Students and Tutors Perception and Usage Influence of the World Wide Web and the Library: A Case of Dunkwa Nursing and Midwifery Training College

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ABSTRACT

The proliferation of IT devices at lower prices but with high capabilities and the low cost or open access to scholarly materials has continually fueled the debate about the possible extinction of the library. Interestingly, despite these debates come higher standards set by educational accreditation institutions with regards to the high caliber of library infrastructure, library experts and resources required in order to operate as tertiary educational institutions. It is from this seemingly paradox that this study was conceived to identify the perception of students and tutors at Dunkwa Nursing and Midwifery Training College about the library and the World Wide Web (web/www) with regards to how the perception of the library influences and how the perception of the Web influences its usage.

Keywords: Web, library, digital libraries, usage perception, library usage influence forces, Information seeking behavior.

I. INTRODUCTION

Information seeking behavior has evolved owing to the ever-present power of the Internet and the World Wide Web (WWW). Now, a tap of keypads or a couple of touches on one's computer or Smartphone at any corner of the universe can retrieve whatever information one seeks. For Mostafa [1], eventually, the word "google" does not just refer to the largest or commonest web search engine in the world but synonymous to "search".

Bell [2] posits that the library is no longer comfortable for people "who want fast, easy access to unlimited full text contents using interface that require no critical thought or evaluation". Also, Fry [3] posits that most researchers prefer using web search engine rather than using

digital libraries. Paradoxically, these researchers are not aware of the limitations and biases of web information.

Nonetheless, the library has not only survived but has more than ever become a prerequisite for tertiary educational institutions in Ghana and throughout the world as contained in National Accreditation Board(NAB)[4] forms for accreditation.

The question today is never whether the library is worth its continuous existence but rather how different and qualitative is the modern library from the more accessible World Wide Web. The questions are; how authentic, authoritative or scholarly is the information that one finds from either sources? Is the modern information seeker aware that the modern library is now a combination of both a technological traditional library and a proactive, authentic and authoritative World Wide Web?

A. Problem Statement
Despite the huge investments in the library sector lately and the fact that it is a requirement for accreditation, there is still low usage of library resources. Thus, can students and tutors perception of the library and the World Wide Web explain why they do not use the library?

B. Research Objectives

The objectives of the study included the following;
1. To identify how students and tutors at Dunkwa Nursing and Midwifery Training College perceive the library.
2. To identify how students and tutors at Dunkwa Nursing and Midwifery Training College perceive the World Wide Web.
3. To determine how the students and tutors perception of the library influence their usage of the library.
4. To determine how the students and tutors perception of the World Wide Web influence their usage of the World Wide Web.

II. RESEARCH REVIEW

A. Concept of Perception and Factors that Influence Perception

Sternberg [5] explains perception as the interpretation of often ambiguous, insufficient, or overwhelming information in the light of one's knowledge, beliefs, goals and expectations.
Kashyap [6] posits that there are a number of factors that operate to shape and sometimes distort perception. These factors can be dependent on the perceiver. That is the perceiver's motives, attitudes, expectations, interest or experience. The factors can also be dependent on the object being perceived in terms of its novelty, proximity, size etc. Again, the factors can reside in the context of the situation in which the perception is made. The table below contains the factors posited;
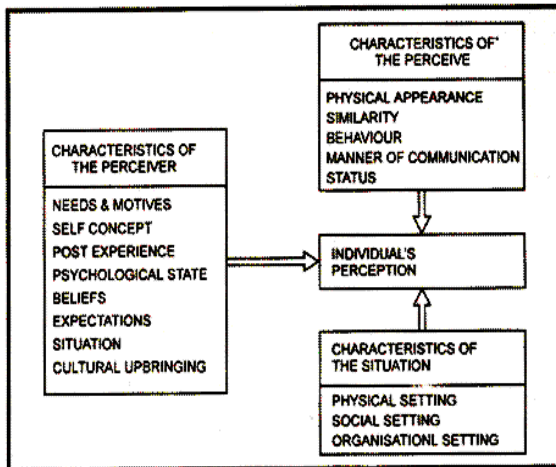
Figure 1: Summary of the Factors Influencing Perception
Source: YourArticleLibrary.com

B. Concept of Information Seeking Behavior and Factors that Influence Information Seeking Behavior

For Ganaie & Khazer [7], information seeking behavior refers to a complex process which requires prior knowledge, strongly held opinions/perception and varying degrees of cognitive development to search for information. They posit that information seeking behavior is changing with the introduction of digital resources. According to Al-Muomen, Morris, & Maynard [8], accessibility of information sources, information literacy, subject area and the role of information influence individual information seeking behavior. Similarly, Yusuf [9] also states that information seeking behavior is dependent on the perceived information quality and trust in the information sources.

C. The Library

According to the National Accreditation Board-Ghana[ibid], the library is no longer the traditional perceived physical learning environment but both a virtual and physical learning environment. It is a combination of people, collections, buildings and more recently technology whose purpose is to assist users transform information into knowledge. In short, it is an access point to information resources.
In the same perspective, Jucevicience and Tautkeviciene [10] posit that the richness of a library does not automatically imply maximum usage. It is rather a library that meets users' expectations and needs.

D. The World Wide Web

According to Metzger, Flanagin &Zwarun[11] "The ''Web'' refers to a system of computers (''servers''), utilizing graphical user interfaces and accessed via the Internet, that provides access to documents, multimedia files,and Web sites, that are connected by hyperlinks to other documents, multimedia files, and Web sites."
For Lombardo & Miree[12], due to the desire for expediency, students now place premium on convenience over accuracy. Unfortunately, the Web, especially the portion that is free is not necessarily the efficient place for inexperienced researchers to begin a search. Similarly, Grimes & Boening[13] posit that students often fail to evaluate web information for authorship, currency and bias.

III.   METHODLOGY

A. Population

The population for this study was students and tutors of Dunkwa Nursing and Midwifery Training College. The study area was chosen based on a professional interest of the researcher and secondly, proximity, time and cost. The population size of students and tutors was 1136 as at the time of the data collection. This number comprise of 19 tutors and 1117 students.

B. Sample Techniques

The sampling technique used was proportionate stratified random sampling technique. The proportional stratified random sampling technique was very appropriate because it allowed all groups of students and tutors in terms of programme of study, class/year and gender to be represented. According to Mustafa [14] this sampling technique reduces bias, subjects can be replaced easily if the original subjects are not accessible to study and then if a correct stratification is done, even a smaller sample will still be representative.

C. Sample Size

The sample size for the study was 30 comprising of 25 students and 5 tutors. The sample size was selected based on the sampling technique chosen, cost and the time schedule for the research in line with arguments advanced by Fraenkel and Wallen[15], De Veaux and Velleman[16], Mustafa[ibid].

D. Instrument for the Study

The research instrument employed in the study was a questionnaire comprising both closed-ended and a few open-ended questions. Questionnaires were chosen because the population under consideration is literate and questionnaires are also effective against the temptation of asking leading questions that can influence the response or swaying into issues that may not be related to the study.

IV. RESULT ANALYSIS

A total of 30 questionnaires were distributed but 29 of them were retrieved. Out of the 29, all the questionnaires were appropriately responded to except one questionnaire which had some of the questions not responded to.

A. Students & Tutors Perception of the Library

Table 1: Perception of the Library by Students and Tutors

Statement	Percentage of students	Percentage of Tutors
National Accreditation Board library requirement	38%	50%
Library is important	100%	100%
Not enough library access	38%	0%
Not easy to find information	13%	25%
Library has relevant materials	100%	100%
Library staff are unfriendly	4%	0%
Unreliable library internet service	0%	25%
Need more e-book & journals	46%	75%
Subscribe to reputable database	21%	50%

Source: research data (2016)

Table 1 above shows that only a few students (38%) perceived the library in line with the National Accreditation Board's library requirement while only 50% of tutors perceived the library in that regard. Only a few students (38%) perceived the library as not accessible enough. 4% of students perceived library staff as not friendly. 13% of students and 25% of tutors perceived the library as not easy to find information. Majority of tutors perceived that the library should have more e-books and journals.

B. Students & Tutors Perception of the Web

Table 2: Students & Tutors Perception of the Library

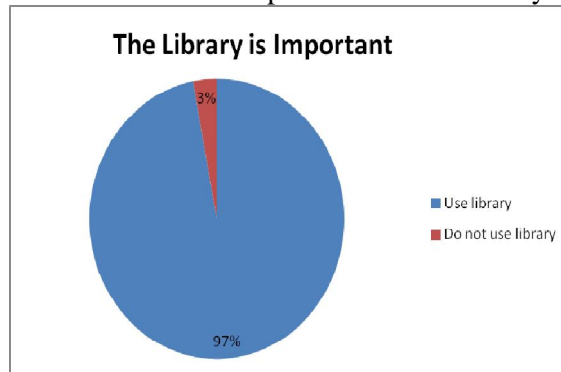| Statement	Percentage of students	Percentage of Tutors
Know what the Web is	88%	100%
Web is important	100%	100%
Web information is always correct	71%	0%
Look for reviewed information	71%	75%
Look for current information	48%	100%
Check reputation of author	35%	100%
Check the objectivity of information	43%	75%
Most good web information not free	38%	50%
Want high internet access	79%	100%
Want education on selection criteria	17%	0%

Source: research data (2016)

From table 2, majority of students (71%) perceived web information as always correct, a few of them (48%, 35% and 43%) perceived that they need to look for reviewed information on the web, look for current information on the web and check for the objectivity of information on the web respectively. 17% of the students wanted education on selection. Majority of both students (79%) and tutors (100%) wanted high internet access.

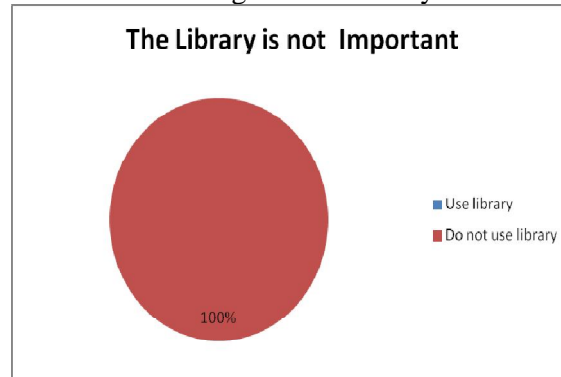## C. Influence of Library Perception on Library Use

According to De Veaux & Velleman [ibid], two categorical variables are independent if the conditional distribution of one variable is the same for each category in the conditional distribution of the other variable. In other words, if there are differences in the conditional distributions of the variables then it suggests there is dependence between the two variables or one influences the other.

Figure 2: Conditional Distribution of the Importance of the Library on Usage of the Library

Source: research data (2016)

Figure 3: Conditional Distribution of the non-Importance of the library
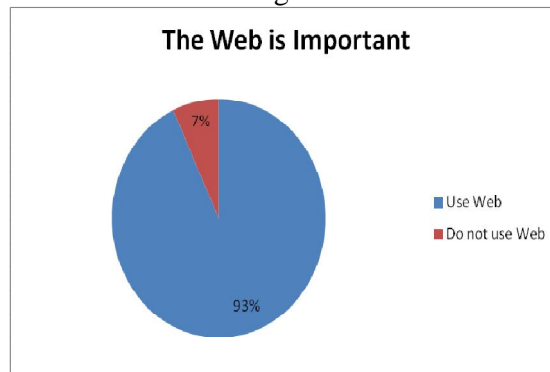on Usage of the Library

Source: research data (2016)

The results of figure 2 and figure 3 based on the views of De Veaux & Velleman [ibid]cited above show that students and tutors usage of the library is dependent on their perceived importance of the library since there is difference in the conditional distribution of each variable-"use library" and "Do not use library". While in figure 2 and figure 3, those who perceive the library as important and use it are 97% of the respondents in that category, there are no respondents who perceive the library as not important but use it. Similarly in figure 2 and figure 3, those who perceive the library as important but do not use the library are 3% of the respondents while those who perceive it as not important and do not use it are 100% of the respondents in that category.

D. Influence of Web Perception on Web Use

Figure 4: Conditional Distribution of the Importance of the
Web on Usage of the Web

Source: research data (2016)

In case of the Web, the study recorded no respondent who perceived it as not important. Thus that shows a clear dependence of respondents' perception of the Web on their use of the Web.

V. DISCUSSIONS

The discussions of the findings are categorized based on the objectives of the study under the sub-headings;

A. Students and Tutors Perceptions of the Library

According to National Accreditation Board[ibid], the library is no longer the traditional perceived physical learning environment but both a virtual and physical learning environment. It is a combination of people, collections, buildings and more recently technology whose purpose is to assist users transform information into knowledge. In short, it is an access point to information resources. The results from the study showed that only 38% of students and 50% of tutors perceived the library with regards to its modern or current view as indicated by National Accreditation Board[ibid]. This means many respondents especially the students see the library more as a physical learning environment. These findings give more evidence to Online Computer Library Center (OCLC) [17] assertion that libraries are perceived as books. This is not surprising since the college library currently has no web resources that users can access anywhere and anytime. Moreover, the library internet service (Wi-Fi) at the time of the study was limited to the boundaries of the library. Nonetheless, the fact that all respondents had diverse perceptions of the library supports the view of Rao [18] who contends that there is always disagreement about what two or more people perceive about something.

B. Students and tutors perception of the World Wide Web

The findings showed that interestingly 71% of students perceive web information is always correct. This buttresses the point of Martin [19] who posits undergraduates have overly positive perception of Web sources.

Equally, the small percentage of students(9%) who search for scholarly journals contradict the number of students (78%) who said they look at whether a web resource is reviewed or not to determine its correctness. This is because scholarly journals/articles are largely the resources reviewed.

C. Influence of students and tutors perception of the library and Web on their usage of the library and the Web

The findings of the study showed the perception of students and tutors about the library and their usage of the library are dependent. The results revealed that 97% of students and tutors who perceive the library as important and use it while 100% of those who do not perceive the library as important, do not use it. Similarly, the perception of students and tutors about the web and their usage of the Web are dependent because 97% of respondents who perceive the web as important use it. There were no respondents who perceived the Web as not important but use it.

The above findings support the view of Shanmugam[20] that information seeking behaviors are influenced by strongly held opinions/perception on the basis of different things such as accessibility, convenience etc.

Similarly the factors that influence perception such as expectation, interest, experience, novelty, proximity etc as proposed by Kashyap [ibid] were also clear by the above findings.
Thus, it can be inferred that there are high chances that students and tutors usage of the library is influenced by their perception of the library. Also, it is highly probable that students and tutors usage of the web is influenced by their perception of the web.

VI. CONCLUSION AND FUTURE WORKS

This study was conducted to identify how students and tutors at Dunkwa Nursing and Midwifery Training College (NMTC) perceive the library and the World Wide Web and how such perception influences the use of the library and the World Wide Web by the students and the tutors.

Summary
The following are the findings of the study presented under the research questions that guided the research;

What are students and tutors perceptions about the library?

The results showed that most respondents have traditional image of the library though they use it and perceive it as important and even as more important as the Web. But only a few of the students and tutors preferred to do research using the library on the basis that the library has printed, online or web resources as well as in-house electronic information.

What are students and tutors perceptions about the World Wide Web?

The findings of the study revealed that majority of students and tutors perceive the web as equally important as the library. But on the basis of ease of use, convenience and accessibility, students and tutors prefer the web for research. However, the perception of students about the correctness of web information is alarming since many of them said that all information they find on the web is always correct but very few of them search for scholarly articles or journals.

How does the students and tutors perception of the library influence their usage of the library?

It can be inferred from the findings that there are high chances that students and tutors usage of the library is influenced by their perception of the library.

How does the students and tutors perception of the Web influence their usage of the Web?

It is highly probable that students and tutors usage of the Web is influenced by their perception of the Web.

Conclusion

The perception towards accessible and convenient information sources is a natural one that will be impossible to change overnight. However, overly positive perception of one source as easy to use and another as difficult can be worked on via marketing of resources of each information source and education on the limitations of information sources. The problem of the current generation is managing information overload and ensuring that information collected by students and teaching staff are credible and reliable. The web and libraries should be seen as competitors in the bid to providing better information services to information seekers but not as one existing to replace the other.

Future Works

This study was limited in terms of sample size and only one college was studied. The sample size could be widened in further studies in order to conduct a comparative analysis of the perception of students and tutors in other colleges. Again, the research design could employ qualitative method using interviews to solicit personal feelings of respondents rather than having options from which they can choose

VII. ACKNOWLEDGMENTS

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Authors Profile

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