

Influence Of The Academic Library Of University Of Buea On Faculty Of Education Postgraduate Students' Academic Assistance

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Abstract: Owing to the unavoidable significance of academic library in an institution of higher learning, an investigation whose primordial objective is to reveal an existing relationship between the facilities and services of this information hub and students' academic assistance should be treated with absolute importance. This research was necessitated by the doubtful nature of somewhat subtle academic assistance which postgraduate students in the Faculty of Education presumably obtained from University of Buea academic library. Consequently, the research was conducted at the Faculty of Education in University of Buea using descriptive research design on a population that comprised 150 postgraduate students. Proportionate stratified and simple random sampling techniques were adopted in the selection and use of a sample size of 60 Master and PhD students which represented 40% of the population. Consequently, 60 copies of questionnaire which was the lone instrument for data collection, and titled Influence of Academic Library on Faculty of Education Postgraduate Students' Academic Assistance (IAL-FEPSAA) were administered on respondents. For easy understanding of research data computation, non-parametric statistics mainly percentage was used in analyzing respondents' points of view. Some major findings of the research which stipulated that American Corner and e-books had a positive significant influence on Faculty of Education postgraduate students' academic assistance, were directed to students and the library authorities. Owing to the educational and academic nature of events organized at American Corner of University of Buea library, it was recommended that Faculty of Education postgraduate students should be

encouraged to attend educative talks, seminars, conferences, workshops and symposiums delivered at this venue.

Key words

Academic library, academic assistance, American Corner, textbook, e-book, Internet connectivity

INTRODUCTION

Generally, the importance of students' academic assistance cannot be overemphasized especially in an academic milieu such as the university where countless library users find themselves today. In all types of institutions where formal education is carried out, it is absolutely mandatory for learners to be assisted and for learning to be facilitated by the information arm of those institutions. Thus, while the academic needs of pupils at the kindergarten, nursery and primary school level is provided by school libraries on the one hand; the academic assistance necessary for students in institutions of higher learning namely colleges of education, polytechnics and universities are provided by academic libraries on the other hand.

Of course it is not a novelty to state here that in institutions of formal learning, the library is at the center of information management and plays a primordial role in information and knowledge disbursement to all its users. Generally speaking, postgraduate students in every university are among academic library users who expect a lot of academic assistance from their host university library. Particularly in University of Buea, therefore, the importance attached to the assistance which the academic library offers to its users among whom are postgraduate students, cannot be overlooked. There can hardly be any meaningful academic achievement in the university without a reasonable assistance from the library which is considered by many as the center from which information and knowledge emanate.

Consequently, it is not far-fetched to state that under normal circumstances, academic assistance of a university student is significantly influenced by provision of information from the host academic library of his institution.

In this modern era of ours, it is generally incumbent on all types of libraries to provide their users with best opportunities in order for information to have a meaningful impact in the life of every library stakeholder. The above assertion is generally true because when library researchers engage on investigations that have to do with the influence of library on the well-being of its users, such influence is always positive to a greater extent. It is for this reason that institutions of learning progressively witness an influx in the establishment and management of the library profession all in a bit to disseminate information and knowledge to various information stakeholders and information seekers and users alike. With respect to these conjectures and on the basis of available literature which has been exploited in subsequent areas of this research in order to buttress this claim, the researcher deems it necessary to investigate the influence of university of Buea Academic Library on the academic assistance of postgraduate students.

Background to the research

It is common knowledge to understand that the fundamental reason which brings about the establishment of an academic library on a university campus is the untold assistance which it offers to its users in the course of their academic pursuit. It is somehow compulsory for both undergraduate and postgraduate students who are duly registered in any academic programme in an institution of higher learning to demonstrate significant affiliation with their academic library for academic assistance. Library and academic assistance is a term carefully coined in this research to notify people of the importance which librarianship has towards education and scholarship. It is obvious that in the absence of an academic library on a university campus, students will definitely stand to lose a lot of opportunities among which include consequential right to academic progress which they are so much acclimatized to. On the other hand, this absence can only bring frustration to academic excellence which is the goal of every true student.

At this juncture, one is tempted to conclude that meaningful academic realization is largely dependent on the assistance offered to clientele of the library who this organization is out to cater for. The fact that many university graduates roam the streets of our towns and cities with joblessness and unemployment, suggests that when the concern individuals had an absolute opportunity to relate with the information store house which is the library at the time they were students in school, they most probably did not do so. This is an extension of how infiltrating this situation can be frustrating. When there is an opportunity to use the library, it is good to use such golden moments and acquire as much talents and skills as possible from the information store house which the library is. University students who fail to do so only struggle to graduate with very low grades and this further compounds their chances of obtaining a job or getting an employment after graduation.

With a simple look at the academic progress of a student, it is easy to suggest whether or not such student makes good use of his academic library. It is estimated that those who frequently attend skill acquisition programmes in the library, and those who visit the library on a regular basis for the utilization of the countless provisions made available by this information structure, are high in their performance in examinations such as tests, continuous assessments, quizzes, just to name but these.

If one takes a close look at what other researchers the world over have documented on issues regarding use of academic library and a wide range of assistance offered to an entire user community among whom include instructors, lecturers, faculties, support staff, undergraduate students, graduate students and so on and so forth; attention is tilted toward the proliferation that exists in this regard. Consequently, therefore, it is somehow claimed that libraries in general and academic libraries in particular facilitate learning and enhance students' academic assistance as well as academic achievement. Now the issue at stake is for the researcher to determine with certainty whether or not in University of Buea, the academic library situated therein offers any meaningful assistance to progress made by postgraduate students in the Faculty of Education.

Review of related literature

Based on facts and figures made in the later part of 2020, Rodrigues and Mandrekar (2020) established a

correlation between academic library services and the success stories encountered by students in Nirmala Institute of Education and Narayan Zantye College of Commerce all in India. As described by these authors, an academic library plays a central role in the educational life of its user population who are mostly students. In perspective, Rodrigues and Mandrekar (2020) showered praises on academic library staff insinuating that they are the backbone of these success stories told all over the campuses of the two institutions of higher learning. Included in the list of reasons why good success stories are recorded on a yearly basis in these institutions of higher learning, these authors affirmed that good behaviour displayed by library staff, collaboration among staff of the library, better delivery of library services to users, adequate explanation on how library services and resources are used, proper communication adopted in the library by library staff, adequate communication skills adopted by library staff to resolve problems faced by users, provision of tension-free atmosphere and harmonious relationship between library staff and students were spotted to take the lead.

Basil (2012) did not argue the established correlation between academic library and students' academic outcome. However, he considered library services, library facilities and library resources to be at the pivot of this remarkable correlation. This is the reason for which this author declared that the satisfaction obtained at library by users was very much dependent on three major factors mentioned earlier on. Sohail and Pandye (2012) concluded that the ingredients of proper library exploitation are (though not limited to) availability of adequate services and facilities, and proper orientation and help given to users. This is significant because sometimes, a very good library with good services and facilities may fail to be adequately used due to issues of poor user orientation and lack of help from library staff. Verma (2015) recounted that for university students to achieve academic excellence, their libraries must be at the center of their academic activities. In this light the author argued that in the absence of academic libraries, universities and other institutions of higher learning are baseless and to say the least, incomplete.

According to Rodrigues and Mandrekar (2020) an academic library forms the most crucial aspect of an institution of higher learning, although regrettably,

this essential part of every institution of tertiary education is sometimes inadequately utilized as opposed to how experts in the library profession expect it to be. Based on the argument presented by these authors, it is regrettable that most at times, the impediments to proper use of library facilities and services are rather library staff who fail to offer proper guidance to students and faculties who are the principal users of academic libraries. In the words of Tiefel (2004) a great majority of students fail to exercise their potential right toward the consultation and deployment of library services and facilities simply because they are not aware of the numerous benefits they stand to reap from this institution called library. Countless students in universities fail to make adequate use of their libraries because they lack sufficient information on the types and quality of services offered by these institutions.

According to Pandey and Singh (2014) academic assistance to students via the library is largely dependent on factors other than library services, facilities and quality of library staff. In as much as students can obtain optimum academic assistance from good facilities and services offered to them by well trained and qualified library manpower, it should be emphasized that significant academic assistance can only avail itself through the use of effective and efficient library resources. These authors are of the opinion that meaningful academic assistance does not come from a good infrastructural design of the library building but from the resources available in the library.

Statement of problem

In recent years, students' academic assistance has been a hard nut to crack. It seems the Ministries of Basic and Secondary Education in Cameroon have pushed forward this problem to be resolved at a higher level i.e. at the level of the Ministry of Higher Education. Even at that, the resolution is still farfetched as observed in both private and state universities in Cameroon with University of Buea inclusive. The peculiarity in this research is seen from the fact that the Faculty of Education is the lone faculty in every university where students are well equipped with fundamental skills on how to get the best derivative from pedagogy which is thoughtfully defined as the science of teaching. As a matter of fact, lecturers in the Faculty of Education are expected to be trained pedagogues who are skilful at passing

knowledge with efficiency and effectiveness onto their students. They are also trained to assist students in their academic venture or pursuit. Therefore, the problem of low academic assistance is not coming from the lecturers neither is it coming from the Faculty of Education per say.

It is for this reason that the researcher deemed it necessary to tilt his attention toward the library. In this case, the library which is predominantly described as learners' laboratory is seemingly not offering a meaningful academic assistance to the postgraduate students in the Faculty of Education, University of Buea. It is true that many other factors are responsible for the dwindling students' academic assistance offer at the university as students pursue their various academic paths towards professionalism and specialisation in the University of Buea. However, fundamentally, the academic library of University of Buea and its indicators or sub-variables which are: American Corner, text books, e-book resources and Internet connectivity definitely have a great role to play. Therefore, this research was out to determine the extent to which academic library of University of Buea through some of its salient indicators, influence Faculty of Education postgraduate students' academic assistance.

Purpose of the research

The purpose of this research was to show how the availability of an academic library in University of Buea influenced Faculty of Education postgraduate students' academic assistance. This research culminated into the establishment of a pivotal role of the academic library on a typical university campus such as University of Buea. With the use of University of Buea academic library sub-variables of American Corner, text books, e-book and Internet connectivity; academic assistance was determined for postgraduate students of the Faculty of Education.

Objectives of the research

General research objective

This research set out to determine the influence of University of Buea academic library on Faculty of Education postgraduate students' academic assistance.

Specific research objectives

Specifically, this research sought to:

1. Investigate the influence of American Corner on Faculty of Education postgraduate students' academic assistance in University of Buea.
2. Explore the influence of textbooks on Faculty of Education postgraduate students' academic assistance in University of Buea.
3. Examine the influence of e-book on Faculty of Education postgraduate students' academic assistance in University of Buea.
4. Determine the influence of Internet connectivity on Faculty of Education postgraduate students' academic assistance in University of Buea.

Research questions

General research question

What is the influence of University of Buea academic library on Faculty of Education postgraduate students' academic assistance?

Specific research questions

1. What is the influence of American Corner on Faculty of Education postgraduate students' academic assistance in University of Buea?
2. What is the influence of textbooks on Faculty of Education postgraduate students' academic assistance in University of Buea?
3. What is the influence of e-book on Faculty of Education postgraduate students' academic assistance in University of Buea?
4. What is the influence of Internet connectivity on Faculty of Education postgraduate students' academic assistance in University of Buea?

Significance of the research

The results of this research is previewed as beneficial to the following groups of persons: educational policy makers or school authorities, lecturers, students and library authorities as follows:

To educational policy makers and school authorities:

The research is intended to help educational policy makers and school authorities to be cognisance of the role of an academic library with respect to the teaching and learning process which unfolds in every institution of higher learning. Also it helps them in identifying major strategies that can be used in modifying the behaviour of teaching staff and students towards the use of an academic library for improved students' academic assistance.

To the lecturers

The research is designed to facilitate the work of lecturers and improve their productivity if the findings of the research were to be implemented. The lecturers will have less work and play more of a coordinating role in the teaching/learning process. He or she comes in to help only in areas of absolute or technical difficulties.

To the students

From the students' perspective, the research is designed to create awareness in them, of the pivotal role an academic library plays toward the institutionalisation and redemption of students' academic assistance in a university milieu. The students will certainly be sensitised on the richness of information and knowledge available on their university campus which their library has taken enough time to process and store for them. It will be up to them to use resources from their library and obtain a meaningful academic assistance which they need to complete their studies.

To the library authorities

The research will be an important working tool for library authorities. They will take stock of how events unfold in the library and will use this knowledge to improve their services to benefit their users most especially students. In this light, the library staff will use this awareness to address the recurrent problem of low students' academic assistance presumably offered by University of Buea academic library.

Justification of the research

High academic assistance helps in skills acquisition which empowers students to be productive in their studies. Academic assistance lightens academic burden and results in a continuously high esteemed academic performance. Academic assistance has the propensity to cause students, library staff, academic staff and other related persons to gain credibility in the job they are called upon to carry out. This justifies why a research of this nature is somehow mandatory to the library management and student population alike.

Scope of the research

Geographically, this research was carried out uniquely in the academic library of University of Buea. No other universities or institutions of higher learning were involved. University of Buea is situated in Buea Municipality which is found in one of the six divisions

of South West Region of Cameroon called Fako Division. Conceptually, this research focused on the area of academic assistance offered to Faculty of Education postgraduate students in University of Buea, South West Region of Cameroon. An investigation was carried out to unpin the principal assistance which the library offered the aforementioned students as they engaged in their academic pursuit.

Operational definition of terms**Academic Library**

An academic library refers to a library which is found in institutions of higher learning such as universities, colleges of education, colleges of technology and polytechnics to cater for the information needs of students and faculties at this level.

Academic assistance

Academic assistance is the behaviour displayed to a student or the enabling environment created around him which empowers him to complete a task in his educational pursuit. Such behaviour or enabling environment is received by a student through orientation, guidance, counselling, information, tutorial, practical lessons or through other means from his instructor, lecturer, library staff, library facility/service or material, school administration and other stakeholders of the educational enterprise. Academic assistance ensures the attainment of individual student's or collective institutional short or long term educational goals.

American Corner

This is a centre created in University of Buea academic library with the obligation to promote education and create awareness of study opportunities for Cameroonians and other nationals willing to further their studies in the United States of America. It is a partnership between the Government of Cameroon and the United States Government to avail resources that help students succeed in their educational pursuits. American Corner lays emphasis on United States citizenry, American scholarship, how to work and study in the United States of America and much more.

Textbook

A textbook is a comprehensive compilation of content in a branch of study. Textbooks are produced to meet the needs of educators and learners, usually at educational institutions.

Internet

The Internet is an elaborate network of networks which spans the entire globe. It connects millions of computers together globally, forming a network in which any computer can communicate with any other computer as long as they are all connected to the same platform.

Electronic book

Electronic books are also called e-books for short. An e-book refers to a soft version of a book. It is actually a book with the peculiarity that it is found in a digital form and can only be accessible electronically. Electronic books are simply parts of a whole lot called electronic resources (e-resources) which refer to a wide range of materials present in a digital form and can only be accessed with the help of the new Information and Communication Technology (ICT). Due to licensing agreement regulations, only University of Buea faculties, students and staff can access library e-book resources.

Faculty of Education postgraduate student

A student is primarily a person enrolled in a school or other educational institution who attends classes in a course to attain the appropriate level of mastery of a subject under the guidance of an instructor. Consequently, Faculty of Education

postgraduate student refers to any individual who has completed an undergraduate programme in education or any related field of study but has enrolled uniquely at the Faculty of Education at either the master or PhD levels for further knowledge acquisitions and discoveries.

Methodology

This research was conducted at the Faculty of Education in University of Buea. The population of the research comprised 150 postgraduate students in the Faculty of Education. Proportionate stratified and simple random sampling techniques were adopted in the selection and use of a sample size of 60 Master and PhD students which represented 40% of the population. Consequently, 60 questionnaires titled Influence of Academic Library on Faculty of Education Postgraduate Students’ Academic Assistance (IAL-FEPSAA) Questionnaire were distributed to the respondents. The administration of this instrument was carried out uniquely in the Faculty of Education of University of Buea. In all, 59 copies were returned, representing 98.3% return rate. For easy understanding of research data computation, non-parametric statistics mainly percentage was used in analyzing respondents’ points of view.

Data analysis and presentation of results

Table 1: Personal data of respondents in the Faculty of Education

Departments in the Faculty of Education	Age		Sex	
	16 - 36 years	37 - 57 years	Male	Female
Department of Curriculum Studies and Teaching (CST)	03	17	07	13
Department of Educational Foundations and Administration (EFA)	02	18	06	14
Department of Educational Psychology (EPY)	01	18	02	17
Total	06	53	15	44

Source: field survey, 2021

Information in Table 1 revealed that in the Department of Curriculum Studies and Teaching, a total of 20 students participated in responding to questionnaire items. Out of this 20, 3 students were found within the age bracket of 16 – 36 years while 17 of them were between the ages of 37 – 57 years. The male and female students that responded to questionnaire items were 7 and 13 in number respectively. In the Department of Educational Foundations and Administration, a total of 20 students took part in answering the questionnaires. For this number of students that participated, 2 were found within the age range of 16 – 36 years while 18 of them were within the age range of 37 – 57 years. The male and female students that responded to questionnaire items were 6 and 14 in number respectively. In the Department of Educational Psychology, a total of 19 students participated in responding to questionnaire items. Out of this 19, 1 student was found within the age bracket of 16 – 36 years while 18 of them were between the ages of 37 – 57 years. The male and female students that

responded to questionnaire items were 2 and 17 in number respectively. With respect to age, a total of 6 students were between the ages of 16 – 36 years while 53 students were aged between 37 – 57 years. With respect to sex, a total of 15 students were male while 44 students were female.

Table 2: Return rate of questionnaire

Departments in the Faculty of Education	Administered Questionnaire	Returned Questionnaire	Percentage Returned
Department of Curriculum Studies and Teaching	20	20	100%
Department of Educational Foundations and Administration	20	20	100%
Department of Educational Psychology	20	19	95%
Total	60	59	98.3%

Source: field survey, 2021

In the Department of Curriculum Studies and Teaching, 20 questionnaires were administered to respondents and fortunately all the administered questionnaires were retrieved by the researcher. This gave a retrieval percentage of 100. The same incidence occurred in the Department of Educational Foundations and Administration where all the 20 questionnaires that were distributed to respondents were equally retrieved giving 100% returned rate. However, in the Department of Educational Psychology, the situation was different. Out of 20

questionnaires that were distributed to students, 19 were returned. This decreased the returned rate to stand at 95%. In all, a total of 60 questionnaires were administered to respondents and 59 were returned. This resulted to a cumulative returned rate of 98.3%.

Research question 1

Research question 1 stated thus: What is the influence of American Corner on Faculty of Education postgraduate students' academic assistance in University of Buea?

Table 3: Distribution of responses on the influence of American Corner on Faculty of Education postgraduate students' academic assistance in University of Buea

SN	American Corner (A.C.) and students' academic assistance	Strongly agree	Agree	Disagree	Strongly disagree
1	Watching educational movies at the A.C. enables me to understand my lessons	28 (47.5%)	11(18.7%)	11(18.7%)	10(17.0%)
2	The orientation of students at the A.C. facilitates the understanding of my lessons	22 (37.3%)	18(30.5%)	09(15.3%)	11(18.7%)
3	Workshops attended at the A.C. equip me with skills on how to study	18(30.5%)	22(37.3%)	09(15.3%)	11(18.7%)
4	Relaxation obtained at the A.C. inculcates good reading habits in me	17(28.8%)	29(49.2%)	05 (08.5%)	08(13.6%)
5	Skills acquired at the A.C. rarely facilitate the understanding of my lessons	07(11.9%)	13(22.0%)	03(05.1%)	26(44.1%)
6	Conferences held at A.C. enable me to greatly appreciate lectures delivered by my lecturers	28 (47.5%)	11(18.7%)	11(18.7%)	10(17.0%)
7	Symposiums held at A.C. instill good reading habits in me	22 (37.3%)	18(30.5%)	09(15.3%)	11(18.7%)
8	Seminars conducted at A.C. adequately help me to follow up my studies at school	05 (08.5%)	08(13.6%)	17(28.8%)	29(49.2%)
	Total	31%	28%	16%	25%

Source: field survey, 2021

From Table 3 it was observed that 47.5% and 18.7% of the respondents strongly agreed and agreed (respectively) to item 1, giving a cumulative dependency rate of 66.2%. Meanwhile, 37.3% and 30.5% of the respondents strongly agreed and agreed (respectively) to item 2, giving a cumulative dependency rate of 67.8%. Also, 30.5% and 37.3% of the respondents strongly agreed and agreed (respectively) to item 3, giving a cumulative dependency rate of 67.8%. With regards to item 4, 28.8% and 49.2% of respondents strongly agreed and agreed respectively, giving a cumulative dependency rate of 22.10%. In the same way 11.9% and 22.0% of respondents strongly agreed and agreed respectively to item 5 giving a cumulative dependency rate of 33.9%.

With respect to item 6, 47.5% and 18.7% of the respondents strongly agreed and agreed

(respectively) to it, giving a cumulative dependency rate of 66.2%. Concerning item 7, 37.3% and 30.5% of the respondents strongly agreed and agreed (respectively) to it giving a cumulative dependency rate of 67.8%. Meanwhile, with respect to item 8, 08.5% and 13.6% of respondents strongly agreed and agreed respectively to it, giving a cumulative dependency rate of 22.10%. Summarily, 59% of respondents agreed to all the items of the questionnaire as opposed to 41% who disagreed to them. This therefore led to the conclusion that American Corner had a positive significant influence on Faculty of Education postgraduate students' academic assistance in University of Buea.

Research question 2

What is the influence of text books on Faculty of Education postgraduate students' academic assistance in University of Buea?

Table 4: Distribution of responses on the influence of textbooks on Faculty of Education postgraduate students' academic assistance in University of Buea

SN	Textbook and students' academic assistance	Strongly agree	Agree	Disagree	Strongly disagree
1	Explanations obtained from textbooks at the University of Buea Library helps me to do my assignments	16 (27.1%)	17(28.8%)	13(22.0%)	13(22.0%)
2	Textbooks at the library give me illustrations which supports lectures given in class	14(23.7%)	22(37.3%)	11(18.7%)	12(20.3%)
3	Reading textbooks at the library enables me to better prepare for my exams	32(54.2%)	09(15.3%)	09(15.3%)	09(15.3%)
4	Expensive textbooks which cannot be easily bought by students are highly used by students in the library	12(20.3%)	22(37.3%)	14(23.7%)	11(18.7%)
5	Textbooks available in the library greatly assist me in graphic presentation of the content of my lessons	17(28.8%)	13(22.0%)	16(27.1%)	13(22.0%)
6	Illustrations obtained from textbooks in the library enable me to have confidence in the lectures my lecturers give	16 (27.1%)	17(28.8%)	13(22.0%)	13(22.0%)
7	Textbook presentations such as images or photographs enable me to improve on my studies	14(23.7%)	22(37.3%)	11(18.7%)	12(20.3%)
8	When I use textbooks in University of Buea library, I succeed in good grades	12(20.3%)	22(37.3%)	14(23.7%)	11(18.7%)
	Total	28	31	21	20

Source: field survey, 2021

From Table 4 it was observed that 27.1% and 28.8% of the respondents strongly agreed and agreed (respectively) to item 1, giving a cumulative dependency rate of 55.9%. Meanwhile, 23.7% and 37.3% of the respondents strongly agreed and agreed (respectively) to item 2, giving a cumulative dependency rate of 61%. Also, 54.2% and 15.3% of the respondents strongly agreed and agreed (respectively) to item 3, giving a cumulative dependency rate of 69.5%. With regards to item 4, 20.3% and 37.3% of respondents strongly agreed and agreed respectively, giving a cumulative dependency rate of 57.6%. In the same way 28.8% and 22% of respondents strongly agreed and agreed respectively to item 5 giving a cumulative dependency rate of 50.8%. Similarly, 27.1% and 28.8% of the respondents strongly agreed and agreed (respectively) to item 6, giving a cumulative dependency rate of 55.9%.

Meanwhile, 23.7% and 37.3% of the respondents strongly agreed and agreed (respectively) to item 7, giving a cumulative dependency rate of 61%. Finally, it was observed that 20.3% and 37.3% of respondents strongly agreed and agreed respectively to item 8, giving a cumulative dependency rate of 57.6%. Summarily, 59% of respondents agreed to all the items of the questionnaire as opposed to 41% who disagreed to them. This therefore led to the conclusion that textbooks had a positive significant influence on Faculty of Education postgraduate students' academic assistance in University of Buea.

Research question 3

Research question 3 stated thus: what is the influence of e-book on Faculty of Education postgraduate students' academic assistance in University of Buea?

Table 5: Distribution of responses on the influence of e-book resources on Faculty of Education postgraduate students' academic assistance in University of Buea

SN	E-book resources and students' academic assistance	Strongly agree	Agree	Disagree	Strongly disagree
1	Explanations obtained from e-book resources at the University of Buea Library Database helps me to do my assignments	22 (37.3%)	18(30.5%)	09(15.3%)	11(18.7%)
2	E-book resources at the library database give me illustrations which supports lectures given in class	28 (47.5%)	11(18.7%)	11(18.7%)	10(17.0%)
3	Reading e-book resources at the library database enables me to better prepare for my exams	14(23.7%)	22(37.3%)	11(18.7%)	12(20.3%)
4	Expensive e-book resources which cannot be easily bought online by students are highly used by students in the library database	29(49.2%)	17(28.8%)	08(13.6%)	05(08.5%)
5	E-books disseminated through the library website facilitate in the comprehension of current issues taught in class during lectures	28 (47.5%)	09(15.3%)	13(22.0%)	09(15.3%)
6	The use of e-books via the library website accelerates my understanding of salient concepts introduced during my lecture in class	22 (37.3%)	18(30.5%)	09(15.3%)	11(18.7%)
7	E-books which I use in University of Buea library enable me to have an advantage over my peers during class assessments	28 (47.5%)	11(18.7%)	11(18.7%)	10(17.0%)
8	Reading e-books motivates me to do so much academic work	29(49.2%)	17(28.8%)	08(13.6%)	05(08.5%)
	Total	42%	26%	17%	15%

Source: field survey, 2021

From Table 5 it was observed that 37.3% and 30.5% of the respondents strongly agreed and agreed (respectively) to item 1, giving a cumulative dependency rate of 67.8%. Meanwhile, 47.5% and 18.7% of the respondents strongly agreed and agreed (respectively) to item 2, giving a cumulative dependency rate of 66.2%. Also, 23.7% and 37.3% of the respondents strongly agreed and agreed (respectively) to item 3, giving a cumulative dependency rate of 61%. With regards to item 4, 49.2% and 28.8% of respondents strongly agreed and agreed respectively, giving a cumulative dependency rate of 78%. In the same way 47.5% and 15.3% of respondents strongly agreed and agreed respectively to item 5 giving a cumulative dependency rate of 62.8%.

It was equally observed that 37.3% and 30.5% of the respondents strongly agreed and agreed (respectively) to item 6, giving a cumulative

dependency rate of 67.8%. Meanwhile, 47.5% and 18.7% of the respondents strongly agreed and agreed (respectively) to item 7, giving a cumulative dependency rate of 66.2%. Similarly, 49.2% and 28.8% of respondents strongly agreed and agreed respectively to item 8, giving a cumulative dependency rate of 78%. Summarily, 68% of respondents agreed to all the items of the questionnaire as opposed to 32% who disagreed to them. This therefore led to the conclusion that e-books had a positive significant influence on Faculty of Education postgraduate students' academic assistance in University of Buea.

Research question 4

Research question 4 stated thus: What is the influence of Internet connectivity on Faculty of Education postgraduate students' academic assistance in University of Buea?

Table 6: Distribution of responses on the influence of Internet on Faculty of Education postgraduate students' academic assistance in University of Buea

SN	Internet and students' academic assistance	Strongly agree	Agree	Disagree	Strongly disagree
1	Academic resources gotten through the internet at the University of Buea Library enables me to have adequate materials for my group presentations	14(23.7%)	22(37.3%)	11(18.7%)	12(20.3%)
2	Internet databases provided by the library furnish me with relevant materials for my studies	29(49.2%)	17(28.8%)	08(13.6%)	05(08.5%)
3	Online Public Access Catalogue (OPAC) that describes resources at the library is a good tool for my academics	28 (47.5%)	09(15.3%)	13(22.0%)	09(15.3%)
4	Free internet offered to students in the library enables me to carry out research on my studies	22 (37.3%)	18(30.5%)	09(15.3%)	11(18.7%)
5	Internet connectivity prolongs the time I use in studying	28 (47.5%)	11(18.7%)	11(18.7%)	10(17.0%)
6	Internet connectivity gives me the willingness to keep studying	14(23.7%)	22(37.3%)	11(18.7%)	12(20.3%)
7	Due to the fact that there is internet connection in University of Buea library, I am always interested in studying at the library	29(49.2%)	17(28.8%)	08(13.6%)	05(08.5%)
8	Internet connection at University of Buea library acts as an extrinsic motivating factor towards my studies	22 (37.3%)	18(30.5%)	09(15.3%)	11(18.7%)
	Total	39%	28%	17%	16%

Source: field survey, 2021

From Table 6 it was observed that 23.7% and 37.3% of the respondents strongly agreed and agreed (respectively) to item 1, giving a cumulative dependency rate of 61%. Meanwhile, 49.2% and 28.8% of the respondents strongly agreed and agreed (respectively) to item 2, giving a cumulative dependency rate of 78%. Also, 47.5% and 15.3% of the respondents strongly agreed and agreed (respectively) to item 3, giving a cumulative dependency rate of 62.8%. With regards to item 4, 37.3% and 30.5% of respondents strongly agreed and agreed respectively, giving a cumulative dependency rate of 67.8%. In the same way 47.5% and 18.7% of respondents strongly agreed and agreed respectively to item 5 giving a cumulative dependency rate of 66.2%.

Summary of major findings

The major findings of this research were summarized as follows:

1. American Corner had a positive significant influence on Faculty of Education postgraduate students' academic assistance in University of Buea
2. Textbooks had a positive significant influence on Faculty of Education postgraduate students' academic assistance in University of Buea
3. E-books had a positive significant influence on Faculty of Education postgraduate students' academic assistance in University of Buea
4. Internet had a positive significant influence on Faculty of Education postgraduate students' academic assistance in University of Buea

Discussion and conclusion

Libraries in tertiary institutions of learning are the breadbaskets of learning because they invariably contribute positively to the academic assistance of their users, chief among whom are the student populations. Academic library of University of Buea is an indispensable tool in the hands of the university authorities and has been well exploited for the academic excellence of both undergraduate and postgraduate students of this university. University of Buea academic library has systematically grown over the years into an overwhelming force whose positive influence is felt by students especially in their academic pursuit. The analysis of various

It was equally observed that 23.7% and 37.3% of the respondents strongly agreed and agreed (respectively) to item 6, giving a cumulative dependency rate of 61%. Meanwhile, 49.2% and 28.8% of the respondents strongly agreed and agreed (respectively) to item 7, giving a cumulative dependency rate of 78%. Finally, 37.3% and 30.5% of respondents strongly agreed and agreed respectively to item 8, giving a cumulative dependency rate of 67.8%. Summarily, 67% of respondents agreed to all the items of the questionnaire as opposed to 33% who disagreed to them. This therefore led to the conclusion that Internet had a positive significant influence on Faculty of Education postgraduate students' academic assistance in University of Buea.

questionnaire items of the study affirmed that respondents expressed salient points of view with respect to the exploration of the resources of the academic library in University of Buea. Academic assistance on University of Buea campus obtained by students is largely dependent on the interactions these students have with resources in the said library. Therefore, analysis of data attested that students in this part of the national triangle strongly justified the aforementioned claims which were posed in the form of research questions at the beginning of this investigation.

From the responses obtained from the respondents, it was well ascertained and documented that various information resources as well as information services offered by University of Buea academic library, some of which include American Corner, textbooks, e-resources and the Internet, were commonly observed as accelerators of the performance earned by the student population of this institution of higher learning. This invariably means that an attempt to overrule the provisions of resources and services of this pedagogic structure is tantamount to academic destruction and nuisance of the first order, because this will down play on the academic assistance and subsequently academic performance of the user population comprising predominantly students. It is therefore left to the power-that-be to follow a strict implementation of various recommendations made at

the end of this research for a proper follow-up of this initiative.

Recommendations

Following the findings of this research some salient recommendations are hereby stated. There are as follows:

To students

Students should be encouraged to attend educative talks, seminars, conferences, workshops and symposiums organized at the library of University of Buea especially those organized at the American Corner of this library. The attendance of these educative interactions organized and conducted by library authorities, library administration and staff, lecturers, as well as university administration, goes a long way to properly and carefully sensitize and educate students on how to go through their studies in order to attain academic excellence.

To parents

Parents should encourage their children to engage in the deployment and use of library facilities, resources and services. They can do this by giving educative talks on this area to their offspring when they are at home. By so doing, when these children attend studies at the university, they will continue to savour the offer of the academic library of University of Buea, and this will ginger their academic progress.

To lecturers

Generally, all the lecturers in University of Buea and particularly those in the Faculty of Education should place a keen eye on each and every student who is kept under their care for academic leadership and mentorship. Lecturers should train and encourage students on how to make ample use of University of Buea academic library. Lecturers can do this during class lectures, tutorials and practical. They should

ensure that all their students are able to show prove of using the university library regularly.

To university authorities

University of Buea authorities such as central administration, deans, directors, heads of departments, and service heads should collectively draw up university rules and regulations that completely integrate the deployment of library facilities, resources, and services by students. Since this has a significant output on students' academic assistance, they will want to do it over and over again.

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