to the effective use of the information resources, such as poor internet connectivity, unreliable electricity and limited number of computers. Factors motivating use can be, for example, what level of importance they allocate to e-resource, how useful they have found them, and for which purposes they use e-resources. The librarians play a leading role in Tertiary institutions as the drive that helps manages the intellectual products of the institution. If efficient and effective use is to be made of library's e-resources, then user training will have to increase in both intensity and coverage. It is important to remember that the ability of library personnel to keep up to date is necessary, and, therefore, training for them is crucial as well.

One of the major problems confronting academic library personnel in Nigeria today is that a considerable percentage could not demonstrate the necessary skills to take full advantage of electronic information services. They lack sufficient information and communications Technology (ICT), information seeking and information handling skills all of which are integral to information literacy (Ojo and Akande, 2005). The knowledge of computer use facilitates an elaborate search of electronic information resources to the point of satisfaction of users. This means that librarians, academic staff, private's organization, community and students must utilize these resources for positive result, efficient and effective research more than ever. Electronic information resources (e-resources), especially journal literature are important component of academic institutions because they support the core function of higher institutions of learning: learning, teaching and research (Alison, Kiyangi and Baziraake, 2012).

There is a strong need for the librarians to know how to use the various resources that are available in the library (e.g., the types of computers, and existence of network systems), the ability to work with the tools, and the network infrastructure that supports rapid and convenient connections. In present day library system, ability to use e-resource efficiently depends on basic computer skills, self-knowledge of what is available and how to use it.

Self-knowledge can be regarded as the state of know-how, a critical thinking, and creativeness as a result of information received that leads to intelligent. Davenport and Prusak (1998) as cited in Chang and Chen, defined knowledge that is a fluid mix of framed experience, values, contextual information, expert insight that provides a framework for evaluating and incorporating new experiences and information. Knowledge is neither data nor information; it needs unceasing

accumulated related data or information through reflection, experience, analysis of people continuously. How effective construct knowledge from data to intelligent. Davenport and Prusak (1998) provided several important methods to transform data to information including contextualized, categorized, calculated, corrected, and condensed, and further proposed four methods for knowledge that derives from information that include: comparison, consequences, connections, and conversation. Awad and Ghaziri (2004) indicated that intelligence that was skills of knowledge acquired and applied. Therefore, he concluded that knowledge can't come without foundation which needs to be accumulated by experience continuously.

Librarians play a pivotal role towards ensuring provision of adequate information needs. They guide students and faculty at the reference desk, instructing library research sessions, and developing library collection. It is a truism to say that librarians in all sectors of an academic library wear many different hats and provide numerous services to patrons (Alsop and Gibson, 2007). This complement the proposition that subjective feeling of true self-knowledge should improve meaning follows from a number of historical perspectives that suggest that true self-knowledge is a critical component of healthy human functioning (Erikson, 1963; Maslow, 1968; May, 1983; Miller, 1979).

Statement of the Problem

Overtime, it has been observed that information resources are left on the shelves unused by the librarians in the universities. This is due largely to several complaints among library personnel about information resources not been adequate, appropriate and as well lack up-to-date collections in their library of different subject discipline, which they should have access to and use. It has also been observed many a times that library personnel who provide services to their clients are still not good performers, if they lack main competence such as self-knowledge which is a critical component of healthy human functioning.

This study therefore investigates self-knowledge as a correlate of use of information resources by librarians in Universities in South-west, Nigeria.

Objectives of the Study

The objectives of the study are to:

1. determine the level of self-knowledge of librarians in Universities in South-west, Nigeria.
2. find out the information resources used to gather information by librarians in Universities in South-west, Nigeria; and
3. find out the constraints to information resource utilization by librarian in Universities in South-west, Nigeria.

Research Questions

The following research questions were drawn to guide the study

1. What is the level of self-knowledge of librarian in Universities in South-west, Nigeria?
2. What are the information resources used to gather information by librarians in Universities in South-west, Nigeria?
3. What are the constraints to information resources utilization by librarians in Universities in South-west, Nigeria?

Hypotheses

The hypotheses formulated for the study are listed below. They were tested at 0.05 level of significance.

Ho1: There is no significant relationship between self-knowledge and information resources use among librarians in Universities in South-west, Nigeria.

Ho2: There is no significant gender difference in the self-knowledge of librarian in Universities in South-west, Nigeria.

Ho3: There is no significant gender difference in the information resources of librarian in Universities in South-west, Nigeria

Literature Review

Self-knowledge is defined as a component of the self, or more accurately, the self-concept. It is the knowledge of one's self and one's properties and the desire to seek such knowledge that guides the development of the self-concept. Self-knowledge informs us of our mental representations of ourselves, which contain attributes that we uniquely pair with ourselves, and theories on whether these attributes are stable, or dynamic (Gallup, 1979).

According to Schlegel, Hicks, King and Arndt (2013) true self is referred to as who a person really is, regardless of his or her outward behaviour. Gergen (1991) reported that many people believe that this true self is a vitally important part of a person's identity. According to the author, despite the popularity of lay beliefs about the true self, there is little empirical evidence for the psychological foundations and functions of the true self-concept (i.e., a person's avowed true self). Schlegel et al. (2009) argued that one function of the true self-concept is to create meaning in people's lives.

Moreso, Markus and Nurius (1986) one of the early psychologist reported that there is one critical domain of self-knowledge that remains unexplored. It is the domain of possible selves. These authors explained that this type of self-knowledge pertains to how individuals think about their potential and about their future. Possible selves are the ideal selves that we would very much like to become. They are also the selves we could become, and the selves we are afraid of becoming (Markus and Nurius, 1986). Not all self-knowledge is available for thinking about the

self at any one time. The working self-concept derives from the set of self-conceptions that are presently active in thought and memory. It can be viewed as a continually active, shifting array of available self-knowledge.

Neisser (2008) reported that self-knowledge is based on several different forms of information, so distinct that each one essentially establishes a different self. Neisser (2008) pointed out five kinds of self-knowledge:

- (1) **The ecological self:** Is the self as directly perceived with respect to the immediate physical environment.
- (2) **The interpersonal self:** Is established by specific species signals of emotional rapport and communication.
- (3) **The extended self:** This self is based on memory and anticipation
- (4) **The private self:** This appears when we discover that our conscious experiences are exclusively our own.
- (5) **The conceptual self or ‘self-concepts’:** It draws its meaning from a network of socially-based assumptions and theories about human nature in general and ourselves in particular (Neisser, 2008).

Neisser (2008) reported that these selves differ in their developmental histories, in the accuracy with which we can know them, in the pathologies to which they are subject, and generally in what they contribute to human experience.

Wang (2006) and Neisser (1998) studied the development of two kinds of self-knowledge: autobiographical memory and self-concept and found out that autobiographical memory or the “extended self” refers to long-lasting memory of significant personal experiences from an individual’s life. While the self-concept, or the “conceptual self”, refers to an individual’s conceptual representation of him or herself.

The world is shrinking resulting to immediacy of information. Thus, multimedia resource can be created, and information can be communicated instantaneously (Carbo, 2003). He further reported that the mode of acquiring and disseminating information for university education changed from physically available prints to e-materials with virtual reality.

Popoola (2008) asserted that information availability does not mean accessibility and utilization. Arif and meadows (1994) argued that once users become aware of an information source they tend to use it. The implication of this is that information sources which users are not aware of would be underutilized. Nevertheless, Librarians in universities can benefit maximally from the use of library information resources when they actually use them continuously for information and updating of their skills. Hewin (1990) emphasized the need to design information provision mechanisms to increase usage. French (1990) observed that proliferation of information source has made information provision as cumbersome task. He therefore advocated for speedy document delivery system and a greater need for partnership with users to shape collections for maximum satisfaction. Adeleke (2005) asserted that library must not only provide the resources but also ensure effective use of the resources by its clientele/community. Okiy (2000)

corroborated this and posited that for the library to perform its role adequately, its resources must be effectively utilized. Thus, access to relevant information resources is very necessary.

Akande (2003) as cited in Abiolu (2010) noted that the use of library resource is uppermost in the minds of university librarians. Library use here is referred to as the ways by which patrons or users interact with circulation, reference materials including electronic resources and even staff (Hermon and Altman, 1998). Therefore, librarians as the custodian of information resources in the library who offers services like referrer services, reference services, selective dissemination of information services etc, to satisfy and meet the information needs of library users must be able to direct the users, educate the users, due to knowledge gained and the effective use of those library information resources in the library. According to Whittaker (1993), it is the user that makes the library and its services come alive. In other words, it is the use to which the library is put that infuses life into its resources and service. Thus, librarians in universities must acquire pedagogical skills, intellectual abilities and more proficient in the utilization of information resources in their institutional libraries with the use of computers to enhance personal development in their profession. Merrill (1996) highlighted the impact of computers in the pedagogical process, and the use of various computer applications in education like drill-and-practice, tutorials, simulations and problems solving application.

According to Bola and Ogunlade (2012) youngsters especially students and researchers spend most of their time in cyber café and because this is not available in the university community, they risk travelling a further distance to transact one business or another on the internet. The authors further reported that these members of the university community use the internet for the resources it provides which according to Ikoro (2002) include e-mailing, World Wide Web browsing, telephoning, and telex/video conferencing and others. Using that resource available on the internet, Cisse (2004), in support of this claim, noted that students and researchers are disposed to access maximum information and communicate at world level. Thus they can debate democratically and freely while being exposed to happenings in their fields of activities as well as other subjects.

Popoola and Haliso (2009) conducted a study on use of library information resource and service as predictor of the Teaching Effectiveness of Social Scientists in Nigeria Universities and found that the library information resources mostly used by the respondents were journals, abstract and indexes, textbooks, theses and dissertations, conference proceedings, technical reports, newspapers and magazines, government documents and statistical publications. The study further revealed that social scientists in the Nigeria universities heavily used library electronic information resources (i.e. Internet/E-mail, and CD-ROM databases) perhaps due to improved access to the more current information that the resource provide.

Research Methodology

The study is a survey based on ex-post facto type. The independent variable cannot be manipulated or directly controlled. The respondents were Professional Librarians, Deputy Librarians and the University Librarians spread across private, state and federal universities in

South-west, Nigeria. The study population was determined using 60% of the whole universities in South-west Nigeria. A total of 233 questionnaires were distributed, out of which 188 were returned. There were, however, some missing data points due to few unanswered questions by respondents. The instrument was examined by Senior lecturers and Departmental HOD's for face and context validity while reliability was achieved through a pilot study involving selected librarians in one of the federal university that was not included in the study. Cronbach alpha test on the scales revealed co-efficient values of ($\alpha = 0.82$) for the scale on self-knowledge and ($\alpha=0.79$) for the scale on information sources use. While, Constraints to Information Resources Utilization was ($\alpha=0.77$).They were all retrieved, and found useful for data analysis.

Results and Discussion

Table 4.1: Questionnaire response rate

S/N	Name of Universities	Sample	Return	Percentage
1	University of Lagos, Akoka	20	13	6.9
2	Obafemi Awolowo University, Ile-Ife	23	15	8.0
3	University of Ibadan, Ibadan	33	33	17.6
4	Federal University of Agriculture, Abeokuta.	12	8	4.3
5	Ladoke Akintola University of Technology, Ogbomoso.	11	7	3.7
6	Covenant University, Otta	18	12	6.4
7	Ekiti State University, Ado-Ekiti	11	9	4.8
8	Lagos State University, Ojo, Lagos.	10	8	4.3
9	Osun State University, Oshogbo.	9	7	3.7
10	Olabisi Onabanjo University, Ago-Iwoye.	14	10	5.3
11	Adekunle Ajasin University, Akungba	8	7	3.7
12	Adeleke University, Ede	4	3	1.6
13	Tai SolarinUni-of Education, Ijebo-Ode.	7	7	3.7
14	Ajayi Crowther University, Oyo, Ibadan.	6	5	2.7
15	Lead City University, Ibadan	8	7	3.7
16	Oduduwa University, Ipetumodu-Osun State.	3	3	1.6
17	National Open University of Nigeria, Lagos	11	11	5.9
18	Bowen University, Iwo	8	8	4.3
29	Fountain University, Oshogbo	4	4	1.6
20	Bells University of Technology, Otta	10	9	4.8
21	Cresceent University, Ogun	3	3	1.6
	Total	233	188	100.0

A total of 233 copies of the questionnaire were administered to respondents in the University libraries out of which 188 copies were duly completed and returned and were founded valid for analysis. This represents a total of 80.7% response rate as revealed in Table 1, which is a very good result. The table 4.1 further revealed that university of Ibadan has the highest number of librarians 33(17.6%) in the study.

Demographic characteristics of respondents

Table 4.2 Age distribution of respondents.

Age	Frequency	Percentage (%)
18-25 years	15	8.0
26-35 years	54	28.7
36-45 years	68	36.2
46-55 years	49	26.1
Above 56 years	2	1.1
Total	188	100.0

Table 4.2 above showed that out of the 188 respondents, majority 68(36.2%) were between 36 and 45 years of age, while 54 (28.7%) respondents were within 26-35 years of age. About 49 (26.1%) of the respondents were between the ages 46-55 years. While, just only 2 (1.1%) were above 56 years. The result indicated that majority of the librarians are matured in age.

Table 4.3 Gender distribution of the respondents.

Sex	Frequency	Percentage (%)
Male	89	47.3
Female	99	52.7
Total	188	100.0

Table 4.3 reveals that majority 99 (52.7%) of the respondents were female while the remaining 89 (47.3%) were male. These respondents cut across all the university libraries.

Table 4.4 Marital Status of the respondents

Marital status	Frequency	Percentage (%)
Single	36	19.1
Married	151	80.3
Separated	1	.5
Total	188	100.0

Table 4.4 revealed that majority of the respondents 151 (80.3%) were married, 36 (19.1%) of them were still single, the least of the respondents 1 (.5%) were separated.

Table 4.5: Distribution of the respondents by highest educational qualification

Highest educational qualification	Frequency	Percentage (%)
Masters	153	81.4
PhD	35	18.6
Total	188	100.0

Table 4.5 Shows that the highest number of respondents 153 (81.4%) had master degree certificates. while, 35 (18.6%) were PhD holders

Table 4.6 Distribution of the respondents by Designation

Designation	Frequency	Percentage (%)
No response	15	8.0
Assistance Librarian	20	10.6
Librarian II	85	45.2
Higher library officer	9	4.8
System Librarian	7	3.7
Chief Librarian	44	23.4
Deputy librarian	1	.5
Circulation Librarian	1	.5
Assistance supervisors	1	.5
Law Librarian	2	1.1
Cataloguers	2	1.1
Typist	1	.5
Total	188	100.0

Table 4.6 Shows that the highest number of respondents, 85 (45.2%) were librarians II, 44(23.4%) were Chief Librarians, 20 (10.6%) were Assistance librarians, 15 (8.0%) of the respondents did not responds, 9 (4.8%) were higher library officer and 7(3.7%) are system librarian, 2 (1.1%) were laws librarians, 2(1.1%) were cataloguers, 1 (.5%) was a Deputy librarian, 1(.5%) were circulation librarian, 1(.5%) was an Assistance Supervisor, while 1(.5%) were typist. The implication of this is that the majority of the librarians in the university libraries are majorly Assistance librarians and chief or senior librarians. They are people with Master Degree Certificates.

Table 4.7: Distribution of the respondents by Department/section

Department\Section	Frequency	Percentage (%)
Cataloguing & classification	52	27.6
Serials department	9	4.8
Circulation Librarian	26	13.8
Faculty library	1	.5
Document librarian	1	.5
Reader services department	21	11.1
Reference librarian	20	10.6
Acquisition	38	20.2
Digitization	1	.5
System unit	8	4.2
Resources development	4	2.1
Law library	4	2.1
Virtual library	2	1.1
Head office library	1	.5
Total	188	100.0

Table 4.7 shows that majority 52 (27.6%) of the respondents were in cataloguing department, 38(20.2%) were acquisition librarians, 26 (13.8%) were in circulation department, 21 (11.1%)

were in reader services department , 20 (10.6%) were in reference department, 8(3.7%) works in the system unit, 9 (4.8%) librarians are in the serials department, while, others 1(.5%) was in faculty library, 1(.5%) document section, 1(.5%) digitization section, 4(2.7%) resource development department, 4(2.1%) law library 2(1.1%) virtual library, while, 1(0.5%) was in head office section of the library respectively.

4.3 Analysis of research questions

There were three research questions and three research hypotheses formulated for this study in order to achieve the set objectives. Answers to these research questions and hypotheses are provided below:

4.3.1 Research question 1: what is the level of Self-knowledge of librarians in universities in southwest Nigeria?

Table 1. Self-Knowledge of Librarians

S\N	Self Knowledge of Librarians	SD	D	A	SA	Mean	S.D
1	I am confident of myself	2 1.1%	2 1.1%	70 37.2%	114 60.6%	3.57	.58
2	Laziness is not my watchword	4 2.1%	2 1.1%	77 41.0%	105 55.9%	3.51	.63
3	I speak well publicly	4 2.1%	3 1.6%	91 48.4%	90 47.9%	3.42	.64
4	I belief I can be trusted	6 3.2%	5 2.7%	81 43.1%	96 51.1%	3.42	.70
5	I feel happy at work	1 .5%	10 5.3%	99 52.7%	78 41.5%	3.35	.61
6	I tried as much not to offend people	7 3.7%	11 5.9%	99 52.7%	71 37.8%	3.24	.73
7	Make own decisions	8 4.3%	27 14.4%	87 46.3%	66 35.1%	3.12	.81
8	I am always in good shape	12 6.4%	19 10.1%	104 55.3%	53 28.2%	3.05	.80
9	I am powerful at work	9 4.8%	27 14.4%	97 51.6%	55 29.3%	3.05	.79
10	I feel depressed when work condition is bad	16 8.5%	24 12.8%	92 48.9%	56 29.8%	3.00	.88
11	I am less concern to an unimportant issue	19 10.1%	24 12.8%	94 50.0%	51 27.1%	2.94	.90
12	I have lots of friends	14 7.4%	53 28.2%	91 48.4%	30 16.0%	2.73	.82
13	I know how to travel widely	18 9.6%	61 32.4%	75 39.9%	34 18.1%	2.66	.88
14	Manipulate people	55 29.3%	77 41.0%	39 20.7%	17 9.0%	2.10	.93

The items measuring self-knowledge of librarians in universities in South-west, Nigeria showed high mean scores and this is an indication that the self-knowledge of the librarians is high. The highest mean score being ($\chi = 3.57$; $SD = 0.58$) and the least is ($\chi = 2.10$; $SD = 0.93$). The cumulative mean score is ($\chi = 43.16$; $SD = 10.7$).

4.3.2 Research question 2: What is the information resources used to gather information by librarians in universities?

Table 2. Resources used to gather information

S\N	Resources used to gather information	Never	Lowly utilized	Moderately utilized	Highly utilized	Very highly utilized	Mean	S.D
1	Journals	4 2.1%	4 2.1%	17 9.0%	69 36.7%	94 50.0%	4.30	.88
2	Textbooks	3 1.6%	5 2.7%	24 12.8%	69 36.7%	87 46.3%	4.23	.89
3	Dictionaries	4 2.1%	8 4.3%	22 11.7%	62 33.0%	92 48.9%	4.22	.96
4	Newspaper\magazines	7 3.7%	6 3.2%	31 16.5%	66 35.1%	78 41.5%	4.07	1.02
5	Internet\CD-ROM databases	8 4.3%	12 6.4%	25 13.3%	65 34.6%	78 41.5%	4.03	1.09
6	Directors\handbooks	4 2.1%	17 9.0%	39 20.7%	64 34.0%	64 34.0%	3.89	1.05
7	Encyclopedia	6 3.2%	18 9.6%	40 21.3%	66 35.1%	58 30.9%	3.81	1.08
8	Theses\dissertations	8 4.3%	24 12.8%	59 31.4%	69 36.7%	28 14.9%	3.45	1.03
9	Audio-visuals	16 8.5%	23 12.2%	48 25.5%	62 33.0%	39 20.7%	3.45	1.19
10	Conference proceedings	5 2.7%	27 14.4%	68 36.2%	67 35.6%	21 11.2%	3.38	.95
11	Government documents	9 4.8%	28 14.9%	63 33.5%	64 34.0%	24 12.8%	3.35	1.04
12	Abstract\indexes	8 4.3%	26 13.8%	76 40.4%	53 28.2%	25 13.3%	3.32	1.01
13	Technical reports	9 4.8%	32 17.0%	67 35.6%	61 32.4%	19 10.1%	3.26	1.01
14	Statistical publications	9 4.8%	40 21.3%	64 34.0%	47 25.0%	28 14.9%	3.24	1.10

The study showed that there is high level of information resources use by librarians. The information resources used to gather information are Journals ($\chi = 4.30$; $SD = 0.88$), Textbooks ($\chi = 4.23$; $SD = 0.89$), Dictionaries ($\chi = 4.22$; $SD = 0.96$), Newspaper\magazines ($\chi = 4.07$; $SD = 1.02$), Internet\CD-ROM databases ($\chi = 4.03$; $SD = 1.09$), Directors\handbooks ($\chi = 3.89$; $SD = 1.05$), Encyclopedia ($\chi = 3.81$; $SD = 1.08$), Theses\dissertations ($\chi = 3.45$; $SD = 1.03$), Audio-

visuals ($\chi = 3.45$; SD = 1.19), Conference proceedings ($\chi = 3.38$; SD = 0.95), Government documents ($\chi = 3.35$; SD = 1.04), Abstract/indexes ($\chi = 3.32$; SD = 1.01), Technical reports ($\chi = 3.26$; SD = 1.01), and Statistical publications ($\chi = 3.24$; SD = 1.10)

4.3.3 Research question 5: What are the constraints to information resources utilization by librarians in tertiary institution in southwest Nigeria?

Table 3. Constraints to information resources utilisation

S\N	Constraints to Information Resources Utilization	SD	D	A	SA	Mean	S.D
1	Poor internet connectivity	8 4.3%	30 16.0%	72 38.3%	78 41.5%	3.17	.85
2	Unreliable electricity	15 8.0%	30 16.0%	63 33.5%	80 42.6%	3.11	.95
3	Limited number of computers	21 11.2%	53 28.2%	68 36.2%	46 24.5%	2.74	.95
4	Limited access of pc labs	23 12.2%	58 30.9%	69 36.7%	38 20.2%	2.65	.94
5	Limited time	18 9.6%	70 37.2%	62 33.0%	38 20.2%	2.64	.91
6	Resources not easily available	28 14.9%	59 31.4%	66 35.1%	35 18.6%	2.57	.96
7	Inaccessibility to e-resources	24 12.8%	66 35.1%	67 35.6%	31 16.5%	2.56	.91
8	Passwords	28 14.9%	74 39.4%	50 26.6%	36 19.1%	2.50	.97
10	Lack of awareness	24 12.8%	82 43.6%	55 29.3%	27 14.4%	2.45	.89
11	Congestion in computer labs	40 21.3%	69 36.7%	50 26.6%	29 15.4%	2.36	.98

The study showed that there is high level of constraints to information resources utilization by librarians. The constraints to information resources utilization are: Poor internet connectivity ($\chi = 3.17$; SD = 0.85), Unreliable electricity ($\chi = 3.11$; SD = 0.95), Limited number of computers ($\chi = 2.74$; SD = 0.95), Limited access of pc labs ($\chi = 2.65$; SD = 0.94), Limited time ($\chi = 2.64$; SD = 0.91), Resources not easily available ($\chi = 2.57$; SD = 0.96), Inaccessibility to e-resources ($\chi = 2.56$; SD = 0.91), Passwords ($\chi = 2.50$; SD = 0.97), Lack of awareness ($\chi = 2.45$; SD = 0.89) and Congestion in computer labs ($\chi = 2.36$; SD = 0.98).

Test of hypotheses

Ho1: There is no significant relationship between self-knowledge and information resources use among librarians in Universities in South-west, Nigeria.

Table 4. Correlation matrix showing the relationship between self-knowledge and information resources use among librarians.

Variables	Mean	Std. Dev	Self-knowledge of Librarians	Information resources use	Sig
Self-knowledge of Librarians	43.0053	5.65827	1		0.000(a)
Information resources use	55.9043	8.59806	.234**	1	

** Sig. at .01 level. * Sig. at .05 level.

Table 4 reveals that there is a moderate level of correlation between self-knowledge and information resources use among librarians in universities(0.234). The respective mean and standard deviation were also shown in Table 4. This implies that there is a significant relationship between self-knowledge and information resources use among librarians. Therefore, the hypothesis is invalid and rejected.

Ho2: There is no significant gender difference in the self-knowledge of librarian in Universities in South-west, Nigeria.

Table 5: T-test comparison of the self-knowledge of librarians in Universities in South-west, Nigeria based on gender.

Variables	N	Mean	St-Dev	Df	T	P	Remark
Male	89	1.53	0.501	187	41.811	< .05	Ho Rejected
Female	99	43.005	5.65827				

Table 5 above reveals that there is a significant gender difference in the self-knowledge of librarians in universities; the result of the study show a t-test value = 41.811 df is 187, and a significant value at 0.05 level (t = 41.811;df = 187; p < 0.05). The hypothesis is therefore rejected.

Ho3: There is no significant gender difference in the information resources of librarian in Universities in South-west, Nigeria.

Table 6:T-test comparison of Information resources use of librarian in Universities in South-west, Nigeria based on gender.

Variables	N	Mean	St-Dev	Df	T	P	Remark
Male	89	1.53	0.501	187	41.811	< .05	Ho Rejected
Female	99	55.9043	8.59806				

Table 6 above reveals that there is a significant gender difference in the use of information resources of librarians in universities; the result of the study show a t-test value = 41.811 df is

187, and a significant value at 0.05 level ($t = 41.811$; $df = 187$; $p < 0.05$). The hypothesis is therefore rejected. Female respondents had higher level of information use ($\chi=55.9043$) than the male ($\chi= 1.53$).

Discussion

The aim of this study was to investigate self-knowledge and use of information resources by librarians in universities in South-west, Nigeria. The study found that majority of the respondents by name of university; University of Ibadan has the larger population of professional librarians, followed by Obafemi Awolowo University and then University of Lagos. Others have a minimum number of professional librarians in universities in South-west Nigeria. The study revealed that the self-knowledge of the librarians in the universities is high. This suggests that the librarians self-assessment in terms of their personality, attributes, knowledge and abilities is positive. They are positive about their general personality and ability to succeed as librarians.

High level of information resources use by the librarians was recorded for journals, dictionaries, textbooks, newspaper/magazines, Internet/CD-Rom databases and others. This is in line with the study conducted by Popoola and Haliso (2009) on use of library information resource and service as predictor of the Teaching Effectiveness of Social Scientists in Nigeria Universities and found that the library information resources mostly used by the respondents were journals, abstract and indexes, textbooks, theses and dissertations, conference proceedings, technical reports, newspapers and magazines, government documents and statistical publications. The study further revealed that social scientists in the Nigeria universities heavily used library electronic information resources (i.e. Internet/E-mail, and CD-ROM databases) perhaps due to improved access to the more current information that the resource provide.

The study showed that there is high level of constraints to information resources utilization by librarians. These was recorded for Poor internet connectivity, Unreliable electricity, Limited number of computers etc. This corroborate the study of Popoola and Haliso (2009), that despite the frequent use of these information resources by librarians in the universities, there are still some constraints to the effective use of the information resources, such as poor internet connectivity, unreliable electricity and limited number of computers.

There is a significant relationship between self-knowledge and information resources use among librarians in universities. This suggests that the adequate use of information resources by the librarians is as a result of their high self-assessment with regards to their personality, skills, potentialities, knowledge and abilities. There is a significant gender difference in the self-knowledge of librarian in universities. The female respondents had higher level of self-knowledge than their male counterpart. This suggests that the female librarians were more dynamic in the application of knowledge and skills than their male colleagues. It further revealed that there is a significant gender difference in the use of information resources of librarian in universities. The female respondents had higher level of information resources use than their male counterpart. This suggests that the female librarians were more sophisticated information users than their male colleagues; they have a better understanding of the various information

resources available for use and they could also make use of these sources better than the male librarians.

Conclusion and Recommendations

Librarians in universities have exhibited a high level of self-knowledge and information use due to adequate availability of information resources such as journals, dictionary, textbooks, newspaper/magazines, Internet/CD-ROM databases and others. Nevertheless, there are some constraints to their use thus; poor Internet connectivity, unreliable electricity, limited number of computers etc. Therefore, if these constraints are met by the university administrators and library management, librarians will then be able to use effectively all the available information resources in their universities. The study therefore agrees with Okiy (2000), he posited that for the library to perform its roles adequately, its resources must be effectively utilized.

The study therefore recommends that librarians should always utilize the information resources in their university libraries, being the custodian of the information resources, access to the resources will be easier for them and it will create room for the opportunities of professional development.

The library management should provide for the needs of the library. Accurate and up-to-date information resources should be acquired to the library so that librarians will be able to provide the necessary information needed by their users in the library.

Library management should organize seminars, workshops and training programmes for librarians on all the activities in the library, for their effective use and the technical know-how aspect of the library.

University authority should see to the major challenges faced by the librarians in the universities that constrain them from using information resources; such as, poor Internet connectivity, unreliable electricity and limited number of computers. Alternatively, the library management needs to wake up to their responsibilities through the provision of Stand – by generators, inverters and solar system for their library respectively to enhance and guarantee prompt access to information resources by academic library personnel's and patrons.

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