Availability, Access to and Level of Use of Academic Library Information Resources; Study of Selected Academic Libraries in South-Western Nigeria

Ishola, Bolanle Clifford, CLN*
DIL (UNIBEN), Bsc (AAU) , MLIS (University of Ibadan) .University Librarian, Oduduwa University
Ipetumodu,Ile-Ife, Osun State. Nigeria
Email:sholacliff@gmail.com

Obadare Sunday Olurotimi, CLN
Hezikiah Oluwasanmi Library, Obafemi Awolowo University, Ile-Ife
Soobadare2003@yahoo.com

Abstract
In this paper, the authors examined the   availability, access to and level of use of academic library information resources of selected academic libraries in South-western Nigeria. The objectives were to: determine the extent to which information resources are available for use; find out the extent of access to these information sources; find out the frequency of use of the information resources; determine the barriers to the use of information resources. The survey research method was used. The data collection instrument for the study was the questionnaires method. The major findings were that there is high level of availability of information sources in the selected Nigeria Universities studied; there is high level of accessibility of information sources in the selected Nigerian Universities studied.; majority of the respondents used information sources daily; Services provided in the library are conventional, reactive and product oriented rather than proactive, customer oriented, innovative, and augmentative. Although, libraries tend to build up a vast resource collection, they provide insufficient user oriented programmes. The study recommended among others that Librarians should explore all available means, including lobbying, asserting their rights where necessary, request for gifts, donations and all wholesome means to ensure constant funding of their libraries cum availability of current information resources and factor in modern ICT facilities and innovative approaches into their library services to further improve access and use of their services.
Keywords: Availability of Information Resources; Access to Information Resources; Use of Information Resources; University libraries- Southwester, Nigeria

1. Introduction
A library is an agency, which engages in the collection. Processing, preservation and dissemination of recorded information in the various formats most convenient to its target users (Olanlokun and Salisu, 1993).Akande, (2008), described library as a collection of information materials and the place where the materials are kept for consultation. The person who makes the stored information accessible to users is referred to as the 'librarian. A collection of information resources like books in room without a systematic organization to ease the retrieval does not make a library. Hence the library is a repository of various forms of recorded information which may be in print and non-print formats such as books, periodical, reference materials, manuscripts, magazines, theses, gazettes etc. Other non-printed materials like microforms, films, magnetic tapes, slides, video tapes and data stored in electronic media like discs, CD-ROMs can also be found in libraries.

According to Okunoye (2007) who cited Gregorian (1998) an investment in libraries, is an act of faith in the continuity of life. He went further to represent the library in the following words;

> Libraries contain the heritage of humanity: the record of its triumph and failure, its intellectual, scientific and artistic achievements, and its collective memory. They are source of knowledge, scholarship and wisdom. They are an institution withal, where the left and the right God and the devil are together classified and retained in order to teach us what to emulate and what not to repeat. Libraries are in short the mirror held up to the face of human kind, the diary of human race. Libraries are not only repositories of past human endeavour, they are instrument of civilization. They provide tools for learning, a laboratory of human aspiration, a window to the future. They are a source of self-renewal, intellectual growth, and hope. In this land and everywhere on earth, they are a medium of progress, autonomy, empowerment, independence and self- determination. They have always provided and will always provide place and space for imaginative recreation, for imagination rebirth.

The basic purpose of academic libraries, according to Buckland (2002) is to provide access to information''. In order to be able to do this, Ochogwu (2007) documented that libraries and other information related

organizations provide a variety of information to society in different physical formats. These range from printed sources such as audio-visual materials, film, computerized/machine readable materials, etc. Singh and Kaur (2009) stressed that preservation and access to knowledge and information is the main mandate of academic libraries alongside supporting the mission of their parent institutions which is teaching and research. Academic libraries are at the forefront of providing information services to their respective communities which comprises of students, lecturers, and researchers in order to support their teaching, learning and research needs. Scholars have emphasized on the crucial role of academic libraries in research and scholarship in institutions of higher learning. Many a time's academic libraries are referred to as the heart or nerve centres of institutions of higher learning where all academic activities revolved.

Paradigm shift in Academic library service with the advent of Information and Communication Technologies (ICTs), the role and position of libraries has dramatically changed. Etim (2004) cited in Okon (2005) observes that the rapid pace of development in the field of information technology and the advent of networked information services have prompted a comprehensive review of the Library and Information Sciences (LIS) profession. The global trend is now characterized with a fundamental shift from traditional information environment to an e-environment where emphasis is placed more on the acquisition of e-resources such as e-books, e-journals as well as online databases. However, traditional library and information services and functions are still relevant.

Jubb and Green (2007) observe that academic libraries have for centuries played critically important roles in supporting research in all subjects and disciplines within their host universities or colleges. The main purpose of an academic library as stated by Aina (2004) is to support the objectives of an academic environment in the areas of learning, teaching, research, and service. Oyesiku and Oduwole (2004) assert that in academic communities, libraries are indispensable. Guskin (1996) notes that the use of university libraries promotes active learning, thus contributing to students' ability to think critically and work well independently or in group. An academic environment without a library is tantamount to a person without a brain. It would be pertinent to discover whether academic libraries are indeed living up to their objectives. The effectiveness and efficiency of services provided in academic libraries are mainly determined by library users.

Perera (2005) submits that satisfying user needs is essential to the management of libraries. The management staff of a library should be aware of the current needs of their users, which may vary from one library to another as well as from time to time. Therefore, carrying out regular surveys on user needs at regular intervals on various aspects of library usage will be an invaluable guide in determining the future directions of library developments. It is important for library services to focus more on the use of resources provided for their patrons. According to Whitmire (2002) academic library resources are considered a good measure of an institution's excellence and quality. Popoola (2008) affirmed that the information resources and services available in institutional information systems must be capable of supporting research activities among the students and faculty members.

Academic library use studies have evolved over the years. The problem of underutilization of library resources is a global one. Various user researches have probed user attitudes as well as the characteristics of use, reasons for library visits, and factors related to the use of the different types of library materials. Mann (1974) revealed during his research in Britain, that undergraduates are able to complete their causes of study with relatively little use of library books. This assertion was agreed to in later studies by Popoola (2008). In his studies, Seth and Parida (2006), Ugwu (2008), Nnadozie and Nnadozie (2008) cautioned that availability of information resources and services do not automatically translate to information accessibility and use.

Inadequacy of current and relevant information for teaching, learning and research had been the bane of university education in Nigeria (Okonofua, 2008). Efforts had also been made to improve the situation through interlibrary loan and document delivery services, but the challenges persisted (Adika,2003). It was in this light that the Internet was introduced into the educational system to bridge the prevailing information gap (Okonofua, 2008). Measures put in place to solve the prevailing problem include the introduction of inter-library loan and document delivery services. However, Adika (2003) noted that these efforts could not solve the problem of lack of access to current information for all faculties and students. As a result, many universities began to provide Internet access to their staff and students to foster educational activities of research, instruction and literature searching and to serve as a source of information to meet other needs (Hannah, 1998).Similarly, Yumba (1997) observed that the Internet provides lecturers with access to colleagues through e-mail, powerful search facilities (engines), access to large and growing number of online journal and electronic databases on various subjects. In addition, Chan and Fu (2009) noted that Internet searching helps university students to boost their intellectual development and job preparation.

Asemota (2001) observed that in these days of economic recession, many parents are not able to provide their wards the necessary textbooks especially those ones which are usually expensive. Knowledge is at the root of all the functions of the academic library. Academic libraries concentrate on dissemination of knowledge and ideas on a continuing basis (Maigari, 1984 and Kuh and Gonyea, 2003). Digital revolution has dramatically changed the face of libraries in the 21st century. This posed a challenge to academic libraries to digitize their services and resources through appropriate ICT application in order to remain relevant. However, academic libraries in Nigeria are faced with enormous problems notably that of lack of proper funding. Despite that, they must against all odds try to measure up with their contemporaries elsewhere. Their ability to overcome some of the major challenges undermining their efforts in providing the desired services to their communities in this information age should therefore serve as one of the coping strategy methods for the 21st century academic library service in Nigeria.

2. Objectives of the Study

The primary objective of this study is to investigate the availability, access to and level of use of academic library information resources in selected university libraries in Southwestern Nigeria. The specific objectives are to:

- Determine the extent to which information resources are available for use
- Find out the extent of access to these information sources
- Find out the frequency of use of the information resources
- Determine the barriers to the use of information resources

3. Literature Review
3.1 Access to Academic Library Resource.

Accessibility, use and availability of information sources is an important recurring theme in the literature. Kuhlthau (1991) argues that the choice to seek information depends on its perceived accessibility. According to Aguolu and Aguolu, (2002) resources may be available in the library and even identified bibliographically as relevant to one's subject of interest, but the user may not be able to lay hands on them. One may identify citations in indexes, but may not have access to the sources containing the relevant articles. The more accessible information sources are, the more likely they are to be used. Researchers such as Slater (1963), Allen (1968), and Rosenberg (1967) had earlier validated through empirical studies the observations that readers tend to use information sources that require the least effort to access. The user may encounter five possible types of inaccessibility. They are conceptual, linguistic, critical, bibliographic, and physical inaccessibility. Osundina (1974) studies the relationship between information accessibility and library use by undergraduates in Nigeria and notes that the problem of Nigerian students is not the question of wanting to use the library, but whether or not the university library can provide for their needs, and whether there is access to what is provided. Ajayi and Akinniyi (2004) found frustration among information seekers due to the non-availability of sources, in a study of information needs of library users.

For the libraries to assist in the promotion of access to knowledge, they must help to identify, locate and deliver information or document sought by the researcher (Aguolu and Aguolu, 2002). The identification and location of information pertinent to the user's inquiry depends upon the availability of effective bibliographic apparatus in general and specialized fields. To facilitate identification and location of information materials in the libraries, the library is expected to provide effective access tools as catalogues, bibliographies, guides, indexes and abstracts. According to Olorunsola (2008), nothing frustrates a researcher more than trying to retrieve an article, which seems right on target, only to find that the library does not own the journal.

Leautier, (2004) opined that for academic communities to realize their development choices, enhancement of their capacity to deliver and cope with societal changes, information accessibility is a critical necessity (Leautier, 2004). The ability to access information is especially vital in rural and marginalized areas. Libraries in these areas can promote indigenous development solutions that address problems specific to their regions, nations or communities by providing access to international information resources as well as locally developed knowledge (Baker, 2006). Through providing access to, and acting as repositories of indigenous knowledge, libraries can strengthen local communities by helping them develop their local solutions for their development challenge.

Aina (1983) study on access to scientific and technological information in Nigeria, revealed that of the 7,014 scientific papers published between 1900 and 1975, 5,607 (79%) are journal articles and 1,116 or (20%) of these journal articles were not indexed or abstracted, making them inaccessible. Further analysis shows that 77% of the papers not covered by any indexing or abstracting services were published in Nigeria. He recommends the establishment of a National Science Information Center to acquire, organize, and disseminate scientific

information sources in Nigeria and other places. Olowu (2004) identifies natural and artificial barriers to free access to information. The library's poor reputation was attributed to lack of accessibility of information sources. Iyoro (2004) examines the impact of serial publications in the promotion of educational excellence among information professionals receiving further training at the University of Ibadan .The study looks at the perception of how serial accessibility has contributed to students' learning process. Serials were found to play a significant role in the acquisition of knowledge, because the serial collection was easily and conveniently accessible.

In a similar study by Oyediran-Tidings (2004) at Yaba College of Technology, Lagos, low use of the library by students was observed. This was attributed to expressed accessibility problems. Neelamegham (1981) has identifies accessibility as one of the prerequisites of information use while Kuhlthau (1991) argues that the action of information seeking depends on the needs, the perceived accessibility, sources, and information seeking habits. Brian and Jantti (2012) reported the findings of their research on discovering the impact of user's access, use and students performance thus:

> By providing access to information resources, academic libraries play a significant role in the student experience. To date, efforts to assess the impact of accessing library-owned or subscribed content have largely focused on satisfaction surveys, feedback, and "return on investment" projects such as contingent valuation. Although surveys and feedback systems provide data and information on a range of service elements, they are limited in their capacity to provide information and insight into the perceived value gained by engaging with the library — that is, on a client's return on effort for using library services and resources. They are also unable to identify non-users effectively. Faculty awareness and knowledge of student use of library information resources is equally limited.

Ugunna (1983) also advised that customer's relation training practices employed business organisations should be applied to libraries to promote access to and use of her collections. On the other hand, Neelmeghan (1985) suggested that under- utilization of information sources and services is partly due to inadequate identification of user's needs, and partly to poor information marketing service and lack of user education. Olanlokun (1983), in agreement with this view, stated that university librarians should make greater efforts to be in touch with the generality of the teaching faculty members. He emphasized that input from academic library users would contribute to better services and help in improving library services. Odesaya and Ajiferuke (2000) hold the view that information technology brings about productivity, customer satisfaction, meaniful access, efficient utilisation and significant improvement in the quality of service and information dissemination in academic libraries.

Nwalo (2013) observed that in recent times, however, the new modes of universal access have tended to challenge the claim of the library and the librarian to be the custodians of information and knowledge. The information technology revolution that gained prominence in the latter of the 20th Century culminated in the creation of new types of resources as well as new forms of communication all of which had serious effect on cataloguing, readers' services and user behaviour. He noted that the new information environment created a shift of emphasis from print to electronic publishing especially on the web. The World Wide Web and the internet have created a new mode of universal access whereby information seekers, by mere click of the mouse on the computer or the button in other electronic devices can have access to a whole world of information.

Lansen (2009) observed that most users tend to begin information searches on the web, using popular search engine such as Google rather than in the library catalogue. For such users, a visit to their local is an unnecessary and burdensome pass time. This trend poses a major challenge to libraries and cataloguers who have the responsibility to manage the control and flow of information no matter the media. Traditionally, large libraries focused on "systematic acquisition", but as the growth of libraries in the Twentieth Century has made comprehensive collection impossible, there has been an increased emphasis on access and use, (Biven-Tatum, 2006).

3.2   Use of Academic Library Resources

Hayden (2003) and Achebe (2004) in their respective researches asserted that continuous library use has positive multiplier effect on the academic performance and self-development of any user. Afebende and Ebaye (2008) noted that the effectiveness of a library does not depend on only its collection/resources and other facilities per se, but also on the success of its exploitation and use. While the librarian is concerned with collection and organization of information materials, he also has the responsibility of creating awareness so that users can take full advantage of the acquired materials. The works of Okiy (2000) and Ajileye – Laogun (2002) in Obiozor and Ogbonna (2007) assessed students and faculty use of the library. They found that both students and faculty use library materials for classroom and research works in Delta State University, Abraka and Obafemi Awolowo

University, Ile-Ife respectively.

This is why Prytherch (1988) emphasised that the essence of establishing a library is ''use''. He further expressed that, if an academic library is put into proper use, the cost of establishing and managing it would be justified. ''Use'', as a concept has to do with value or appreciation and where an item or subject or object has no value it cannot be put to use. On the other hand, as generally believed, if something is valuable it is likely to be highly utilized. ''Use'', in relation to journals was defined as physical selection of any library resources and the act of leafing through the pages (Kent,1981). Thus, the use of university library could be described as the physical selection of any library resources and the act of reading through the pages.

In Nigeria as observed by Emerole and Ogugua (2007) in their library use study, revealed that there is low patronage of library services as many users have not fully realized the potentials of the library in a technology oriented university in this information revolution age. In a similar study, Idiodi and Igbinosa (2003) also revealed that library patronage was low because only 20% of the readers use the library the way the library is expected to be used. About 5.36% of the readers do not use the resources of the library at all. These findings corroborate those of Onadiran, (1981), Abdulsalami, (1999), Bello (2000) and Amkpa (2000) reported in their studies low use of university and public libraries in Nigeria.

No doubt, underutilization of university libraries in Nigeria by undergraduate students has serious implications for the quality of graduates turned out by the universities. Bolarinwa (2000) observes that "universities are expected to produce the required type of graduates for the economy". Effective use of university libraries is important because lecturers alone cannot satisfy the information needs of the students within the four walls of the classrooms (Lyle, 1974).

Without adequate use of the library, teaching and learning in the university becomes a problem. In addition, maximum use of library resources is essential for the justification of the existence and survival of any university library and its acquisition programme. Nwokedi and Ogundare (2005) maintained that one of the major objectives of any library is to ensure that maximum use is made of its resources and services. This is because no matter how rich a library collection may be, it is believed that if the users do not effectively make use of them, the library collection is regarded as a waste. Furthermore, to justify the existence of any university library, provision of adequate library resources is necessary so as to attract students and lectures who are usually the potential users of such libraries. University libraries are regarded as integral parts of their universities and teaching programme. They are equally referred to as instruments of instructions (Chaturved, 1994; Alafiatayo et al, 1996; Yang, 1997; Morrison, 1997; Bailey, 1997; Grimes, 1998; Seiden et al, 2000 and Valentine, 2001).

Several authors have written on the use of academic library. Amkpa (2000) in his study of the use of the University of Maiduguri Library discovered that a majority of students did not use the library effectively because they did not use the library catalogues. In a study on students and faculty use of academic libraries in Nigeria, with particular reference to Delta State University, Okiy (2000) found that respondents used books more than other materials and that they browsed the shelves to locate these materials. Williams (1992) and Julien (2000), on the other hand, observed that regular library users are active learners who participate more in class, and read, write and study more.

In a similar study on the use of Olabisi Onabanjo University Libraries, Oyesiku and Oduwole (2004) discovered that male students used the library more frequently than their female counterparts. Ugah (2001) found out that textbooks account for most library visits. Don (2006) discovered that library computer access is utilized by students far more than faculty, while interlibrary loan services are used more by faculty members. He also noted that both undergraduates and faculty members appeared to be confident about finding needed print materials and accessing electronic resources at their institutions' libraries.

In a nutshell, it is generally believed that undergraduate students in every university should effectively make use of the university library to satisfy their information needs; however, studies as indicated above have shown that university libraries in Nigeria are underutilized by undergraduates (Unomah, (1988); Igben, (1993); Bello,(2000); Idiodi et al, (2003) and Emerole et all,(2007)). Nevertheless, one wonders why the Nigerian university libraries are underutilized even though they were established to supplement and complement the classroom teaching. Several questions come across one's mind, as to what may have been responsible for this undesirable situation. Could it be that the library resources are poor in quality? Could it be due to lack of adequate environmental factors such as good ventilation, library physical facilities and noise-free reading environment? Or could it also be lack of currency of resources, lack of adequate access. etc.4.   **Methodology**.

The research was carried out with the use of social survey methods. The main instruments for collecting data for this study were questionnaire . The questionnaires were carefully designed for the undergraduates of the University of Study. Three thousand eight hundred and forty five (3845) copies of the questionnaire were administered to the respondents face to face within a period of four weeks by the researcher and some research assistances. Out of this number, three thousand six hundred and thirty seven (**3637**) copies were retrieved, and were considered useable for data analysis, this represents a response rate of 94.8...In analyzing the data, and statistical method of data was employed

5. **Questionnaire Administration and Response rate**
Table 1: Questionnaire Administration and Response rate

Universities	Number of Questionnaires administered	Retrieved Questionnaire	No. valid for analysis
Oduduwa University, Ipetumodu	150	147	147
Lead City University, Ibadan	150	147	147
Fountain University, Osogbo	80	76	76
Obafemi Awolowo University, Ile Ife	2,380	2214	2214
Osun State University, Osun State	1,085	1055	1055
Total	3845	**3637**	**3637**

5.1 Analysis of Data
What is the level of availability of Information sources?
Table 2:. Students' level of the availability of Information sources
VRA=very readily available, RA=readily available, OA=occasionally available,
NA=not available at all

Statement	VRA	RA	OA	NA	Total	$\overline{X}$	SD	Ranking
Research reports	28.1%	47.1%	14.9%	9.9%	3627(100.0%)	2.93	.906	15th
Newspapers	43.9%	45.9%	10.2%	0.0%	3627(100.0%)	3.34	.654	2nd
Magazines	30.9%	45.3%	21.7%	2.1%	3627(100.0%)	3.05	.781	12th
Pamphlet/Posters	27.8%	47.2%	15.1%	9.9%	3627(100.0%)	2.93	.905	15th
Textbooks	47.2%	39.5%	11.8%	1.5%	3627(100.0%)	3.32	.740	4th
Journals	33.7%	45.8%	13.9%	6.5%	3627(100.0%)	3.07	.856	11th
Seminars/Symposia	20.8%	39.2%	30.3%	9.6%	3627(100.0%)	2.71	.902	25th
Bulletins/Newsletters	27.8%	42.8%	21.1%	8.3%	3627(100.0%)	2.90	.901	18th
Government Publication	25.9%	29.3%	33.1%	11.7%	3627(100.0%)	2.69	.983	26th
Dictionaries	51.5%	41.3%	1.9%	5.3%	3627(100.0%)	3.39	.770	1st
Radio	38.3%	32.7%	7.7%	21.3%	3627(100.0%)	2.88	1.139	20th
Television	36.5%	35.5%	12.1%	15.9%	3627(100.0%)	2.92	.909	17th
Curriculum	32.1%	38.6%	22.2%	7.1%	3627(100.0%)	2.96	.787	14th
Handbooks	37.0%	48.7%	9.7%	4.6%	3627(100.0%)	3.18	.758	8th
Bibliographies	39.5%	47.4%	9.7%	3.4%	3627(100.0%)	3.23	.684	5th
Encyclopaedias	44.5%	47.1%	6.5%	1.9%	3627(100.0%)	3.34	.848	2nd
Internet	39.8%	41.3%	13.6%	5.2%	3627(100.0%)	3.16	.945	9th
CD Rom	24.3%	50.1%	11.7%	13.9%	3627(100.0%)	2.85	1.859	21st
Colleagues	34.3	50.5	7.4	7.7	3627(100.0%)	3.21	.883	6th
Workshops	20.1	47.7	22.0	10.2	3627(100.0%)	2.89	1.888	19th
Abstract/Indexes	20.1	50.2	19.5	10.2	3627(100.0%)	2.78	.972	23rd
Thesis/Dissertation	23.1	46.9	14.6	15.4	3627(100.0%)	3.21	.742	6th
Library Staff	38.1	46.2	13.7	1.9	3627(100.0%)	2.82	.928	22nd
Conference proceeding	23.1	48.6	15.7	12.6	3627(100.0%)	2.76	.882	24th
Technical Reports	18.9	48.7	21.7	10.8	3627(100.0%)	2.98	.915	13th
OPAC	31.2	45.0	14.3	9.5	3627(100.0%)	2.43	.875	27th
Catalogue cards	37.1	42.7	15.0	5.2	3627(100.0%)	3.12	.846	10th
Total Average means						**3.00**	**0.936**	

Source: Field Survey, 2014.

Table 2 shows the level of availability of Information sources. The result shows among others that majority 47.1% of the respondent said research reports was readily available, while 28.1% said very readily available, and

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14,9% said occasionally available, while 9.9% said not available at all. For the newspapers, 45.9% of the respondent said was readily available, while 43.9% said very readily available, and 10.2% said occasionally available. While Magazines, 45.3% of the respondent said was readily available, while 30.9% said very readily available, and 21.7% said occasionally available, while 2.1% said not available at all. Pamphlet/Posters, 47.2% of the respondent said was readily available, while 27.8% said very readily available, and 15.1% said occasionally available, while 9.9% said not available at all. Textbooks, 47.2% of the respondent said very readily available, while 39.5% said readily available, and 11.8% said occasionally available, while 1.5% said not available at all. Journals, 45.8% of the respondent said was readily available, while 33.7% said very readily available, and 13.9% said occasionally available, while 6.5% said not available at all. The results of findings show that there was high level of availability of Information sources. From results of findings the mean and standard deviation shows level of availability of Information sources in selected academic libraries in South West, Nigeria. This was shown with the total average mean score of ($\overline{X}$=3.00, SD= 0.936) which was above the lower item rated mean above

What is the level of accessibility of Information sources?

Table 3. Students' level of accessibility of Information sources
VRA=very readily accessible, RA=readily accessible, OA=occasionally accessible,
NA=not accessible at all

Statement	VRA	RA	OA	NA	Total	$\overline{X}$	SD	Ranking
Research reports	29.4%	53.7%	11.3%	5.6%	3537(100.0%)	3.07	.792	13th
Newspapers	33.5%	58.0%	8.5%	0.0%	3537(100.0%)	3.25	.598	4th
Magazines	30.6%	50.8%	16.5%	2.1%	3537(100.0%)	3.10	.740	9th
Pamphlet/Posters	29.0%	42.8%	17.7%	10.5%	3537(100.0%)	2.90	.937	26th
Textbooks	53.7%	38.5%	7.9%	0.0%	3537(100.0%)	3.46	.637	1st
Journals	35.9%	42.4%	19.5%	2.1%	3537(100.0%)	3.12	.791	8th
Seminars/Symposia	21.7%	46.4%	24.7%	7.1%	3537(100.0%)	2.83	.848	29th
Bulletins/Newsletters	26.1%	50.3%	16.1%	7.5%	3537(100.0%)	2.95	.848	27th
Government Publication	5.9%	26.0%	37.0%	5.6%	3537(100.0%)	2.94	.895	28th
Dictionaries	45.2%	45.1%	7.5%	2.2%	3537(100.0%)	3.33	.710	2nd
Radio	34.8%	44.8%	7.8%	12.6%	3537(100.0%)	3.02	.965	20th
Television	38.8%	40.5%	8.1%	12.6%	3537(100.0%)	3.06	.985	14th
Curriculum	30.5%	47.5%	15.8%	6.2%	3537(100.0%)	3.02	.844	20th
Handbooks	31.0%	62.7%	4.4%	1.9%	3537(100.0%)	3.23	.615	5th
Bibliographies	30.4%	52.8%	16.7%	0.0%	3537(100.0%)	3.14	.673	7th
Encyclopedias	36.4%	53.7%	9.9%	0.0%	3537(100.0%)	3.27	.672	3rd
Internet	36.6%	48.7%	10.3%	4.3%	3537(100.0%)	3.18	.782	6th
CD Rom	28.0	50.5	12.2	9.3	3537(100.0%)	2.97	.879	24th
Colleagues	27.4	52.1	14.5	5.9	3537(100.0%)	3.01	.810	22nd
Workshops	28.3	47.2	17.7	6.8	3537(100.0%)	2.97	.855	24th
Abstract/Indexes	29.2	49.6	17.5	3.7	3537(100.0%)	3.04	.784	16th
Thesis/Dissertation	33.2	44.7	14.7	7.4	3537(100.0%)	3.04	.784	16th
Library Staff	29.6	50.4	18.4	1.6	3537(100.0%)	3.04	.879	16th
Conference proceeding	30.2	48.3	16.2	5.3	3537(100.0%)	3.08	.732	12th
Technical Reports	29.0	46.1	18.7	6.2	3537(100.0%)	3.03	.821	19th
Electronic resources	35.0	46.1	13.1	5.9	3537(100.0%)	2.98	.851	23rd
Online database	33.8	44.5	16.1	5.6	3537(100.0%)	3.10	.840	9th
Library Data banks	35.0	44.8	14.6	5.6	3537(100.0%)	3.06	.847	14th
Others	41.5	37.4	16.4	4.7	3537(100.0%)	3.09	.843	11th
Total Average means						**3.07**	**0.801**	

Source: Field Survey, 2014.

Table 3 above, shows the level of accessibility of Information sources. The result shows among others that majority 29.4% of the respondent said research reports was very readily accessible, while 53.7% said readily accessible, and 11.3% said occasionally accessible, while 5.6% said not accessible at all. For the newspapers, 33.5% of the respondent said was very readily accessible, while 58.0% said readily accessible, and 8.5% said occasionally accessible. While Magazines, 30.6% of the respondent said was very readily accessible, while 50.8% said readily accessible, and 16.5% said occasionally accessible, while 2.1% said not accessible at all.

Pamphlet/Posters, 29.0% of the respondent said was very readily accessible, while 42.8% said very readily accessible, and 17.7% said occasionally accessible, while 10.5% said not accessible at all. Textbooks, 53.7% of the respondent said very readily accessible, while 38.5% said readily accessible, and 7.9% said occasionally accessible. On Journals, 35.9% of the respondent said was very readily accessible, while 42.4% said readily accessible, and 19.5% said occasionally accessible, while 2.1% said not accessible at all. The results of findings show that there was high level of accessibility of Information sources. From results of findings the mean and standard deviation shows level of accessibility of Information sources in selected academic libraries in South

West, Nigeria. This was shown with the total average mean score of ($\overline{X}$=3.07, SD= 0.801) which was above the lower item rated mean above

How often do you use the Information sources?
Table 4 Shows students' frequency usage of Information sources

Resources	Daily	Weekly	Monthly	Occasionally	Not used	Total	$\overline{X}$	SD	Ranking
Research reports	46.2	14.4	10.3	21.7	7.5	3537(100.0%)	3.70	1.420	14th
Newspapers	58.3	13.5	5.3	18.6	4.3	3537(100.0%)	4.03	1.329	2nd
Magazines	51.3	16.8	8.7	19.0	4.3	3537(100.0%)	3.92	1.318	3rd
Pamphlet/Posters	48.7	17.8	10.5	16.8	6.2	3537(100.0%)	3.86	1.342	6th
Textbooks	62.0	19.5	6.8	8.5	3.1	3537(100.0%)	4.29	1.107	1st
Journals	43.2	12.5	6.2	33.2	5.0	3537(100.0%)	3.87	1.270	5th
Seminars/Symposia	40.3	12.3	9.3	28.9	9.3	3537(100.0%)	3.56	1.440	19th
Bulletins/Newsletters	44.6	10.1	5.2	27.6	11.4	3537(100.0%)	3.45	1.479	24th
Government Publication	51.7	7.3	8.4	32.2	0.3	3537(100.0%)	3.49	1.543	21st
Dictionaries	46.4	8.9	9.3	27.6	7.7	3537(100.0%)	3.78	1.368	8th
Radio	53.6	5.1	10.9	22.7	7.8	3537(100.0%)	3.59	1.479	16th
Television	48.2	5.4	12.2	27.4	6.8	3537(100.0%)	3.74	1.477	10th
Curriculum	38.7	11.3	15.3	29.1	5.6	3537(100.0%)	3.61	1.469	15th
Handbooks	43.1	4.8	15.3	33.4	3.5	3537(100.0%)	3.48	1.393	23rd
Bibliographies	39.8	4.8	10.9	39.3	5.3	3537(100.0%)	3.51	1.410	20th
Encyclopedias	53.8	6.5	4.7	31.6	3.4	3537(100.0%)	3.34	1.457	28th
Internet	59.0	7.2	7.4	18.7	7.7	3537(100.0%)	3.76	1.449	9th
CD Rom	43.5	9.4	9.0	27.3	10.8	3537(100.0%)	3.91	1.449	4th
Colleagues	49.5	12.5	6.9	23.6	7.5	3537(100.0%)	3.47	1.522	22nd
Workshops	41.8	9.4	7.5	32.9	8.3	3537(100.0%)	3.73	1.452	12th
Abstract/Indexes	45.7	8.6	8.7	31.1	5.9	3537(100.0%)	3.43	1.497	25th
Thesis/Dissertation	39.9	11.1	8.7	23.7	16.7	3537(100.0%)	3.57	1.461	18th
Library Staff	48.1	10.1	15.5	20.6	5.6	3537(100.0%)	3.34	1.580	26th
Conference proceeding	44.5	8.3	10.5	19.0	17.6	3537(100.0%)	3.74	1.380	10th
Technical Reports	41.0	7.1	10.8	27.3	13.7	3537(100.0%)	3.43	1.605	26th
Electronic resources	52.6	12.1	9.8	17.4	8.1	3537(100.0%)	3.35	1.554	27th
Online database	53.3	7.1	11.2	16.8	11.7	3537(100.0%)	3.84	1.422	7th
Library Data banks	47.6	11.7	8.4	15.9	16.4	3537(100.0%)	3.73	1.517	12th
Others	58.2	7.3	8.7	14.7	11.1	3537(100.0%)	3.58	1.580	17th
Total Average Mean							**3.66**	**1.440**	

Source: Field Survey, 2014.

From Table 4 .Shows how often students use the information sources. The result shows that majority 29.4% of the respondent used research reports daily, while 53.7% said weekly, and 11.3% said monthly, while 5.6% said occasionally and 7.5% said not used. For the newspapers, 58.3% of the respondent used it daily, while 13.5% said weekly, and 5.3% said monthly, while 18.6% said occasionally and 4.3% not used. While Magazines, 51.3% of the respondent said daily, while 16.8% said weekly, and 8.7% said monthly, while 19.0% said occasionally and 4.3% not used Pamphlet/Posters, 48.7% of the respondent said daily, while 17.8% said weekly, and 10.5% said monthly, while 16.8% said occasionally and 6.2% not used. Textbooks, 62.0% of the respondent use it daily, while 17.8% said weekly, and 6.8% said monthly, while 8.5% said occasionally and 3.1% not used. On Journals, 43.2% of the respondent said daily, while 12.5% said weekly, and 6.2% said monthly, while 33.2% said occasionally and 5.0% not used. The results of findings show that majority used Information sources daily. From results of findings the mean and standard deviation shows level of use of Information sources in selected academic libraries in South West, Nigeria. This was shown with the total average mean score of ($\overline{X}$=3.65, SD= 1.440) which was above the lower item rated mean above.

What are the greatest problems encounters in use of the libraries?

Table 5: Students' problems in usage of the Library information resources and services

Statement	SA	A	D	SD	Total	$\overline{X}$	SD	Ranking
Inability to get relevant materials	53.1	33.3	3.1	10.4	3637(100.0%)	3.29	.947	4th
Delay in receiving requested materials	45.4	42.3	8.6	3.7	3637(100.0%)	3.29	.776	4th
Spending personal cash to buy substitute materials	50.3	38.9	7.1	3.7	3637(100.0%)	3.36	.772	1st
In ability to access the internet	44.3	41.2	7.1	7.4	3637(100.0%)	3.22	.872	6th
Low speed of Internet services	47.7	43.9	5.6	2.8	3637(100.0%)	3.36	.715	1st
Cost of access to the Internet	47.2	42.6	5.9	4.3	3637(100.0%)	3.33	.774	3rd
Non relevance of information retrieved from the physical library	35.1	44.7	10.9	9.3	3637(100.0%)	3.06	.910	11th
Non relevance of information retried from the electronic data base subscribe to by the library	34.2	45.9	14.3	5.6	3637(100.0%)	3.09	.837	9th
Cost of access to electronic data base	34.6	50.3	8.7	6.5	3637(100.0%)	3.13	.822	8th
Frequent request to pay for on line resources I am trying to retried	33.0	57.4	3.7	5.9	3637(100.0%)	3.17	.758	7th
Lack of adequate time to search for information	27.2	55.7	14.3	2.8	3637(100.0%)	3.07	.722	10th
Not being computer literate	23.7	48.3	14.0	13.9	3637(100.0%)	2.82	.950	14th
Difficulty in getting information because of poor retrieval skills	27.5	48.4	12.1	12.0	3637(100.0%)	2.91	.932	13th
Belief that information sources in the library are obsolete	37.4	37.6	8.7	16.3	3637(100.0%)	2.96	1.055	12th
Total Average Mean						**3.147**	**0.845**	

Source: Field Survey, 2014

Table 5 shows the level of the greatest problems encounter in use of the libraries. The result shows among others that majority 86.4% of the respondent agreed that Inability to get relevant materials was greatest problems, while 13.6% of the respondents disagreed. 87.7% of the respondent agreed that Delay in receiving requested materials was greatest problems, while 12.3% of the respondents disagreed. 89.2% of the respondent agreed that spending personal cash to buy substitute materials was greatest problems, while 10.8% of the respondents disagreed. 85.5% of the respondent agreed that inability to access the internet was greatest problems, while 14.5% of the respondents disagreed. 91.6% of the respondent agreed that Low speed of Internet services, while 8.4% of the respondents disagreed. 89.8% of the respondent agreed that Cost of access to the Internet, while 10.2% of the respondents disagreed. From results of findings the mean and standard deviation of students was in support of the level of the greatest problems encounter in use of the libraries. This was shown with the total average mean score of ($\overline{X}$=3.147, SD= 0.845) which was above the lower item rated mean above.

What are the greatest frustrations when accessing the libraries?

Table 6 Shows Frustrations encounter by students when accessing the library information resources and services

Statement	SA	A	D	SD	Total	$\overline{X}$	SD	Ranking
Inability to get relevant materials	33.2	48.9	6.9	11.1	3637(100.0)	3.04	.917	8th
Delay in receiving requested materials	33.5	54.2	4.0	8.3	3637(100.0)	3.13	.831	4th
Spending personal cash to buy substitute materials	30.6	52.3	11.5	5.6	3637(100.0)	3.08	.799	7th
In ability to access the internet	31.3	52.6	4.1	12.0	3637(100.0)	3.03	.913	9tg
Low speed of Internet services	33.5	53.9	5.3	7.4	3637(100.0)	3.13	.815	4th
High Cost of surfing the Internet	34.6	51.1	9.0	5.3	3637(100.0)	3.15	.790	2nd
Non relevance of information retrieved from the physical library	34.1	53.1	5.4	7.4	3637(100.0)	3.14	.819	3rd
Non relevance of information retried from the electronic data base subscribe to by the library	34.3	54.4	7.0	4.3	3637(100.0)	3.19	.743	1st
Cost of access to electronic data base	27.3	55.0	5.0	12.6	3637(100.0)	2.97	.910	10th
Frequent request to pay for on line resources I am trying to retried	31.4	55.3	5.3	8.1	3637(100.0)	3.10	.825	6th
Lack of adequate time to search for information	23.7	53.7	18.0	4.6	3637(100.0)	2.96	.775	11th
Not being computer literate	32.1	40.0	15.6	12.3	3637(100.0)	2.92	.981	13th
Difficulty in getting information because of poor retrieval skills	32.7	39.8	13.0	14.5	3637(100.0)	2.91	1.015	14th
Belief that information sources in the library are obsolete	33.4	40.1	13.3	13.3	3637(100.0)	2.94	.997	12th
Total Average Mean						**3.049**	**0.866**	

Source: Field Survey, 2014.

Table 6 shows the greatest frustrations students encounter when accessing the library information resources and services. The result shows that majority 82.1% of the respondent agreed that Inability to get relevant materials was greatest frustration, while 17.9 of the respondents disagreed. 87.7% of the respondent agreed that Delay in receiving requested materials was greatest frustration, while 12.3% of the respondents disagreed. And 82.9% of the respondent agreed that spending personal cash to buy substitute materials was greatest frustration, while 17.1% of the respondents disagreed. 84.9% of the respondent agreed that In ability to access the internet was greatest frustration, while 15.1% of the respondents disagreed. Also, 87.4% of the respondent agreed that Low speed of Internet services was frustration, while 12.6% of the respondents disagreed. 85.7% of the respondent agreed that Cost of access to the Internet was greatest frustration, while 24.3% of the respondents disagreed. From results of findings the mean and standard deviation of students was in support of the level of the greatest frustration encounter in use of the libraries. This was shown with the total average mean score of ($\overline{X}$=3.147, SD= 0.845) which was above the lower item rated mean above.

6. Discussion of Findings

The level of availability of Information sources was analysed in the study. The results of findings show that there was high level of availability of Information sources. From results of findings the mean and standard deviation shows level of availability of Information sources in selected academic libraries in South West, Nigeria. This was shown with the total average mean score of ($\overline{X}$=3.00, SD= 0.936) which was above the lower item rated mean above. Kuh and Gonyea (2003) opined that availability of information sources in library is a good development, they stress that, the size of a collection is used as an indicator of academic quality, as it has been empirically demonstrated that there is a strong correlation between the size of university library collections and excellence of universities (Carter, 1996 vand Ifidon, 1977) But, Popoola (2001) reported from his study that information availability does not mean accessibility and use and that academic libraries should still stimulate primary demand for their products and services.

On the level of accessibility of Information sources, the results of findings show that there was high level of accessibility of Information sources. From results of findings the mean and standard deviation shows level of accessibility of Information sources in selected academic libraries in South West, Nigeria. This was shown with the total average mean score of ($\overline{X}$=3.07, SD= 0.801) which was above the lower item rated mean above. This show that the libraries are not failing in their primary responsibility to their user community. This finding is also affirmed by Buckland (2002) that the basic purpose of academic libraries is to provide access to information' 'Similarly, De Villers and Du Toit (1995) opined that information should be accessible and that information makes the difference in the enterprises survival against competitors..This findings is also in agreement with Metcalf (1979), Katz (1982) Ogumilade (1996) amd Iwe (1994) whose findings in their different studies implicitly reveal that accessibility to accurate /relevant information source is a direct function of users satisfaction with library services.

In response to how often the respondents use the Information sources the results of findings showed that majority used Information sources daily, the study also reveal that textbooks and journals are the most use information source. From results of findings the mean and standard deviation shows level of use of Information sources in selected academic libraries in South West, Nigeria. This was shown with the total average mean score of ($\overline{X}$=3.65, SD= 1.440) which was above the lower item rated mean above. This findings is corroborated by Okiy (2000)who found out that respondents used books and journals more than other materials and that they browsed the shelves to locate these materials. Williams (1992) and Julien (2000), on the other hand, observed that regular library users are active learners who participate more in class, and read, write and study more. similarly, Whitmire (2001) study reveal that undergraduate students were successful in accessing their information needs in the library and this encourage them to effectively use the library and its resources .Therefore, adequate availability of library resources are necessary for effective access and use of university libraries by undergraduate students whether the library operate fee or free based library system Nwokedi and Ogundare (2005) maintained that one of the major objectives of any library is to ensure that maximum use is made of its resources and services. This is because no matter how rich a library collection may be, it is believed that if the users do not effectively make use of them, the library collection is regarded as a waste. Furthermore, to justify the existence of any university library, provision of adequate library resources is necessary so as to attract students and lectures who are usually the potential users of such libraries.

The study also reveal that Inability to get relevant materials (86.4%), Delay in receiving requested materials (87.7%),.spending personal cash to buy substitute materials (89.2%) In ability to access the internet (85.5%),Low speed of Internet services(91.6%), Cost of access to the Internet. (89.8%), Non relevance of information retrieved from the physical library(79.8%) Non relevance of information retrieved from the electronic data base subscribe to by the library (80.1%), Cost of access to electronic data base (84.9%), frequent request to pay for on line resources users try to retrieve (90.4%), difficulty in getting information because of poor retrieval skills (79.4%), Belief that information sources in the library are obsolete, (75.0%) was the greatest problems the respondents are encountering in their bid to use library information resources. In the same vein, on the level of the greatest frustration the respondents encounter in accessing the libraries. The result shows that Inability to get relevant materials (82.1%), Delay in receiving requested materials (87.7%), spending personal cash to buy substitute materials (82.9%), In ability to access the internet (84.9%), Low speed of Internet services (87.4%) .Cost of access to the Internet (85.7%,), Non relevance of information retrieved from the physical library (87.2%) ,Non relevance of information retrieved from the electronic data base subscribe to by the library (80.1%). Cost of access to electronic data base (88.7%), frequent request to pay for on line resources (86.7%), Lack of adequate time to search for information (77.4%). Difficulty in getting information because of poor retrieval skills(73.5%),Belief that information sources in the library are obsolete(73.5%) are the greatest frustration encounter by the respondents in accessing library information sources. This was similar to the findings of Nwezeh and .Shabi (2011) who underwent a similar study , they recommended that towards efficient library use and reduction of stress encounter by students the usual library orientation for freshmen should be revolutionised to enable students conceptualise the use of library. Slides and motion pictures should be used to practicalize the instructions given to them. Similarly, Martina, (2010) emphasised that the level of information literacy of undergraduates determines the use and misuse of information resources. This findings is also supported by Elmborg (2006) as well as Jacobson and Mark (2000) who indicated that many students at tertiary institution should be able to find prodigious quantities of information with relative ease, but that most of them lack the critical thinking skills and database-searching proficiencies needed for academically outstanding information searches.

7. Conclusion

The Library has the responsibility for selecting, acquiring and organizing relevant information materials that will effectively assist learning, teaching, research and recreational activities of the University. A University is as good as its Library; no wonder, then that the Library is always referred to as the "nerve centre", the "pivot", the "heart", or the "core" of the academic life of a university. All academic/non-academic activities revolve around the resources that are stocked and exploited by the University community for all academic and administrative endeavours within the academia. Students' academic work, faculty research and other activities in the university will suffer if library resources are not fully exploited, similarly the library will be said to have failed if the university community are not able to access and use available resources in carrying out its functions. Satisfying users' needs in the academic libraries should be academic objective of libraries and librarians. Hence librarians must strive to bring information sources to their user community no matter the cost, in order to provide and sustain quality library and information services to their users because availability, access and use of information resources are the core of 21st century library services. However, there is need for library and information professionals to develop a good and better understanding of the content and usage of electronic resources in their custody to enhance their capacity in helping their users to locate and retrieve online information for teaching and research purposes so as to reduce the frustrations of users.

8. Recommendation

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

- Librarians should explore all available means, including lobbying, asserting their rights where necessary, request for gifts, donations and all wholesome means to ensure constant funding of their libraries cum availability of current information resources, and factor in modern ICT facilities and innovative approaches into their library services to further improve access and use of their products and services.
- Librarians should embrace the services of agency and groups whose objectives aims and functions can help to further improve the availability of information sources. Such bodies include: Education Trust fund for library intervention, Open Society Initiative for West Africa(OSIWA),Information Network for Availability of Scientific Publication(INASP),Book Aid international, Endowment, Alumni, Associations and Group of library Users, Macarthur foundation. Apart from providing the funds, these 8sources and many more ensure sustainability of the services.
- User education programmes should be revolutionised, modern ICT equipments should be factor in, as well as practical instructions to ensure adequate understanding of library activities by users.
- Library personnel should be made aware of the concepts and principles of modern marketing of library products and services. This can be performed through the holding of workshops, seminars, short-term courses, and other related programmes on the subject.
- Library service planning should be based on an integrated and corporate manner because, being isolated they cannot surpass or survive in the competition.
- Libraries should take the advantage of modern information technology for the augmentation and innovation of library services significantly.
- Librarians should work more closely with teaching faculty to make students aware of libraries resources.
- Library users should be treated with respect and they should be made to feel important.
- Information professionals should embark on continuous ICT training and self-development to enhance their competence in information literacy skills.
- Libraries should be pleasant and comfortable. The library environment should be made to be welcoming to the users.
- Enabling ICT and research environment enhanced by constant supply of power should be provided to maximize the use of electronic resources by the staff.
- Relevant electronic resources for teaching and research purpose should be made available for the user community of the libraries.
- Librarians and the other library staff should be friendly and willing to help students who have problems in locating what they need in the library.

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