Provision of Games: A Strategy for Enhancing Sustainable Library Patronage by Students of the Federal University of Technology, Owerri.

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Abstract

This work studied games as a strategy to enhance sustainable patronage of the library by students of the Federal University of Technology, Owerri. It attempted at assessing how the use of games could enhance students' patronage of the University Library. Various strategies were outlined while students' responses were rated on a five-point likert scale, using questionnaire instruments. A total of 2415 respondents formed usable data from which analysis was conducted. Descriptive statistics, tables, frequency %, and mean score were used to determine students' responses, while Pearson correlation coefficient was used to find out the relationship between Library games and academic performance. Majority of the respondents agreed that the outlined strategies enhances library patronage and academic performance which pooled a mean score value = 3.44, and 3.30 respectively. The data was subjected to a Pearson correlation test which shows a significant level of relationship between library games and academic performance with r-value = 0.855, P= 0.04≤ 0.05.

Keywords: Library Games, Library patronage, Strategies, Academic performance, Students, Federal University of Technology.

Introduction

A library is often described as a pulsating nerve centre of academic excellence, which its patronage of resources is capable of stimulating students' academic performances in the positive direction whereas its neglect results otherwise. Ngozi (2017) defined library as a repository of knowledge and an active social institution, a vital resource centre for reliable information and meant to conserve the recorded knowledge for the profit of man. Aina (2004) accentuated that a library is concerned with the collection, processing, storage and dissemination of recorded information for the purpose of reading, study, research and consultation.

However as the stroke of change wipes faster, new processes in information and knowledge management have paved way for the rapid conversion of data, information and knowledge into digital form, improvement in telecommunication, major dive into fibre optical communication, wireless technology and also viral development of software, which consequently, has provided powerful techniques for processing and transmission of information. This progress has made many scholars to neglect the library and has decreased the level of patronage the library previously receives, hence challenging its cardinal objectives (Abraham and Leavy, 2007).

The library of the 21st century is not only concerned with acquisition of resources but its utilization. More so any library that cannot ensure that their resources are fully utilized, have not fulfilled her mandate, hence emphasis is shifted from ownership to assess. Therefore, innovative activities aimed at creating and designing best-way-approach towards sensitizing and encouraging use of library resources are evolving. It is against this backdrop that FUTO Library in August, 2017 created its innovative services unit, designed with indoor games among others, to stimulate students’ interest in patronizing the library and enhancing its academic performance.
Statement of the Problem

The primary focus of library institutions is the preparation of a literate society. To achieve this aim, most academic libraries make concerted efforts to ensure adequate provision of resources and services to its clientele. They also strive to create a conducive learning environment in which faculty and students are provided with a variety of resources and services whose patronage could ultimately turn one to a competent user. But despite increasing the library stock, students often time shun the library, resulting in low library patronage as well as low academic performance. This tendency has necessitated a growing concern in librarianship. The questions that arise are; what strategies can best be adopted by libraries/librarians to enhance its patronage and as well improve academic performance? Can the use of games enhance students’ patronage of the University library? Or how can university libraries use games as a strategy for enhancing student’s sustainable patronage? Previous works abound on strategies to enhance patronage of academic libraries in Nigeria but none focused on games. There are also vast literature deployed extensively in the field of education, library and games (Yang, Chen, & Jeng, 2010; Chiang, Lin, Cheng, & Liu, 2011). But no empirical research seems to center on how university libraries in Nigeria use games as a strategy for enhancing student’s sustainable patronage. It is therefore this gap that this work seeks to fill. Thus, this study is an attempt to assess how game strategy could enhance library patronage in a university system and perhaps close the yawning gap.

The roles games play in physical and mental well being of individuals are enormous as it helps to relax nerves and tension as the case may be. However, using games to attract students’ patronage of the library can be exciting but also challenging. This was also agreed by Dana (2015) that indoor games and activities can be challenging; keeping students excited about learning but adds an element of fun. According to ALA Games RT (2019):

> Academic libraries have a mission to curriculum support; games provide stories and information presented in a new format that encourages critical thinking and problem solving. Games can enrich vocabulary and expose players to language roots. Games encourage literacy activities like reading, writing and creating content about and around the game.

Similarly, Adams (2013) enthused that provision of games in the library is both striving to deliver what the patrons like and a struggle for relevance in a world where people are willing to pay money for commercial commodities that library offer for free. Katie (2009) posited that research into learning shows that people learn in different styles; traditional book-learning may be effective for one student while game-learning may have a major impact on another, adding that library ought to house games as part of its stock.

Objective of the Study

The overall objective of the study is to assess the use of games as a strategy for enhancing students’ patronage of academic libraries that will in turn improve academic performance. Specifically the work examined students’ responses to games as a means of enhancing library patronage at the Federal University of Technology, Owerri.

Conceptual Framework

The concept of gaming as a tool to enhance user engagement and learning has also become increasingly popular. “Gaming” can be defined as “the use of game design elements in non-game contexts” (Deterding, et al., 2013). “Gaming” can involve competitions, activities, creativity and learning, and are designed to add value to user experiences. Nicholson (2013) draws attention to the fact that during the 1930s Great Depression, libraries organized puzzle contests and circulated games and toys that engaged the youths, thus, academic and school libraries have had a long tradition of developing game-based learning activities to help stimulate students and teachers. The difference now, according to Nicholson (2013) is that a generation of people who grew up with video games and are therefore “game literate” have now become adults and have differing expectations about what gaming in the library should look like. Gaming in the library can take a number of forms. At the most basic level, libraries can introduce games for users to come in and play, borrow or rent.

The FUTO Innovative Services Unit in its ‘games corner’ houses such indoor games as chess, scrabbles, ‘ludo’, draught, ‘whot’ and ‘nehoko.’ All the games played at the library’s games corner are guided by rules, e.g students comes to the counter to borrow games starting in the afternoon hours and while playing, decorum is maintained.
• **Chess** is played by 2 players at a time and each has 16 pieces made up of 1 king, 1 queen, 2 rooks, 2 bishops, 2 knights and 8 pawns. The high point in the game is to checkmate/kill the king hence the game is lost/won if the opponent’s king is killed.

![Chess Board](image)

• **Scrabble** is played by maximum of 4. It is centered on word formation/quick vocabulary and the person with the highest point value when the tiles are exhausted emerges winner.

• **Draught/Draft** is played by 2 persons with 20 seeds each and the first to eat up all the opponents’ seed emerges winner.

• ‘**Nchoko**’ is a local/traditional game played by 2 persons on a carved wooden board with 6 circles or square holes/box on each side, thus making a total of 12 holes/boxes on the board. Each hole contains 4 seeds at the on-set. The first player collects the 4 seeds in any hole of choice and starts distributing roundto each hole until it terminates in an empty hole and the next continues the same process until a new 4 seed is formed in a previously emptied hole. Each 4 new seed in the hole/box belonging to opponent is won and when the seed in hole/box is finished, the player with the highest number of seeds emerges winner.

• There are some other local/traditional outdoor games played by students, though rich in body fitness exercise and mental alertness but cannot fit into academic library setting due to their inherent noisy nature e.g ‘**Ugaa**’ and ‘**Swell**’

The introductions of these games have no doubt wetted students’ appetite for library patronage. The Library ‘use statistics’ recorded impressive students turn-out from 16330 in the 2nd quarter (April – June, 2018) - when the games were introduced, to 23161 in the 2nd quarter, 2019. Games both indoor and outdoor are generally accepted as means of physical and mental development and well being. It enhances intellectual capacity and as well serve as recreational and relaxation mechanism capable of reducing stress. Within the students circle, it also fosters peace and friendship as it creates opportunity for interaction and healthy competition.

However, opinions differ on the use of gaming and “gamification” to achieve accelerated patronage of the library. Some argue on the positive and negative potential consequences. Charsky and Ressler (2011) taking a positive perspective opined that games can stimulate higher order thinking and can be engaging and motivational, as well as providing opportunities to provide additional instructions to aid learning. Ben-Zvi (2010) had earlier stated that games also aid the illustration of interrelationships between decision-making and outcomes, and can aid and enhance participatory learning and teaching. According to Kapp (2012), the aim among others include to present library and their services as offer to meet the public on their own familiar grounds using service gaming for living activities; this will attract new and young patrons by diversifying activities to make the library more accessible; reinforce cultural program, and to use pervasive process to increase library visibility and influence. Kapp concluded that games can be a means as well as an end. Stressing further Kapp stated that library games can be used to provide a context for the learning especially when it is not focused mainly on entertainment and when it is carefully crafted with the capability to provide opportunities to increase engagement and interactivity. Robert (2012) enthused that gaming can be used to enhance reading, training and educational activities when academic and public libraries are collaborating.

A gaming activity comes with challenges. Martel and Robert (2014) however pointed some challenges and implications of choosing to play game in academic libraries, adding that “we must know how to build on our own programme alone in our ivory tower in collaboration with the public and how to manage the knowledge in our institution to create value”. But Nicholson (2013) put forward some reservations about potential negative consequences and repercussions of ill-thought out gamification initiatives. He points out that reward-based gaming systems, such as earning badges and points for completing learning tasks or activities can actually have a negative impact because according to him research shows that if someone does something for a reward, then their intrinsic motivation to do that thing decreases, if the reward is later removed, the drive for the person to do that thing is lower than before the rewards were put in place. This may be the case with some competitive - based games such as chess and scrabble. The aim of games and game competition however, is not necessarily to compete for prizes but to relax nerves and tension and to attract students to the library and expose them to varying resources that could help their academics.
Theoretical Framework

Bruce and Charles (2015) attempted to construct a simple model that describes the central structure virtually all games appear to have. The structure is made up of three key elements: a challenge, a response, and feedback (see Figure 1). A circle is generated when the feedback bring about a new challenge or prompts the player to provide a different response to the original challenge.

![Figure 1: Magic circle](image)

They pointed out the game design features which are the incentive system, game mechanics, aesthetic design and narrative design.

**Incentive system:** The incentive system of a game includes the many motivational elements that aim to encourage players to continue their efforts and feedback that attempts to appropriately modify their behavior. Kinzer et al. (2012) stated that Incentives could consist of scores (points), stars, badges, trophies, power-ups, and many other rewards.

**Game mechanics:** This describes the critical game play, the activity or sets of activities repeated by the learner all through the game. These activities can principally have a learning focus (learning mechanics) or an assessment focus (assessment mechanics); in major cases they focus on both (Plass & Homer, 2012; Plass, Homer, et al., 2013)

**Aesthetic design:** The visual aesthetic design consists of visual elements such as the general look and feel of the game and the game characters, but also the form of representation of crucial information. The visual design decides how tools and functions of the game mechanics are visualized, how cues are represented, and how feedback is demonstrated which means it has a cognitive function and an aesthetic one.

**Narrative design:** They pointed out that the narrative of a game is the storyline that is advanced via features such as cut scenes, in-game actions, dialogues, and voice-overs. Contrasting with most movies and books, and games which allow for nonlinear narratives that advance based on the choices made by the learner. It provides background information for learning, linking rules of play, characters, tasks, events, and incentives.

Empirical Studies

Eric and Po (2013) examined the perceptions of students concerning the integration of the game into science learning as well as the educational benefits of the game with regard to learning performance. They adopted a one-group pretest-posttest design, which was used with eighteen 5th grade students from a single elementary school in northern Taiwan. The students confirmed positive attitudes toward the use of the educational card game in science learning. The results also established the effectiveness of the projected education card game in improving the students’ scientific knowledge of transport and energy.

Kirikkaya, Iseri, and Vorukaya (2010) in their study on relationship between game and learning motivation, designed a card game to assess one’s knowledge of galaxies and space; however the game is also applicable in areas other than learning. By the use of semi-structured interviews, they discovered that this educational card game not only increased the learning motivation of students but also helped them in the formation of higher conceptual abstractions.
Also, in a research by Jancee (2011) on the effects of video game play on academic performance to determine whether playing video games affects academic performance as determined by Grade Point Average (GPA).

To realize this, 198 participants filled out a Gaming Habits Survey which was subjected to one-way ANOVAs. The study established that there was a significant effect of player status on GPA at the p < .01 level for the two conditions of player versus non-player \[ F(1, 169) = 7.08, p = .009 \]. Jackson et al (2008) found that the usage of games is causally associated to an increase in visual-spatial skills, which often come along in the fields of science, mathematics, technology, and engineering.

A study undertaken with Kindergarteners (Din & Calao, 2001) showed that students who played educational video games on the Sony Lightspan, which is a game system similar to the Sony Play station, made significant increases over the control group in the learning of spelling and reading; however, no significant gain was made over the control group in math.

Smyth (2007) recommended that complex games may lead to academic accomplishment by engaging players in problem solving, critical thinking, and creativity. Skoric et al (2009) found that while game addiction results to negative academic performance, moderate engagement in gaming can lead to improved performance in an academic setting. They also found a positive correlation between game play and English test scores, which suggests that gaming can actually lead to better test scores.

From the foregoing, though, literature search revealed many works on the use of games to enhance library patronage, but only a sketchy empirical work was seen in the Nigerian context. A study carried out by Bamigboye, Agbola, Emmanuel and Adegbeye (2018), at the Federal University of Agriculture Abeokuta, Ogun State, Nigeria, examined the study behavior of 120 students in the library through questionnaire instrument and discovered that: Playing computer games in the library recorded 64(7.8%); watching films on cell phones and laptops 64(7.8%); resting in the library 116(14.1%); chatting with other students in the library 100(12.2%); joking in the library 84(10.2%); listening to music on cell phones and laptops 84(10.2%). This work no doubt shows students inclination to gaming activities in the library but not at the neglect of their studies. Suarez (2007) corroborated this when he intoned that these behaviors can be grouped as leisure or social behavior which do not distract from academic work being done in the library. Giving further credence, Association of College and Research libraries (2015) in their executive summary posited that library games engage students, enhance information literacy skills and increase positive attitudes towards the library and its staff.

Methodology

The study was carried out in Federal University of Technology Owerri. Survey research design was used for this study. The population of the study was selected randomly. Questionnaire was used as an instrument for data collection from 2500 out of which 2415 was collected and collated. Five likert scales was used to assess students response on how library games could enhance patronage of the library. While regression analysis was used to analyze the hypothesis.

Data presentation and Analysis

| Gender | Frequency(N) | Percentage (%) |
|--------|--------------|----------------|
| Male   | 1601         | 66.3           |
| Female | 814          | 33.7           |
| TOTAL  | 2415         | 100            |

Table 1 reveals that 66.3% (1601) of the respondents are of the male gender while 33.7 % (814) of the respondents are female. Therefore majority of the respondents are of the male gender. Though there was no even distribution in the gender of respondents, as male are much higher than the female gender, but the number of respondents in each gender group are sufficient enough for the study.
Table 2: School of Study

| School of Study | Frequency (N) | Percentage (%) |
|-----------------|---------------|----------------|
| SAAT            | 415           | 17.2           |
| SEET            | 571           | 23.6           |
| SOES            | 332           | 13.7           |
| SOPS            | 375           | 15.5           |
| SOBS            | 321           | 13.3           |
| SMAT            | 401           | 16.6           |
| TOTAL           | 2415          | 100            |

Table 2 above reveals that 17.2%(415) of the respondents are from School of Agriculture and Agricultural Technology (SAAT), 23.6%(571) of the respondents are from School of Engineering and Engineering Technology (SEET), 13.7%(332) of them are from School of Environmental Sciences (SOES), 15.5%(375) of the respondents are from School of Physical Sciences (SOPS), 13.3(321) of the respondents are from School of Biological Sciences (SOBS) while 16.6%(401) of the respondents are from School of Management Technology (SMAT). Therefore majority 23.6(571) of the respondents are from SEET seconded by SAAT 17.2%(415).

Table 3: Levels of study

| Level of Study | Frequency (N) | Percentage (%) |
|----------------|---------------|----------------|
| 100            | 409           | 16.9           |
| 200            | 532           | 22.0           |
| 300            | 428           | 17.7           |
| 400            | 412           | 17.1           |
| 500            | 634           | 26.3           |
| TOTAL          | 2415          | 100            |
Table 3 reveals the level of study of the participants, 16.9% (409) of the respondents indicated that they are 100 level students, 22.0% (532) of the respondents pointed out that they are 200 level students, 17.7% (428) of the respondents revealed that they are 300 level students, also 17.1% (412) of the respondents indicated that they are 400 level students while 26.3% (634) showed that there are 500 level students. Therefore majority of the respondents are 500 level students.

| Frequency of Library visits per week | Frequency (N) | Percentage (%) |
|-------------------------------------|--------------|----------------|
| 1/5                                 | 743          | 30.8           |
| 2/5                                 | 636          | 26.3           |
| 3/5                                 | 440          | 18.2           |
| 4/5                                 | 340          | 14.1           |
| 5/5                                 | 256          | 10.6           |
| TOTAL                               | 2415         | 100            |

Figure 4 above shows a graphical representation of the frequency at which respondents visits the library per week. 30.8% (743) of the respondents indicated that they visit the library once in five working days. 26.3% (636) pointed out that they visit the library at most twice in every five working days, however 18.2% (440) of the respondents indicated that they visit the university library at most 3 times in five working days, 14.1% (340) indicated that they visit the library at most 4 times in five working days, while 10.6% (256) of the respondents affirmed that they visit the library five times in five working days. This shows that more than 50% of the respondents visit the library at most twice in five working days.
| S/No. | Items                                                                 | SA | A % | N % | D % | SD % | Mean | SD±   |
|-------|------------------------------------------------------------------------|----|-----|-----|-----|------|------|-------|
| 1     | Library games excite your patronage of the library.                    | 695| 29  | 34  | 17  | 13   | 189  | 8     | 3.63  | 264.92|
| 2     | Library games enhances your mental alertness                           | 612| 25  | 36  | 16  | 14   | 201  | 8     | 3.56  | 263.37|
| 3     | Library games enhances social interaction                              | 643| 27  | 31  | 21  | 13   | 192  | 8     | 3.55  | 229.99|
| 4     | Library games enhances team work                                      | 678| 28  | 32  | 13  | 12   | 375  | 16    | 3.45  | 220.14|
| 5     | Library games enhances skill development                               | 606| 25  | 30  | 13  | 14   | 431  | 18    | 3.30  | 179.47|
| 6     | Library games enhance problem solving e.g. Spelling check and word formation. | 599| 25  | 30  | 13  | 12   | 508  | 21    | 3.26  | 187.85|
| 7     | Library games leads to friendship                                     | 605| 25  | 32  | 12  | 14   | 385  | 16    | 3.36  | 205.80|
| 8     | Library games enhances contact and communication                       | 657| 27  | 31  | 12  | 14   | 398  | 16    | 3.38  | 202.72|
| 9     | Library games enhances quick response and sensibility                  | 691| 29  | 30  | 13  | 14   | 342  | 14    | 3.45  | 209.60|
| 10    | Library games enhances students ingenuity                              | 642| 27  | 32  | 13  | 12   | 414  | 17    | 3.39  | 213.71|
| 11    | Library games adds fun and excitement to studying                      | 606| 25  | 34  | 12  | 12   | 419  | 17    | 3.37  | 224.63|
| 12    | Library games appeals to students                                     | 607| 25  | 30  | 14  | 13   | 430  | 18    | 3.32  | 183.56|
|   | Library games relieves academic tension |   |   |   |   |   |   |   |   |   |   |   |   |
|---|----------------------------------------|---|---|---|---|---|---|---|---|---|---|---|---|
| 13| 616 | 26 | 757 | 31 | 342 | 14 | 318 | 13 | 382 | 16 | 3.38 | 193.70 |
| 14| Library games exposes one to good peer influence |   |   |   |   |   |   |   |   |   |   |   |   |
|   | 713 | 30 | 749 | 31 | 312 | 13 | 307 | 13 | 334 | 14 | 3.50 | 226.98 |
| 15| Library games encourages attendance |   |   |   |   |   |   |   |   |   |   |   |   |
|   | 685 | 28 | 735 | 30 | 328 | 14 | 329 | 14 | 338 | 14 | 3.46 | 208.01 |
| 16| Library games encourages one to work hard |   |   |   |   |   |   |   |   |   |   |   |   |
|   | 691 | 29 | 803 | 33 | 313 | 13 | 347 | 14 | 261 | 11 | 3.54 | 246.14 |
| 17| Library games enhances academic excellence |   |   |   |   |   |   |   |   |   |   |   |   |
|   | 653 | 27 | 877 | 36 | 282 | 12 | 325 | 13 | 278 | 12 | 3.54 | 269.97 |
|   | Significant Mean |   |   |   |   |   |   |   |   |   | 3.44 |   |   |

Table 5 above shows the students' assessment of library games in Federal University of Technology Owerri. The table reveals that 63% (1512) agreed that Library games excite their patronage of the library with mean score value of 3.63±264.9. 61% (1485) agreed that Library games enhances their mental alertness with mean score value of 3.56±263.37, 58% (1392) of the respondents agreed that library games enhances social interaction with mean score value of 3.55±230, 60% (1439) of the respondents agreed that Library games enhances team work with mean score value of 3.45±220.14, 55% (1334) agreed that Library games enhances skill development with mean score value of 3.5±179.47, also 55% agreed that Library games enhance problem solving e.g. Spelling check and word formation with mean score value of 3.26±187.85. 57% (1389) of the respondents agreed that Library games leads to friendship with mean score value of 3.36±205.8, 58% (1397) of the respondents agreed that Library games enhance contact and communication with mean score value of 3.38±202.72. 59% (1423) of the respondents agreed that Library games enhance quick response and sensibility with mean score value of 3.45±210. 59% (1411) of the respondents agreed that Library games enhance students' ingenuity with mean score value of 3.39±213.71.

Also 59% (1417) of the respondents agreed that Library games adds fun and excitement to studying with mean score value of 3.37±224.63, 55% (1343) of the respondents agreed that Library games appeals to students with mean score value of 3.32±183.56. 57% (1373) of the respondents agreed that Library games relax academic tension with mean score value of 3.38±193.7. 61% (1462) of the respondents agreed that Library games exposes one to good peer influence with mean score value of 3.5±226. 58% (1420) of the respondents agreed that Library games encourage attendance with mean score value of 3.46±208. 62% (1494) of the respondents agreed that Library games encourage one to work hard with mean score value of 3.54±246.14. 63% (1530) of the respondents agreed that Library games enhance academic excellence with mean score value of 3.54±269.97. These pooled a significant mean score value of 3.44 which is above 3.00 average of a five point likert scale, indicating that there is a significant influence of games on students library patronage and academic performance.

Level of agreement of students on the effect of games on their academic performance

|   | Library games enhances learning |   |   |   |   |   |   |   |   |   |   |   |
|---|--------------------------------|---|---|---|---|---|---|---|---|---|---|---|
| 1 | 603 | 25 | 717 | 30 | 387 | 16 | 343 | 14 | 365 | 15 | 3.35 | 167.3 |
| 2 | Library games helps me to understand better when am reading |   |   |   |   |   |   |   |   |   |   |   |
|   | 578 | 24 | 643 | 27 | 441 | 18 | 356 | 15 | 397 | 16 | 3.27 | 122.4 |
| 3 | Library games helps me improve my thinking capability |   |   |   |   |   |   |   |   |   |   |   |
|   | 645 | 27 | 567 | 23 | 403 | 17 | 376 | 16 | 424 | 18 | 3.26 | 116.9 |
| 4 | Library games helps me in my assignments |   |   |   |   |   |   |   |   |   |   |   |
|   | 598 | 25 | 577 | 24 | 476 | 20 | 319 | 13 | 445 | 18 | 3.23 | 112.3 |
The table above shows the level of agreement of students on the effect of games on their academic performance, the table indicated 54% (1307) of the respondents agreed that Library games enhances team work with mean score value of 3.37±167.2. 50% (1215) of the respondents agreed that Library games enhances learning with a mean score value of 3.35±167.3. 51% (1221) indicated that Library games helps them to understand better when reading with a mean score value of 3.27±122.4. 55% (1323) of the respondents agreed that Library games helps them improve their thinking capability with a mean score value of 3.26±116.9. 50% (1204) of the respondents affirmed that Library games helps them in their assignments with a mean score value of 3.23±112.3. These pooled a significant mean score value of 3.30 which is above 3.00 average of a five point likert scale, indicating that library games helps improve students’ academic performance.

Table 6: relationship between Library Games and Student performance

| Library Games | Pearson Correlation | Students Performance |
|---------------|---------------------|----------------------|
| Sig. (2-tailed) | .044                |                      |
| N             | 17                  | 5                    |

| Students Performance | Pearson Correlation | Students Performance |
|----------------------|---------------------|----------------------|
| Sig. (2-tailed)      | .044                |                      |
| N                    | 5                   | 5                    |

The data in table 6 above however was subjected to Pearson correlation analysis as shown above, to find out if there is any significant relationship between library games and student performance. R-value of 0.855 was gotten, at p-value=0.044 <0.05 indicating that there is a strong relationship between library games and students performance.

Conclusion and Recommendation

The majority of students’ respondents agreed that the outlined game strategies yielded positive relationship between games and library patronage. There was also a significant relationship between library games and academic performance as shown in the Pearson correlation test of relationship. Therefore games as a strategy to enhance user engagement/library patronage, which can also help improve academic performance is strongly recommended to academic and other libraries.

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