Perceived Effects of Mutilation of Material Resources on the Academic Performance of Undergraduate Students in University Libraries in Abuja, Nigeria

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Abstract

The study investigated the perceived effects of mutilation of material resources on academic performance of undergraduate students' in university libraries in Abuja. The study adopted a survey research design. The population of the study comprises 5,464 library registered undergraduates in Universities in Abuja. A sample size of 420 library registered undergraduate students in three universities was selected using proportionate stratified random sampling technique. The instrument for data collection was a structured questionnaire validated by experts. Data were collected and analyzed using Means and Standard Deviation to answer the research questions and Chi-Square statistic to test the hypotheses at 0.05 level of significance. Findings of the study revealed that, textbooks and journals mutilation significantly affect academic performance of undergraduates in universities in Abuja negatively. The study concluded that, mutilation of library resources is a serious problem ravaging universities libraries in Abuja and has had a negative effect on undergraduates' academic performance. Recommendation were made that, University libraries should embark on awareness programmes to educate users who are ignorant of the negative effects of mutilation of library resources to desist from such acts as it lowers their academic performance, mutilators should be subjected to heavy and well defined penalties such as withdrawal of library card to serve as deterrent to other users and libraries should adopt the use of new technologies such as Radio Frequency Identification (RFID) to solve some of the problems caused by mutilation of library resources among others.

Keywords: University Library, Mutilation, Library Material Resources and Academic Performance

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Introduction

University libraries are professionally organized collections of print and non-print materials or information resources for the exploitation of staff and students. They are key ingredients for institutional successes as they enhance the quality of human resources for development. They usually occupy valuable positions as the hub of all academic activities and most often, they have always emerged almost simultaneously with the parent institutions. The responsibility of the university library is to ensure that the use of its information resources and services are maximized to meet the users' information needs, hence the need for library user education program. The library hold printed materials including books, periodicals, newspapers, reports special collection of government documents and a wide range of electronic resources among others with which their users' information needs are met (Nweke, 2019).

In university libraries, there are many factors that may bring about low patronage of library collections. One major factor that have contributed greatly to low patronage of library resources and services over the years is mutilation of the materials available in the library (Nweke, 2019). Mutilation is the means of cutting off or permanently destroying a book or an essential part of a book or material (Peters, 2000 as cited in Amidu & Umaru, 2019). According to the author, it connotes the cutting up or radical alteration so as to make the book imperfect. Mutilation of material resources in this context relates to any form of wrongful use of any library resource such as textbooks, journals, CD ROM and databases, catalogue among others which renders its future use ineffective. Hart in Isebe (2014) asserts that mutilation of material resources includes such acts as cutting pages, highlighting, underlining, marking notices in margins and adding materials such as stickers or letters that are not meant to be part of the materials. The author referred to it as a different kind of theft from shoplifting.

From time immemorial, librarians have been bothered about ensuring the protection of material resources from this menace. This is because all types of libraries are affected by this unwholesome act. It is an age long social problem. Mutilation has become a canker worm which has eaten deep into the university library system without distinction. This could be as a result of the popularity of university libraries as opposed to other kinds of libraries due to their use by students for their learning and research purposes. Mutilation is among the most

frustrating and serious problems faced by librarians. There is evidence that it is dramatically increasing despite efforts to help curb it. If not controlled, it is likely to deplete the available material resources which invariably mean a reduction in how they can serve and satisfy the needs of the patrons. Besides, non-availability of material resources might connote inefficiency on the part of the librarians and other information managers who keep such resources. It is therefore in their interest, in the interest of the trade and profession and in the interest of their patrons to preserve available resources from mutilation. This growing but concealed problem of mutilation that takes place in these libraries may contribute to poor academic performance of undergraduates in universities.

Academic performance represents the outcomes that indicate the extent to which a person has accomplished specific goals that were the focus of activities in instructional environment specifically in school, college or university. In addition, academic performance is the extent to which a student, teacher or institution has achieved their short or long-term educational goals. Cumulative Grade Point Average (CGPA) and completion of educational degrees such as bachelor's degrees represent academic achievement for undergraduates.

University libraries play a significant role in the academic performance of an undergraduate. Undergraduates depend on material resources to enhance their qualitative learning. According to Quadri, Adetimirin and Idowu (2014), the undergraduates of university need information to satisfy their social and psychological needs to promote and enhance their academic pursuit during their course of study in the university. The use of these material resources encourage reading, expands learning resources, develops learning skills, develops critical thoughts, develops values, attitudes and appreciations and above all, assists undergraduates with developmental tasks. It is also seen as the bedrock for services provision to the community, and serves as important assets to the library.

It has been observed that most material resources have been mutilated and have adversely affected academic performances. It impacts on students' assignment, library use, getting recommended list by lecturers as well as independent study and study for examination. In the same vein, Mubrashah,

Riaz-ul-Haq and Shaziah (2013) opined that successful educational system depends exhaustively on the accessibility and utilization of information sources and services. In addition, Oluwaniyi (2015) affirmed that the availability and quality of library resources contribute to the total development of its users by broadening their intellectual horizon and inculcating a lasting desire to read and learn. Students devote more time reading intellectual materials in the library when they are sure that the library materials will meet their expectations. This in turn will bring about familiarity with material resources and users interest in private studies which invariably will enable students have a smooth pursuit of studies at a higher level. Therefore, non-mutilation of material resources becomes crucial and will definitely contribute immensely to the academic attainment of undergraduates.

The effects of mutilation on academic performance of students have been documented in literature. Omotayo and Ajayi (2004) examined mutilation and theft of Library Materials: the Perception and Reactions of Nigerian Students on 1000 Student Library Users at Obafemi Awolowo University. The study reported that book mutilation had a negative impact on assignments, library use, recommended texts, students' independent study and studying towards an examination. Zaina (as cited in Antse, 2019) reported how theft and mutilation of information resources in libraries can lead to negative perception towards the library environment and frustration among the library users, the effect of which can result to devastating psychological and educational consequences in terms of effective access to the library and its collection. Oyesiku, Buraimo and Olusanya (2012) in a research on Disruptive Readers in Academic Libraries in Olabisi Onabanjo University revealed that disruptive behaviour in academic libraries has a negative impact on the users. Similarly, Nweke (2019) examined the effect of theft and mutilation on the use of library collection in an academic library in Lagos State, Nigeria and revealed that theft and mutilation of information resources have lots of negative impact on the entire collection and services of the academic libraries in Nigeria.

From the foregoing therefore, the issue of mutilation of library resources has remained unabated even though a lot of effort and resources have been expended by librarians and information centre managers to stop this unwholesome act. This unpopular and deviant behaviour of library clienteles

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may be seen as a setback to the academic performance of undergraduate students especially now that the importance of library and its resources are being recognised and utilised as major partners in the educational development of any higher institution more especially as it pertains to accreditation of courses in universities. In addition, university libraries have lost most of their valuable resources through this act and continuous loss of information resources is not good for any library. This study therefore is an attempt to investigate the perceived effects of mutilation of material resources on the academic performance of undergraduate students in university libraries in Abuja with a view to studying three universities in FCT Abuja.

Theoretical Analysis

This work is hinged onthe Strain Theory propounded by Robert K. Merton in 1938. The author of this theory believed that society can encourage deviance to a large degree. The Strain Theory states that society puts pressure on individuals to achieve socially accepted goals though they lack the means, this leads to strain which may lead the individuals to commit crimes. In other words, Merton assumes that socially accepted goals put pressure on people to conform. People are forced to work within the system or become members of a deviant subculture to achieve the desired goal. Merton further argued that when individuals are faced with a gap between their goals and their current status, strain occurs. Merton stated that individuals faced with strain resort to using socially unapproved or unconventional means to obtain culturally approved goals. This he termed "Innovation". The relationship between the strain theory and the subject of this work is the emphasis placed on strain and the individual's reaction. Relating this to undergraduates in university libraries, strain could be said to occur when undergraduates are faced with inadequate reading resources, poverty, poor funding, poor security network, lack of funds to photocopy needed pages - referred to as the "gap" between their goals (finishing their assignment or passing their examinations) and their current status (undergraduates). The undergraduates, therefore, engage in socially unapproved or unconventional means (mutilation of library resources) to obtain culturally approved goals (to pass their exams or finish their assignment).

Objectives of the study

Specifically, the study sought to achieve the following objectives

i. Ascertain the perceived effects of mutilation of textbook on academic performance of undergraduates in universities in Abuja

ii. Find out the perceived effects of journal mutilation on academic performance of undergraduates in universities in Abuja.

Research Questions

The study answered the following research questions

i. What are the perceived effects of mutilation of textbook on academic performance of undergraduates in universities in Abuja?

ii. What are the perceived effects of journal mutilation on academic performance of undergraduates in universities in Abuja?

Methodology

The study adopted a survey research design. The population of the study comprises 5,464 library registered undergraduates in Universities in Abuja. A sample size of 420 library registered undergraduate students in three universities determined using Taro Yamane Formula (1969) for sample size determination was used. The sample size was selected using proportionate stratified random sampling technique. The instrument for data collection was a structured questionnaire titled "Mutilation of Library Resources on Academic Performance of Undergraduates Questionnaire" (MLRAPUQ). The questionnaire was validated by experts in Library and information Science and Measurement and Evaluation. The reliability of the questionnaire was established using Cronbach Alpha method and a reliability coefficient of 0.78 was obtained. Data were collected and analyzed using Means and Standard Deviation to answer the research questions and Chi-Square statistic to test the hypotheses at 0.05 level of significance. A benchmark of 2.50 was used for decision. Item with a Mean value of 2.50 and above was agreed while those below 2.50 were disagreed

Results

Research Question 1: What are the perceived effects of mutilation of textbook on academic performance of undergraduates in universities in Abuja

Table 1: Mean and Standard Deviation of the Perceived Effects of Textbook Mutilation on Academic Performance of Undergraduates in Universities in Abuja

S/N	Items	Mean	Std. Dev	Decision
1	Mutilation of textbooks lead to frustration with the use of information and this negatively affect students performance	3.02	.83	Agree
2	Highlighting of textbooks by students affect students reading and subsequently, academic performance	3.11	.88	Agree
3	Mutilation of textbook leads to loss of information resources and this negatively affect students performance	3.21	.91	Agree
4	Textbook mutilation makes independent study for students difficult and this consequently affect their performance negatively	3.17	.79	Agree
5	Tearing off pages of textbooks makes it difficult for students to do their assignment and this hampers their academic performance	2.90	.91	Agree
6	Shading of pages of books makes reading difficult and negatively influence students performance	3.10	.80	Agree
7	Making comments on pages of book makes reading difficult for students and this negatively influence their performance	2.93	.78	Agree
8	Textbook mutilation affect students study time and this leads to un-encouraging performance	2.98	.89	Agree
	Cluster Mean	**3.05**	**.85**	**Agree**

Results presented on Table 1 showed the mean responses of students on the perceived effects of textbook mutilation on the academic performance of undergraduates in universities in Abuja. As revealed on the table, the students agreed to all the items (items 1 - 8) with Mean values ranging from 2.90 – 3.21 as the effects of textbook mutilation on academic performance. The cluster mean of all the items was revealed to be 3.05 and SD= .85. With this cluster mean which is above the benchmark of 2.50, it can be inferred from this finding that textbook mutilation negatively affect undergraduates' academic performance.

Hypothesis 1: Textbooks mutilation do not significantly affect academic performance of undergraduates in universities in Abuja

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Table 2: Chi -Square Test Analysis of the Influence of Textbook Mutilation on Academic Performance of Students in Universities in Abuja

Variables	N	Df		Sig	Alpha Level	Remark
Textbook Mutilation						
	420	21	2113.012	.000	.05	Significant
Academic Performance						

Df = Degree of Freedom;   = Chi-Square Calculated Value; Sig = P -Value

Table 2 above shows the Chi-square calculated value of 2113.012, degree of freedom df=21 and a sig (P-value=0.00) which is less than the alpha value (α=.05). Since P<.05, the result is significant, therefore the null hypothesis is rejected. This implied that, textbook mutilation significantly affect academic performance of undergraduates in universities in Abuja negatively

Research question 2: What are the perceived effects of journal mutilation on the academic performance of undergraduates in universities in Abuja?

Table 3: Mean and Standard Deviation of the Perceived Effects of Journal Mutilation on Academic Performance of Undergraduates in Universities in Abuja

S/N	Items	Mean	Std. Dev	Decision
9	Mutilation of journal lead to frustration with the use of information and this negatively affect students performance	2.97	1.01	Agree
10	Highlighting of pages of journals by students affect students reading and subsequently, academic performance	3.01	.97	Agree
11	Mutilation of journal leads to loss of information resources and this negatively affect students performance	2.92	.90	Agree
12	Distortion of information from journal makes independent study for students difficult and this consequently affect their performance negatively	2.77	.83	Agree
13	Tearing off pages of journals makes it difficult for students to do their assignment and this hampers their academic performance	3.20	1.11	Agree
14	Shading of pages of journals makes reading difficult and negatively influence students performance	3.21	.83	Agree
	Grand Mean	**3.01**	**.94**	**Agree**

Results presented on Table 3 showed the mean responses of students on the perceived effects of journal mutilation on the academic performance of undergraduates in universities in Abuja. As revealed on the table, the students

agreed to all the items (items 9 - 14) with Mean values ranging from 2.77 – 3.21 as the effects of journals mutilation on academic performance. The cluster mean of all the items was revealed to be 3.01 and SD= .94. With this cluster mean which is above the benchmark of 2.50, it can be inferred from this finding that journal mutilation negatively affect undergraduates' academic performance.

Hypothesis 1: Journal mutilation do not significantly affect academic performance of undergraduates in universities in Abuja

Table 4: Chi -Square Test Analysis of the Influence of Journal Mutilation on Academic Performance of Students in Universities in Abuja

Variables	N	Df		Sig	Alpha Level	Remark
Journal Mutilation						
	420	15	2011.101	.000	.05	Significant
Academic Performance						

Df = Degree of Freedom; ^{2} = Chi-Square Calculated Value; Sig = P -Value

Table 4 above shows the Chi-square calculated value of 2011.101, degree of freedom df=15 and a sig (P-value=0.00) which is less than the alpha value (α=.05). Since P<.05, the result is significant, therefore the null hypothesis is rejected. This implied that, journals mutilation significantly affect academic performance of undergraduates in universities in Abuja negatively

Discussion

The first finding of the study revealed negative perceived effects of textbook mutilation on academic performance of undergraduate students. Similarly, a related test of hypothesis as shown on Table 2 revealed that, textbook mutilation significantly affect academic performance of undergraduate students in universities in Abuja negatively. This finding is in tandem with Omotayo and Ajayi (2004) who in their study noted that book mutilation had a negative impact on assignments, library use, recommended texts, students independent study and studying towards an examination. The findings of this study as observed implied that, book mutilation among students in universities in Abuja is detrimental to their academic performance and this needs to be surmounted to avert continued poor academic performance.

Findings of the study also revealed negative perceived effects of journal mutilation on academic performance of undergraduate students. Similarly, a related test of hypothesis as shown on Table 4 revealed that, journal mutilation significantly affect academic performance of undergraduates in universities in Abuja negatively. This finding corroborates with that of Oyesiku, Buraimo and Olusanya (2012) whose study on disruptive readers in Academic Libraries in Olabisi Onabanjo University reported that, disruptive behaviour in academic libraries has a negative impact on the users. This disruptive behaviour reported by the authors could be in the form of mutilation of library resources like journals which is capable of negatively impacting on students' academic performance. Similarly Nweke (2019) revealed that mutilation of information resources has lots of negative impact on the entire collection and services of the academic libraries in Nigeria.

Conclusion and Recommendations

From the findings, the study concluded that mutilation of library resources in university libraries in Abuja has posed a threat to undergraduate students' academic performance. Mutilation of library resources is a serious problem ravaging universities libraries in Abuja and has had a negative effect on undergraduates' academic performance as perceived by library users.

Based on the findings of the study, the following recommendations were made

1. University libraries should embark on awareness programmes to educate users who are ignorant of the negative effects of mutilation of library resources to desist from such acts as it lowers their academic performance

2. Mutilators should be subjected to heavy and well defined penalties such as withdrawal of library card to serve as deterrent to other users and

3. Libraries should adopt the use of new technologies such as Radio Frequency Identification (RFID) to solve some of the problems caused by mutilation of library resources.

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