Determinants of students' knowledge and Accessibility of library resources in Schools of Nursing and Midwifery, Abubakar Tafawa Balewa University Teaching Hospital (ATBUTH), Bauchi

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Abstract: The study was on determinants of students' knowledge and utilization of library resources in schools of nursing and midwifery**,** Abubakar Tafawa Balewa University Teaching Hospital (ATBUTH), Bauch**i**. The study was conducted in schools of Nursing and midwifery, ATBUTH. Two objectives and three corresponding research question and two hypotheses were used. It adopted a descriptive cross-sectional survey research design. A total of 450 students comprising of 265 student nurses and 194 student midwives were used in this study. The entire population of the study was used to take care of subject attrition. The instrument for data collection used in this study was a structured questionnaire. It was validated by three experts. The result was analyzed using Analysis of variance (ANOVA), which yielded a Cronbach Alpha reliability of 0.84. The administration of the instrument was done by the researcher and the research Assistants. Out of the 459 questionnaires administered, 390 copies were returned and used in the analysis. From the duly completed copies of the questionnaire, the required data were generated and analyzed using mean and standard deviation statistics for answering the research questions and the one-way analysis of variance (ANOVA) for testing the hypothesis. The findings revealed that majority of Nursing & midwifery students have knowledge about the use of library resources in their respective schools. However, majority of them visit the library only occasionally. Also, there is significant difference in the knowledge of library resources among students at different class level. It was recommended that both the management and academic staff should help in developing interest among students for visiting library by providing them latest and course related books, assign activities through which they took interest in reading books, for this online resource and providing them a spacious and furnished library.

Keyword: determinants, knowledge and utilization; library resources; nursing and midwifery

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1.   Introduction

The value of the academic library to its users has become a critical issue in the management of academic libraries. Librarians are now concerned with how the library services and resources benefit the students 'success, faculty and the overall institutional aim (Tetteh, & Baah, 2019).

For academic libraries to be successful, not just in these uncertain times, but in the future, Besides, the emergence of new sources of information as a result of technological innovations has negatively affected the

image of libraries (Ibrahim, et al.,2019).

A library is a collection of sources, resources, and services, and the structure in which it is housed. Ogbebor (2017) defined library as an "organized collection of published and unpublished books and audiovisual materials with the aid of services of staff that are able to provide and interpret such material as required, to meet the informative, research, educational and recreational needs of its users". In the same context Adeoye and Popoola (2019) added that library information resources can be in both printed and electronic formats including textbooks, journals, indexes, abstracts, newspapers, magazines, reports, CD-ROM databases, internet, email, video tapes/cassettes, diskettes, computers and microforms. Therefore, in this work library can be defined as a collection of sources, resources, and services, and the structure in which it is housed.

With the provision of wide variety of information sources, users of libraries are exposed to different information with their respective values. They also give users the opportunity to learn and continue learning throughout their lives (Tetteh, et al., 2019).

Libraries are established for the systematic collection, organization, preservation and dissemination of knowledge and access. It is very important for man to preserve and maintain the valuable knowledge and access contained in the books and documents because we want to preserve our knowledge and wisdom for the coming generations. By preserving the documents in a library this knowledge can be made available to others so that they can benefit from it (Association for College and Research Libraries (ACRL, 2015).

A school library is a library that is attached to a higher educational institution which serves two complementary purposes: to support the school's curriculum, and to support the research of the university faculty and students. It is unknown how many academic libraries there are internationally. An academic library is a library that is attached to a higher education institution which serves two complementary purposes to support the school's curriculum, and to support the research of the university faculty and students. An academic and research portal maintained by UNESCO links to 3,785 libraries (American Library Association, 2017).

According to the National Center for Educational Statistics, there are an estimated 3,700 academic libraries in the United States The support of teaching and learning requires material for class readings and for student papers. In the past, the material for class readings, intended to supplement lectures as prescribed by the instructor, has been called reserves. In the period before electronic resources became available, the reserves were supplied as actual books or as photocopies of appropriate journal articles. Academic libraries must determine a focus for collection development since comprehensive collections are not feasible. Librarians do this by identifying the needs of the faculty and student body, as well as the mission and academic programs of the college or university (Nyantakyi-Baah., & Afachao, 2018).

The role of academic library is to provide information materials in support of the objectives of their parent institution, which are derived mainly through teaching, learning, research, public services and conservation of knowledge and ideas in the library Adeoye and Popoola (2019). Academic libraries are integral part of the institutions they serve. They are recognized as the hearts of their institutions. They design their collections and services to meet the institutional needs of their parent institutions.

Knowledge of the level and extent of use of any library is seen as vital component of the planning processes that provides libraries and library administrators with feedback information and service delivery in response to user needs and preferences. This knowledge is, therefore, considered an important factor in management of libraries. Therefore, it is imperative that academic libraries and its resources be within the reach of the users in order for them to broaden their knowledge and make meaningful and effective contributions to the development of the nation (Awojobi & Madu, 2015).

Library resources and services should be sufficient in quality, depth, diversity, and currency to support the institution curriculum. As a result of this, university libraries are often considered as the most important resource centre of an academic institution (ACRL, 2015).

This refers to the "act of using" or visiting the library, at least two to three time a week. This include: accessing and reading the library materials such as text books, journals, newspapers, pamphlets, computers and other relevant library materials. Others are: borrowing library books and studying/reading the library material (s) at least two to three time a week, or for a minimum of two hours during each library visit, and surfing the internet for academic purposes.

Knowledge and access are key to library. ACRL (2015) posited that the more knowledge and accessible library sources are, the more likely they are to be used and users tend to use information sources that require the least effort to access. Gunasekera (2019) who studied the relationship between accessibility and library use by undergraduates in Nigeria, noted that the problem of Nigerian students is not the question of wanting to use the college library, but whether or not the university library can provide for their needs, and whether there is access to what is provided by libraries. However, this assertion was reinforced in later studies by Adeoye and Popoola (2019). They noted that availability of information resources and services does not automatically translate into information accessibility and use.

Information can be put into several uses and for various purposes. Hawkins cited in Adeoye and Popoola (2019) noted "that knowledge and access have become the most important currency for productivity, competitiveness and increased wealth and prosperity'. The library is the store house of knowledge and access, it provides both access to information resources and the information itself. Library help the nursing schools to achieve the objectives of producing nurses that are information literate and are prepared for lifelong education. Therefore, libraries are important in helping academics generate information for the purpose of effective teaching of student nurses/midwives and research (ACRL, 2015).

Factors Influencing Library use among Nursing and Midwifery Students are common. Gunasekera (2019) asserts that the traits that influence information requirements of library users are qualification, years of study, motivation, and interest. Others factors include: status, nature of Nursing institution, age, gender among others. In addition, factors affect the use of library and therefore pose some challenges to the student nurses and midwives: physical environmental factors; the behavior of the library staff; diverse needs of student's poor-quality library resource; lack of trained library staff; funding (Adeoye & Popoola, 2019).

Some constraining factors to library use among nursing and midwifery students may include, shift duty, physical barriers; poor attitude of some library staff; teachers' indifferent attitude towards library use; traditional teaching methods; the use of cell phone; lack of proper orientation on library usage: Both the teachers and the students lack proper orientation on library usage in many schools of nursing and midwifery in the country. This lack of awareness among the teachers and students diminishes library knowledge and utilization in many schools (American Library Association, 2017).

2. Material and Methods

The design used in this study was descriptive cross-sectional survey. This design was adopted, because according to Gemson and Kyamru (2013), it is scientific, non-experimental method which involves observing and describing a phenomenon without influencing it in any way. The design is considered appropriate for the phenomenon being investigated that involves the appraisal of knowledge, and utilization of school library resources among nursing and midwifery students in schools of nursing and midwifery in Bauchi State. This method was deemed fit as it was successfully used by Mubashrah, Riaz and Shaziah, (2018) who studied library resources utilization by teachers and students.

The study was conducted in the Schools of Nursing and Midwifery, Abubakar Tafawa Balewa University Teaching Hospital (ATBUTH) Bauchi, Bauchi State. The programme was established based on the need of the State for improved quality nursing care and the need for professional growth and enhancement of the nurses in line with the global trend.

The population of this study was made up of all the nursing and midwifery students in schools of nursing and midwifery, Abubakar Tafawa Balewa University Teaching Hospital (ATBUTH) Bauchi, Bauchi State. The total population was 459 students, comprising of 265 student nurses and 194 student midwives as can be seen in Table 1 below.

Table 1: Population of Students in the Schools of Nursing and Midwifery, ATBUTH Bauchi:

School	Number of Students
Nursing	265
Midwifery	194
Total	**459**

Due to the manageable size of the population, the entire population of 459 students was used as the sample for the study. This was to take care of subject attrition in which some of the students may not be around during the period of data collection or unwilling to participate in the study. The inclusion criteria however included: availability at the time of data collection; willingness to participate in the study and must be a student nurse or midwife of either of the two schools.

The instrument used for data collection in this study was questionnaire. A four-point Likert scale was used. Ranging from Strongly disagree (1) to Strongly agree (4), and a 4 - point Likert type scale ranging from Not available (1) to Available and very adequate (4).

The face validity of the questionnaire was carried out by submitting the instrument to three senior lecturers in the Department of Nursing Science, University of Nigeria, and Enugu Campus. They examined the items in the instrument of data collection in line with the purpose, objectives and the hypotheses set out for the study. They also assessed the language used in developing the instrument. Necessary modifications were made and their input and suggestions were affected. Items were re-arranged according to the item response group. The final draft of the instrument was submitted to the researcher's supervisor who approved of its use.

The instrument was administered once on the 10% of the population, which is 46 students; (comprising 23 student nurses and 23 student midwives) from School of Nursing and School of Midwifery Birnin Kudu, Jigawa State respectively. All items were scored in descending order of ranked value-weighted options except Items 31, 32, 34, 38 – 41 which were scored in ascending order of ranked value-weighted options. A split-half technique was used for test of reliability. A total of 46 filled pilot sample questionnaire copies were shuffled and randomly divided into two equal groups of 23 copies in each group. The two sets of data were subjected to analysis of variance (ANOVA), Item-Total statistics, inter-item correlation and Cronbach alpha statistic.

To ensure construct validity of the instrument (how well each questionnaire item measures a supposed construct), ANOVA was applied to the data. All p-values from result showed significant construct validity ($p < 0.05$).

In order to gain access to the respondents, a letter of introduction was obtained from the Head of Department of Nursing Sciences, University of Nigeria, and Enugu Campus and was presented to the respective schools. The researcher administered the copies of the questionnaire to the respondents with the help of four (4) research assistants who were briefed. The filled copies of the questionnaire were collected on the spot to ensure high return rate and the return rate of 85.0% was obtained.

The data obtained from the instrument were collated, tabulated and analyzed using statistical package for the social sciences (SPSS) version 21.0. Using descriptive statistics, the frequency, percentages, mean and standard deviations. The inferential statistics - t-test and analysis of variance (ANOVA) were employed in testing of the hypotheses at p value of .05 level of significance at a confidence interval of 95%. For the purpose of decision – making, the researcher used the interval scale of 0.5. The upper limit of 3 is 3.49 and the lower limit is 2.50. Therefore, the items with mean greater than 2.49 were accepted or considered adequate, while those with mean less than 2.50 were rejected or was considered inadequate.

3. Results and Discussion

The results obtained from data analysis with their interpretations were presented. Out of the four hundred and fifty-nine (459) copies of questionnaire administered, three hundred and ninety (390) of them were

returned for analysis giving response rate of 85.0%. The mean age and standard deviation of the student nurses and midwives is 21.9±3.6years.

Demographic Characteristics of the Nursing and Midwifery Students

Descriptive statistics involving frequencies and their percentages were used to analyze data on demographic profiles of the nursing and midwifery students. The results of the analysis were presented in Table 2.

Table 2: Demographic Distribution of Nursing and Midwifery Students N=390

Item	Student Nurses N=217	Student Midwives N=173	Total
Age Group in Years			
16-20years	94(43.3%)	81(46.8%)	175(44.9%)
21-25years	81(37.3%)	78(45.1%)	159(40.8%)
26-30years	33(15.2%)	12(6.9%)	45 (11.5%)
31years & above	9 (4.2%)	2 (1.2%)	11 (2.8%)
Mean age	22.3(SD=4.1)	21.6(SD=2.9)	21.9(SD=3.6)
Sex			
Male	91 (42.0%)	0 (0.0%)	91(23.3%)
Female	126 (58.0%)	173(100%)	299(76.7%)
Marital Status			
Single	168(77.4%)	115(66.5%)	283(72.6%)
Married	49 (22.6%)	57 (32.9%)	106(27.2%)
Widowed	0 (0.0%)	1 (0.6%)	1 (0.3%)
Type of Student			
Basic	183(84.3%)	173(100%)	356(91.0%)
Post Basic	34(9.0%)	0 (0.0%)	34 (9.0%)
Year of Study			
First Year	136(62.7%)	108(62.4%)	244(62.6%)
Second Year	14 (6.5%)	39 (22.5%)	53 (13.6%)
Third Year	67 (30.9%)	26 (15.0%)	93 (23.8%)

The result in Table 2 shows the demographic characteristics of the student nurses and midwives in the study. In the age group, 175 (44.9%) of them were 16-20years, 159 (40.8%) of them were 21-25years, 45 (11.5%) of them were 26-30years, while 11 (2.8%) of them were 31years & above. Their gender showed that 91 (23.3%) of them were male, while 299 (76.7%) of them were female. As regard to their marital status, majority 283 (72.6%) of them were single, 106 (27.4%) of them were married, while only 1 (0.3%) of them was widowed. In their type of student, 183 (84.3%) of the Student Nurses were Basic, and 34 (9.0%) of them were Post Basic; while 173 (100%) were Student Midwives. The years of study showed that 244 (62.6%) of them were first year students, 53 (13.6%) of them were second year students, while 93 (23.8%) of them were third year students.

Objective 1: To determine the students' knowledge about the use of library resources in Schools of Nursing and Midwifery ATBUTH Bauchi.

Table 3: Students' Knowledge about the use of Library Resources in Schools of Nursing and Midwifery ATBUTH Bauchi. N=390

ITEMS	Student Nurses (N=217)						Student Midwives (N=173)					
	SA	A	D	SD	Mean	Stdev	SA	A	D	SD	Mean	Stdev
Know how to use catalogue to locate books in our school library	66	93	35	23	2.93*	0.94	38	74	42	19	2.76*	0.92
Seek assistance of library staff when looking for a library resource e.g. text book.	88	86	32	11	3.16*	0.86	48	57	49	19	2.77*	0.98
Can use internet facilities provided in school library without seeking for assistance of the library staff	71	76	48	22	2.90*	0.97	22	16	81	54	2.03	0.96
Locate a material in the library on the shelves.	56	98	48	15	2.90*	0.87	34	60	57	22	2.61*	0.94
Locate a material in the library by using online public access	27	73	78	39	2.41	0.92	13	30	74	56	2.00	0.90
Locate a material in the library by seeking assistance from colleagues	42	92	50	33	2.66*	0.94	35	72	43	23	2.69*	0.94

The result in Table 3 shows knowledge about the use of library resources in School of Nursing and Midwifery. Out of the six (6) items in the table, five (5) of them were accepted by student nurses, while four (4) of them were accepted by student midwives. These items include "how to use catalogue to locate books in school library", "Seek the assistances of library staff when looking for a library resource e.g. textbook", "How to locate a material in the library on the shelves, and "how to locate a material in the library by seeking assistance from colleagues".

The only item accepted by student nurses is "the knowledge of the internet facilities provided in the school library without seeking for assistance of the library staff". However, the item which is not accepted by both student nurses and midwives is "the knowledge of how to locate a material in the library by using online public access" In general; the student nurses have good knowledge about the use of library resources than their midwives' counterparts since the mean and standard deviation are significant.

Objective 2: To Determine the Utilization of Library Resources by the Nursing and Midwifery Students of ATBUTH, Bauchi.

Table 4: Students' Utilization of Library Resources N=390

ITEMS	Student Nurses (N=217)						Student Midwives (N=173)					
	SA	A	D	SD	Mean	Stdev	SA	A	D	SD	Mean	Stdev
Text books	171	41	2	3	3.75*	0.54	128	41	2	2	3.71*	0.55
Reference books	70	115	22	10	3.13*	0.77	64	73	26	10	3.10*	0.86
Journals (hard copies)	34	116	48	19	2.76*	0.82	27	73	44	29	2.57*	0.95
News paper	35	99	65	18	2.70*	0.84	32	61	40	40	2.49	1.04
Magazines	24	93	71	29	2.52*	0.86	27	58	48	40	2.42	1.01
Online books	56	95	46	20	2.86*	0.91	15	23	68	67	1.92	0.93
Photocopying	28	43	85	61	2.18	0.98	25	27	52	69	2.05	1.07
Printing	31	54	66	66	2.23	1.04	23	25	57	68	2.02	1.04
e-mail	58	96	37	26	2.86	0.95	19	40	51	63	2.09	1.02
Audio/visual cassettes	14	34	73	96	1.84	0.92	12	21	59	81	1.79	0.91
Submitted (past) students` project	70	89	38	20	2.96*	0.93	44	67	32	30	2.72*	1.03
Internet resources and computer	95	91	22	9	3.25*	0.80	29	56	37	51	2.36	1.08

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Mean score > cut – off point of 2.50

The result in Table 4 showed students' utilization of library resources. Out of the twelve (12) items in the table, eight (8) of items were accepted by student nurses as the mostly used library resources, while four (4) of items were accepted by student midwives as the mostly used library resources. The three items accepted by both nursing and midwifery students as the mostly used library resources include "Reference books", "Journals (hard copies)", and "Submitted (past) students` project". The five items accepted by student nurses only as the mostly used library resources are "Text books", "News Paper", "Magazines", "Online books", and "Internet resources and computer". The other four (4) items which are not accepted by both student nurses and midwives as the mostly used library resources are "Photocopying", "Printing", "e-mail", and "Audio/visual cassettes". In general, the student nurses use library resources more frequently than the student midwives since the mean and standard deviation are significant.

Test of Hypotheses
Hypothesis 1: There was no significant difference in the Knowledge of Library Resources among Students at different Class Level.

Table 5: Analysis of Variance (ANOVA) of the students' knowledge about the use of library resources at different class level N=390

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Sources of Variation	Sum of Squares	df	Mean Square	F	P-value
Between Groups	1.870	2	0.935	3.692	0.026*
Within Groups	97.983	387	0.253		
Total	99.852	389			

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Table 5 shows the Analysis of Variance (ANOVA) of the students' knowledge about the use of library resources at different class level. Hypothesis 1 is rejected ($P<0.05$) because it revealed that there is significant difference in the knowledge of library resources among students at different class level. This implies that the knowledge about library resources is highest among the Third Year Students and lowest among the Second Year Students.
Hypothesis 2: There was no significant difference in the use of library resources among nursing students at different class level

Table 6: Analysis of Variance (ANOVA) of use of library resources among student nurses at different class level

Sources of Variation	Sum of Squares	df	Mean Square	F	P-value
Between Groups	1.000	2	0.500	2.072	0.128
Within Groups	51.637	214	0.241		
Total	52.637	216			

Table 6 shows the Analysis of Variance (ANOVA) of use of library resources among student nurses at different class level. Hypothesis 4 is accepted (P>0.05) as it revealed that there is no significant difference in the use of library resources among student nurses at different class level.

Hypothesis 3: There was no significant difference in the use of library resources among student midwives at different class level

Table 7: Analysis of Variance (ANOVA) of the use of library resources among student midwives at different class level

Sources of Variation	Sum of Squares	df	Mean Square	F	P-value
Between Groups	0.040	2	0.020	0.061	0.941
Within Groups	56.006	170	0.329		
Total	56.047	172			

Table 7 revealed the Analysis of Variance (ANOVA) of the use of library resources among student midwives at different class level. Hypothesis 5 is accepted (P>0.05) and therefore concluded that there is no significant difference in the use of library resources among student midwives at different class level.

4. Discussion of Findings

The findings of the study were discussed in line with the specific objectives, research questions and hypotheses of the study. The discussion of the study was done in relation to the findings from the previous related studies.

Students' knowledge about the use Library Resources in Schools of Nursing and Midwifery ATBUTH Bauchi
Based on research question one which sought to find out Students' knowledge about the use library resources in Schools of Nursing and Midwifery ATBUTH Bauchi. The result in Table 3 shows the knowledge of the nursing and midwifery students about the use of library resources. Out of the six (6) items in the table, five (5) of them were accepted by student nurses, while four (4) of them were accepted by student midwives. These items include "how to use catalogue to locate books in school library", "Seek the assistances of library staff when looking for a library resource e.g. textbook", "How to locate a material in the library on the shelves, and "how to locate a material in the library by seeking assistance from colleagues". This finding is in congruent with the findings of Olajide, et al, (2016) who examined Users' Knowledge and Use of Library Services: A Case Study of Bowen University Library. Their findings showed that the students have a good knowledge of the library services and use of the services. Knowledge of library services mean value is greater than that of the use. The two hypotheses tested also shows significant relationship between knowledge and use of library services.
The findings of this study is not consistent with the findings of the study by Doraswamy (2019) on Information "Use Patterns of Post-Graduate Students: A Case Study of Siddhartha College of Arts and Sciences, India." From her conclusion she infers that sixty-five percent (65%) of the post-graduate students at Siddhartha College of Arts and Sciences, Vijayawada, India use the library daily. Most of them are using the library mainly for the purpose of reading or borrowing the books and to use internet or e-mail. The majority of the post-graduate students browses the book shelves (94.29%) and searches the library catalogue (79.29%) to get the relevant documents as compared to the other sources.

Utilization of Library Resources by the Nursing and Midwifery Students

The result in Table 5 showed students' utilization of library resources. Out of the twelve (12) items in the Table, eight (8) of the items were accepted by student nurses as the mostly used library resources, while four (4) of the items were accepted by student midwives as the mostly used library resources. The three items accepted by both nursing and midwifery students as the mostly used library resources include "Reference books", "Journals (hard copies)", and "Submitted (past) students` project".

This finding is in congruence with the findings of Yusuf and Iwu (2015), in their study on "Students and faculty use of academic libraries in Nigeria, with particular reference to Delta State University. Ogbebor (2017), found that respondents used books more than other materials and that they browsed the shelves to locate these materials.

This finding is in congruence with the findings of Gunasekera (2019) in his study on "Students Usage of an academic Library: a user survey conducted at the Main Library University of Peradeni." Who explored that library resources and services are not being fully utilized by undergraduates.

However, these findings are not consistent with the findings of Yusuf & Iwu (2015) in their statistical study in Covenant University where students utilized the online public access catalogue more than the manual catalogue. In related studies, Onuoha, Ikonne. & Madukoma (2018) while studying library use and research productivity of postgraduate students, concluded that postgraduate students place more importance on books (print) followed closely by internet provision and electronic journals. Ibrahim., Tawfik., Aboulmagd.. Refaat.,& Omar (2019) compared the use of library resources between students at Imo State University and AlvanIkoku Federal College of Education. They grouped library materials into three broad categories namely: oral information; printed information and digitised information. The study established that in both libraries, students utilised printed information more than digitized information and oral information was never used in any of the libraries. The study also identified insufficient library space as the greatest problem facing the use of both libraries.

These findings also are consistent with the findings of Nyantakyi-Baah., & Afachao, 2018) who evaluated the use of library resources and services by students of Paul University, Awka in Anambra State, Nigeria. In their study, Tetteh, et al., (2019) discovered that students of Paul University, fairly use the library for their studies. They observed that the students use the library most during examination periods. They observed that resources currently available are fairly adequate and fairly accessible to the students.

Table 7: Analysis of Variance (ANOVA) of the students' knowledge about the use of library resources at different class level. In general, the third year nursing and midwifery students have high knowledge about the use of library resources (mean score 2.74 and standard deviation 0.54). Hypothesis 1 is rejected ($P<0.05$) and therefore concluded that there is significant difference in the knowledge of library resources among students at different class level. This implies that the knowledge about library resources is highest among the Third Year Students and lowest among the Second Year Students.

The findings above indicate that differences exist between the students with regard to their knowledge about the use of library resources in schools of nursing and midwifery ATBUTH, Bauchi. Table 8: t-test analysis of library resources usage among student nurses and student midwives. Hypothesis 2 is rejected ($P<0.05$) because it revealed that there is significant difference in the use of library resources among student nurses and student midwives. This implies that the student nurses have good usage of library resources than the student midwives. Hypothesis 2 is rejected ($P<0.05$) and therefore concluded that there is significant difference in the use of library resources among student nurses and midwives. This implies that the student nurses have good usage of library resources than the student midwives. The result above signifies that differences exist between the students with regard to the use of library resources in schools of nursing and midwifery ATBUTH, Bauchi. This agrees with Ibrahim, et al., (2019) who found signifies that differences exist between the students with regard to the use of library resources.

Table 9: Analysis of Variance (ANOVA) on the use of library resources among student nurses at different class level in general, the First year nursing students use the library resources (mean score 2.80 and standard

deviation 0.52) more than the senior ones. Hypothesis 3 is accepted (P>0.05) and therefore concluded that there is no significant difference in the use of library resources among student nurses at different class level. This agrees with (Tetteh, et al., 2019).

Table 10: Analysis of Variance (ANOVA) of the use of library resources among student midwives at different class level. The data revealed the First-year student midwives (mean score 2.44 and standard deviation 0.64) and the Third year student midwives (mean score 2.46 and standard deviation 0.56) have high use of the library resources than the Second year midwifery students. Hypothesis 4 is accepted (P>0.05) and therefore concluded that there is no significant difference in the use of library resources among student midwives at different class level. Hypothesis 4 is accepted (P > 0.05) and therefore concluded that there is no significant difference in the use of library resources among student midwives at different class level.

The findings above indicate that there is no difference among student midwives at different class level with regard to the use of library resources in schools of nursing and midwifery ATBUTH, Bauchi. This ag agrees with Tetteh, et al., (2019) who difference among student midwives at different class level with regard to the use of library resources.

Implications of the Findings
It was clear from the findings of this study that although there is adequate knowledge about the use of library facilities in the two schools, the results indicated low utilization of the library especially among the midwifery students. The implication of this is that the low utilization will affect the final year results of the students.
Lack of e-library, more especially in the school of midwifery limits access to current educational materials by the students. Hence, this implies that the students will be lagging behind in the present information technology and at any stage in their studies.

5. Conclusion

Based on the findings of this study, the following conclusions are made;
1. The results of this study revealed that out of 459 respondents; only 243 respondents utilize the library resources. Of this figure, student nurses utilize the school library more than their counter parts in the school of midwifery. Specifically, 76.5% of the student nurses utilize the school library as compared to 44.5% of the student midwives.
2. Lack of e-library resources appeared to be the main challenges of both the nursing and midwifery students.

6. Recommendations

1. Both the management and academic staff should help in developing interest among students for visiting library by providing them latest and course related books, assign activities through which they took interest in reading books, for this online resource and providing them a spacious and furnished library.
2. Library hours should be increased to give more chance to students to patronize the library resources.
3. More qualified staff that poses the needed skills in ensuring courteous and friendly relationship with the users/students at all times should be employed, as this will encourage the students in patronizing the library for their information needs when the need arises.
4. The authority concerned should provide enough funds for the school library management so that the libraries could provide adequate resources and services like internet services, audio- visual materials, online public access catalogue (OPAC) etc. at all times.

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