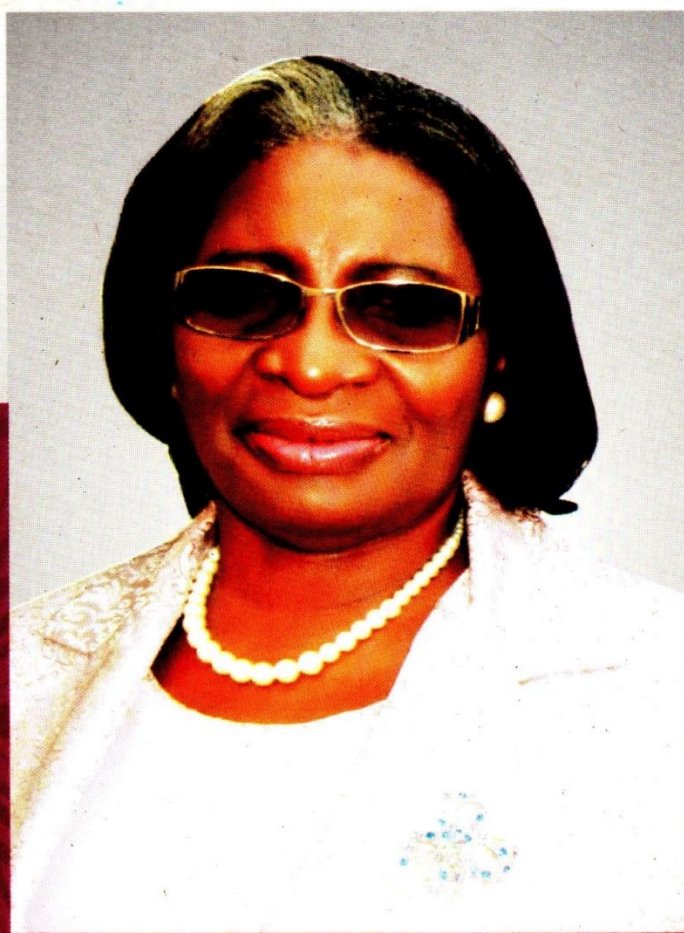


HARVESTS FROM THE
GOWN
VOLUME 2



FESTSCHRIFT IN HONOUR OF
PROFESSOR COMFORT M. EKPO

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EARLY VIRTUAL LIBRARY UTILIZATION AND EDUCATIONAL ADJUSTMENT OF UNIVERSITY STUDENTS: A STUDY OF UNIVERSITY OF UYO



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ABSTRACT

The study examined the effect of early exposure of first level university students to library services and virtual world on their educational adjustment. The variables were availability and utilization of library and virtual services and educational adjustments. The study researched and hypothesized using these methods: Out of a population of 2,140 year one students of 2012/2013 library-registered users in the University of Uyo library, 1207 were purposively selected as the sample. The instrument used was questionnaire. Design was ex-post-facto and the statistics used was Pearson Product Moment Correlation (PPMC) and chi-square analyses. The finding revealed significant effect of all the variables on students' educational adjustment. The meaning was that children's early exposure to library and virtual services positively affected educational adjustment of children. The study recommended that government should provide library and virtual services in public primary/secondary schools to help prepare children for functional higher school life. Parents should provide early virtual and library services to their children that will lead to more effective utilization of these facilities in higher school.

INTRODUCTION

Children constantly imitate adults, and there is mastery in practice. When children are exposed early in life to library and virtual services, they gradually become adjusted to educational processes. Some homes and schools provide library and virtual services for preschool and school ages, especially in recent times. “Catch 'EM in the cradle” is US Department of Education programme begun in 1993 where provision of library and virtual services are made to infants. This is a popular programme that originated in Florida and is widely practised. It provides library information 'Kits', given to parents in hospitals, adoption centers and parental classes. This programme stimulates proper development of the baby's language through songs and other activities. Other such packages are parent-child story hours, toddler programmes, group activities, library reading programmes and audio/visual programmes. The programmes advance in content and activities as the child advances in age. There are information packages for school age, school work, read aloud programme, young adult programme and books at all levels. Other materials like cassette tapes, compact discs, video tapes, book cassette kits, puppet educational toys, etc. are made available to the school-aged child to occupy and stimulate learning through such programmes. The child is initiated into reading culture from birth.

Virtual services world is a computer-based chart. It is properly described in Library Tech., (2009). A virtual library educational site, as a genre of online community that often takes the form of a computer based simulated environment through which users can interact with one another and use and create objects, (Wikipedia, 2011). The computer accesses a computer-simulated world and presents perceptual stimuli to the user, who in turn can manipulate elements of the model world. In recent times, the Information Communication Technology (ICT) that has advanced itself into homes and schools has contributed immensely to early virtual world development with the use of modem from different service providers. In Nigeria, well-to-do parents provide internet services at home for their children. Some parents send their children to very expensive private schools with sophisticated and well-equipped libraries where they have internet services. Children in this type of environment are very early technologically developed and advanced in many fields. They have the telepresence and can

manipulate many elements of model world which may appear similar to the real world. Such children could do better in school and are more adjusted to the business world, games, music and sciences.

Virtual world learning has bearing in real life actions and effects. It affects self-verification, personality development and self-enhancement. Real life and virtual world, according to Doodson (2009), significantly relate. Emotional, social, psychological development depend so much on vision and visual powers. Children with such experiences can handle their assignment with ease.

The virtual learning environment presents powerful media instruction in education which serves as collaborative education. Some of the instructional packages are called "do it yourself". Constant practice on such packages increase the child's level of commitment as well as his/her level of academic adjustment. The packages for learning, training and teaching are wonderful for students, applicants and teachers. It offers greater opportunities for students participation. It allows users to carry out tasks that could be difficult in real world due to constraints and restrictions such as cost and scheduling locations. Some families and schools make advantage of this package for early learning and education practices. Lebowitz (2011), in worldwide web identified children's virtual world to include clubpenguin, webkinzworld Toon Town UBA, BarbieGirls.com, Bulid-a-Bearville, kids game, national graphic and secret Builders. This relieves whiteboard interactive problems and offers self-confidence and reliance in the children, as they learn to do their projects themselves. Adaptations and feed-back problems are overcome by some specially arranged packages. This is a shift in the educational world and helps students to adjust in school, thus reducing the chances of drop out in higher school life. Educational adjustment or functioning or well-being refers to the faring in school life from start to finish. Such students utilize the library facilities (print and non-print) with ease in accomplishing their educational tasks. The work of Schmidt, Diane and Davis (1997) on CD-ROM showed that the use of data-bases in the science library 9found that two-third package instruction made students more satisfied with their academic tasks.

Jacon (2000) regretted that legal research training continues in traditional form when most of their students concentrate on online information. Other studies on socioeconomic background of parents, showed that high family income/poverty ratio increases the likelihood to graduate from high school. The findings of Haveman and Wolfe (1995) confirmed this. Their result showed that poverty was associated with the increased number of years that students stayed in higher school. High poverty level does not help in exposing children to early library and virtual world experience. Zaff et al (2001) found that socioeconomic status, a composite variable comprising parental

education, parental employment status and family income was predictive of higher education attendance. Adelman (1999) made the same finding and concluded that socioeconomic status is so strongly linked with likelihood of completing higher education.

Barnett (1995) looked at long-term effects of participation in early childhood programmes. Characteristics of the study samples varied by study and in many of the studies, the majority of participants were African American and/or were economically or academically disadvantaged. Children in the Perry Preschool Programme, for example, had low IQ scores (usually below 85). The average level of education of the mothers in these studies was low, with average below 12 years in all of the studies and below 10 years in five of the studies.

Higher school does not take the students' experiences and school background into consideration apart from the aptitude test. This is why many students excel in higher school life while others are "drop outs". This study investigates early exposure of children to library and virtual services and educational adjustment. The problem statement is: Does exposure of children to library and virtual world learning help students to be properly adjusted in school?

It researched into the questions of availability and utilization of library and virtual services and effects on children educational adjustment. The study also hypothesized on these variables. This study is significant to parents who may take advantage of the library and virtual world; and school management who may help the less privileged children in providing library and virtual services so that their later higher school life will be positively affected. The assumption is that many children who drop out of school of not have early virtual and library use experiences which could have helped them in higher school life. This could combine with other predicators to make it difficult for such students to adjust easily to academic life.

METHODOLOGY

The research methodology of the study was ex-post-facto. The study area was the University of Uyo in Akwa Ibom State. The population comprised of all year I library users in the University of Uyo in 2009/2010 academic session. Stratified sampling was used to select all participants from all the eleven faculties of the University. Purposive random sampling technique was used to select 1207 respondents; the questionnaire, tagged Children's Library and Virtual World Learning, Utilization and Effects on Educational Adjustment (CLVWLUEA), was used. Scoring was done based on their early library and virtual world experience with rating on a 4 point scale of: 4 highly adjusted (HA), 3 adjusted (A), 2 not very adjusted (NVA) and 1 not adjusted (NA) was tested at 0.82 reliability. Data were analysed using chi-square and Pearson's Production Moment Correlation for the statistical analysis

RESULTS AND DISCUSSIONS

Results were obtained as follows: out of 2000 copies of the questionnaires distributed, 1,207 were returned with valid response. This gave response rate of 60.7 percent. The table below shows the distribution of the questionnaire in each of the faculties.

Table 1: Distribution of Questionnaire in Faculties

Faculties	Number of questionnaires distributed	Number returned	Percentage
Art	402	210	52.5
Education	566	313	55.3
Social Science	321	231	71.3
Agriculture	286	216	75.5
Business Administration	156	86	55.1
Law	37	27	72.3
Pharmacy	39	14	35.8
Engineering	21	11	52.3
Basic Medical Science	33	13	35.8
Environmental science	78	28	35.8
Science	133	52	38.1
Total	2,000	1,207	60.7

Finding from Table 1 indicated that 1,207 students returned the questionnaire.

Table 2: Responses to Children's Early Exposure and Educational Adjustment

Early Exposure and Utilization of Library and Virtual World		HIGH				LOW							
		(HA)		(A)		Total		(NVA)		(NA)		Total	
		Freq	%	Freq	%	Freq	%	Freq	%	Freq	%	Freq	%
A	Our house is connected to internet services	278	23.03	165	13.67	443	36.70	372	30.82	392	32.47	764	63.29
B	We have library in our house	292	24.19	287	23.77	579	47.97	415	34.38	213	17.65	628	52.03
C	My former schools were connected to internet	265	21.96	282	23.36	547	45.32	329	27.26	331	27.42	660	54.68
E	My former schools had a functional library	325	26.93	461	38.19	786	65.12	225	18.64	196	16.24	421	34.88
	I can do the online registration and other operation personally without a guide	513	42.50	368	30.49	881	72.99	153	12.68	173	14.33	326	27.01
F	I could do a search of the internet, play games, music and any business before I had admission to the university	381	31.57	262	21.70	643	53.27	326	27.01	138	11.72	564	46.73
G	I do my assignment with ease in the internet	539	44.66	348	28.83	887	73.49	142	11.76	178	14.75	320	26.51
H	I can locate any information source that I want in the university library	383	31.73	349	28.92	732	60.15	219	18.4	256	21.21	475	39.35

Table 2 shows low percentage of library and virtual world adjustment at home 47.97, 45.32 and 65.12% that shows low availability and utilization; however, utilization of virtual experience shows higher adjustment of 72.99, 53.27 and 73.49. This high scores and high adjustment is also credited to computer training centres which organize programmes for students during holding periods and as a stepping stone to higher education.

Table 3 –

Pearson Product moment correlation analysis was used to analyse the data presented in Table 3 to deference the relationship between the variables, namely, children's library/visual device and children's utilization of the device.

Variable	Σx Σy	Σx^2 Σxy	Σxy	r
Children's availability of library & visual devices (x)	204.39	349731		
Children's utilization of library & visual devices (y)	19230	309512	328455	0.835*

*Significant at 0.05 level df = 1205 N= 1207, critical r-value = 0.062

Table 3 presents the obtained r-value as (0.836). This value was tested for significance by comparing it with the critical r-value (0.062) at 0.05 level with 1205 degree of freedom. The obtained r-value (0.836) was greater than the critical r-value (0.062). Hence, the result was significant. The result therefore means that there is significant relationship between the level of availability of children's visual devices and the level of children's utilization of the devices.

Table 4

In Table 4, the Pearson Product Moment Correlation analysis exposed the relationship between utilization of children's visual devices and their level of educational adjustment.

Variable	Σx Σy	Σx^2 Σxy	Σxy	R
Children's availability of library & visual devices (x)	19230	309512		
Educational adjustment (y)	21323	373253	341387	0.754*

*Significant at 0.05 level df = 1205 N= 1207, critical r-value = 0.062.

Table 4 presents the obtained r-value as (0.754). This value was tested for significance by comparing it with the critical r-value (0.062) at 0.05 level with 1205 degree of freedom. The obtained r-value (0.754) was greater than the critical r-value

(0.062). Hence, the result was significant. The result therefore means that there is significant relationship between utilization of children's visual devices and their level of educational adjustment.

Table 5

In determining the influence of library /children's visual world on their educational adjustment, chi-square analysis was used.

CWW	ITA	A	NA	NVA	TOTAL	X ² -VALUE
Adequate	499 (316.4159)	201 (169.72)	89 (133.5394)	55 (174.3248)	794	461.3278
Inadequate	32 (164.5841)	57 (88.28003)	114 (69.46065)	210 (90.67523)	413	
Total	481	258	203	265	207	

*Significant at 0.05 level df = 1205 N= 1207, critical r-value = 0.062.

The obtained x²-value (461.33) at 0.05 level with 3 degree of freedom. The obtained x²-value (461.33) greater than the critical x²-value (7.815). Hence, the result was significant. The result therefore means that there is significant influence of library and children's visual world on their educational adjustment.

CONCLUSION

The study revealed that there is significant relationship between the level of availability of library and children's virtual devices and the level of children's utilization of the devices. The study also found out that there was significant relationship between utilization of library and children's virtual world and their level of educational adjustment. Finally, the influence of library and children's virtual world on their educational adjustment was revealed to be positive. This finding is in consonance with those of Doodson, Done and Davis as well as Zaff etal who found out that socioeconomic status has composite effect on many, variables that where to do with students. The study recommends that:

- parents should provide early library and virtual world services to their children;
- public primary schools should provide library and virtual world services to their students;
- personal training of the children in internet lessons should be done for children whose homes and schools could not expose the children to early virtual experience. This will help them to adjust in their higher school life, and registration and use of public library by children should be encouraged to make the students conversant with library use and information search practices.

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