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AWARENESS OF INFORMATION RESOURCES AS A CORRELATE OF SOCIO-ECONOMIC EMPOWERMENT OF UNDER GRADUATE STUDENTS OF AGRICULTURE IN FEDERAL UNIVERSITIES IN NORTH CENTRAL, NIGERIA

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Abstract

This research work studied five federal universities in the North central state of Nigeria including the federal capital territory, Abuja. The study sought to investigate the awareness of information resources as correlate of socio-economic empowerment of undergraduate students of agriculture in federal universities in north-central, Nigeria. The population of the study is 20,348 numbers of students. Descriptive research design was adopted for the study. The study was guided by three research objectives. Questionnaire was used as the instrument for data collection to a sampled population of 301 undergraduate students. Data were analysed using descriptive and inferential statistics such as percentage, mean scores and standard deviation. The study revealed that undergraduate students of federal universities in North-central Nigeria are aware of the available information resources and the level of awareness is low. It was concluded that undergraduate students of agricultural science have high level of awareness of the available information resources. 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 the awareness of such resources 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.

KEYWORD: Awareness, Information Resources, Socio-Economic Empowerment, Agricultural Students.

Introduction

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. 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. Before industrialization and innovation of modern technologies, agriculture has been the catalyst for most countries' income generation, food security and sustainability of

individual growth it was also the source of job and occupation of the earlier men and women in the society. Agriculture is also the backbone of the economic system of a given country. In Nigeria for instance; agriculture plays a major role in the area of occupation and economic activities in 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). If agriculture fails to meet the rising demand for food products, it is found to affect adversely the growth rate of the economy. Praburaj, L. (2018), raising supply of food by the agricultural sector has, therefore, great importance for the economic growth of a country. It is also a pre-requisite for raw material as agricultural advancement is necessary for improving the supply of raw materials for the agro based industries, especially in developing countries. Based on the foregoing the importance of agriculture for socio-economic development cannot be over-emphasized.

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).

Socio-economic empowerment is the capacity of women and men to participate in, contribute to and benefit from growth processes. According to Unsworth, (2010) agriculture 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).

Undergraduate students in most universities who study or specialise 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.

However, such studies related to students of agriculture are limited. In view of this awareness can 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 & Minishi-Majanja (2010) observed that awareness is 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. (Pradeepa 2015) opined that there are numerous studies on the information use behaviour of undergraduate students. Pradeepa.(2015) further stated that undergraduate students of agriculture of federal universities if aware of information resources .often use search engines (96%) and Wikipedia

(73%) more 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 programme, allocation of time to use the library, and increased computer facilities in the faculty need to be initiated.

Undergraduate students in most universities who study or specialise 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, (2010). 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, referenced materials like encyclopaedia, theses, patent, conference proceedings and Gazettes Chimah and Nwokocha, (2013). 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 by students of agricultural studies. Information resources science is still characterized by the vagueness of its own theory, many problems have not been set at all, and others have been solved at the intuitive level or only in the branch aspects of

economy and law. The information resources concepts is somewhat differently interpreted by Odintsov (2012) who argued that 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.

Statement of the Research Problem

Socio-economic empowerment of every individual in the society is necessary including that of the students of agriculture 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 minimise 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. This could be attributed to poor awareness of information resources by the undergraduate students of Agriculture.

Socio-economic empowerment of agriculture students from preliminary research observation are marred by inadequate agricultural education, 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 undergraduate students. of Agricultural in North-Central Nigeria.

Objectives of the Study

The main objective of the study is to investigate awareness of information resources for socio-economic empowerment by undergraduate students of agriculture in federal universities in North-Central, Nigeria.

The specific objectives are:

1. Identify the types of information resources available in the federal university libraries for the undergraduate students of agriculture for their socio-economic empowerment
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. Determine the extent to which awareness of information resources by undergraduate students of agriculture affect their socio-economic empowerment in federal universities in North-Central, Nigeria.

LITERATURE REVIEW

Socio-economic empowerment can be seen as the provision of important financial support to enable undergraduate students of agricultural science of federal universities excel in the use of information resources. It can 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 them to enhance their socio-economic status.

Socio-economic empowerment can be defined as the ability for students to choose their own economic outcomes. This requires 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 (World Bank, 2011). Socio-economic empowerment can also be defined as a means of giving the students of agricultural science skills on how to be aware of/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 (Mcdevitt, 2010). 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.

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 in 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 a better tomorrow.

An 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 tests, 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 (2014) 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, they were not all fully accessible due to one challenge or the other such as inadequate Internet facility and electricity supply.

In the study conducted by Eze and Uzoigwe (2013) 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 (16%-82%) newspapers/magazines (86% for adequate; and 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.

In their paper titled "Awareness and Use of Information Resources for Research by Final Year Students" in Adeyemi College of Education (ACC), Ondo by Olubiyo, Ogunniyi

and Adeyemi,. The result 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 that students were aware of includes online dissertations or theses (30 or 90.9%), e-journals (28 or 84.8%), search engines (2 or 81.8%), library catalogue (25 or 75.8%), academic databases (25 or 75.8%), website information (22 or 66.7%), emails (16 or 48.5%) and e-books (10 or 30.3%).

METHODOLOGY

The study adopted the descriptive design. Six (6) Federal Universities were purposively selected because they had all the facilities needed for the study. The population of this study is 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. This 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. The research instrument that was used for collecting data for the study was the questionnaire and an observation checklist. The data in this study as regards Olubiyo, Ogunniyi and Adeyemi to the research question would be 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.

ANALYSIS OF RESULTS

Research question 1: What are the types of

information resources available in the studied libraries?

An observation checklist was used to answer research question 1 on the types of information resources available in the studied libraries. Table 4.1 is an observation checklist of the types of information resources available in the studied libraries.

Table 1 : Type of Information Resources Available in the Studied Universities

S/N	Information Resources	FU L	FUA M	FUTM X	UNIA BJ	UNIJOS	UNILORIN	Total
1.	Books	√	√	√	√	√	√	6
2.	Journals	√	√	√	√	√	√	6
3.	Newspapers	√	√	√	√	√	√	6
4.	Encyclopaedia	√	√	√	√	√	√	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 (-)

Table 1 revealed that all the information resources selected for the study are available in the libraries of the studied institutions.

Research question 2: What is the level of awareness of information resources by the undergraduate students?

The under graduate students in federal universities in North-Central, Nigeria were asked to rate their level of awareness of information resources, their responses in respect to the question asked are displayed in Table 2.

Table 2 Level of Awareness of Information Resources vis-à-vis socio-economic empowerment

ITEMS	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. Through the use of new arrival shelf 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	1.12	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		2.59		2.45		2.30		2.66		2.20	
Overall Weighted Mean	2.43											

VHL – very high level HL – High level LL – low level VLL – very low level

Table 2 shows the weighted mean from the six federal universities studied in North Central, Nigeria Two universities have weighted mean scores above the benchmark mean of 2.5 on a four-point Likert scale. These universities are: University of Ilorin (M = 2.66), and Federal University of Technology Minna: (M= 2.59) while the other four universities have a mean scores below the benchmark mean of 2.5. These are: University of Abuja (M=2.45), Federal university of Agriculture Makurdi (FUAM) (M=2.36), University of Jos (M=2.30) and Federal University Lafia (M=2.2)

Research question 3: 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 students 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.

Responses of undergraduate students on the extent to which awareness of information resources affect their socio-economic empowerment, and their responses in respect to the question asked are displayed in Table 3.

Table 3: Extent to which Awareness of Information Resources Affect their Socio-Economic Life

S/N	ITEMS	FUAM		FUTMX		UNIABJ		UNIJOS		UNILO		NAS	
		MEAN	SD	MEAN	SD	MEAN	SD	MEAN	SD	MEAN	SD	MEAN	SD
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	1.02	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	3.0	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	0.88	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		2.45		2.37		2.49		2.56		2.52	

Keys = VHE = Very high extent, HE = High extent, LE = Low extent VLE = very low extent.

Table 3: Extent to which Awareness of Information Resources Affect their Socio-Economic Life.

S/N	ITEMS	FUAM		FUTMX		UNIABJ		UNIJOS		UNILO		NAS	
		SiD	SiD	SiD	SiD	SiD	SiD	SiD	SiD	SiD	SiD	SiD	SiD
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	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	1.0	3.06	1.01	2.20	1.07

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Table 3 reveals that University of Ilorin (UNILORIN): (M= 2.56) Federal University Lafia (M = 2.52) and Federal University of Agriculture Makurdi, (FUAM) ($\bar{X}$ = 2.45); University of Abuja (UNIABJ): ($\bar{X}$ = 2)

DISCUSSION

The analysis of research question 1 as indicated in Table 1 revealed that information resources such as Books, Journals, Theses, E-Books, Gazettes, Internet resources, Library Repositories, Atlases, Project, Dictionaries and Magazines Newspaper, Encyclopaedia, Theses, Gazettes, OPAC, E-Books, E-Journals, Library Repositories, Conference proceedings, Newsletter, Dictionaries, Projects are available in all the six universities studied. It was also observed that there were 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 get 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.

The findings from research question three revealed that undergraduate students' level of awareness of information resources in the libraries is 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. The results also revealed that awareness of both electronic information resources help 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 findings supported by Lucky (2010) 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.

Furthermore, the study revealed that the extent to which awareness of information resources affect socio-economic statute of the studied students is fairly high. This is because the students indicated that because they are aware of information resources they have better home development, understanding of poverty in the society, knowledge of food safety and improved understanding of marriage tradition in the society also, it has reduced their constraints for socio-economic grow growth.

CONCLUSION

From the findings of the study, one would deduce that while the awareness of information resources by the undergraduate students of Agriculture in North-Central, Nigeria is high, the awareness of the availability of the availability of these resources in the studied libraries by the students.

is low. This is not surprising since the libraries' methods of information dissemination using ICT facilities is 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 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, uses invariably, would improve their socio-economic status.

Recommendations

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

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.

The management of the studied libraries should strive to improve the extent awareness 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.

The management of the studied 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 among others, poor awareness of provision of information resources in the library and inadequate Internet facilities available in the library to mention but a few.

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