

# Library Factors As Correlates of Use of Information Resources In Public University Libraries In Imo and Abia States, Nigeria

By

Ogechi Nkechi Okorie (Ph.D, CLN)<sup>1</sup> and Chioma Okere (CLN)<sup>2</sup>

Department of Library and Information Science Imo State University, Owerri<sup>1,2</sup>

[kecheese67@gmail.com](mailto:kecheese67@gmail.com)<sup>1</sup>, [onkechi17@yahoo.com](mailto:onkechi17@yahoo.com)<sup>2</sup>

## Abstract

**Purpose:** The study was designed to examine library factors as correlates of use of information resources in public university libraries in Imo and Abia States of Nigeria

**Research Design:** Survey and correlational designs were used for the study. Three research questions guided the study. A sample of 379 respondents was drawn from the population of 32,999 registered users. Analysis was however based on 362 returned copies of the instrument. Mean scores and standard deviation were computed to answer research question one while Pearson Product Moment Correlation Coefficients (PPMCC) was used to answer research questions two and three. The coefficients of correlation obtained were tested for significance using the t-test.

**Findings:** The study show that: majority of the information resources listed are used in the university libraries studied; the relationship between library factors and use of information resources is though low but positive and significant. The extent of relationship between the library factors and use of information resources is moderate, positive and significant in the federal universities but low, positive and significant in state universities. However, the coefficients in the two sets of universities differ significantly.

**Originality/Value:** This study provides valuable information on the relationship between library factors and use of information resources in public university libraries in Imo and Abia States of Nigeria

**Implications:** Findings of this study call for the need to put the library to a very conducive state that encourages use of all information resources.

**Keyword:** Library factors, information resources, use of information resources

**Paper type:** Empirical study

## Introduction

Information plays a central role in the academic advancement of the user community in academic environments. From primary to tertiary level, its pivotal role in positively enhancing academic programmes cannot be over emphasized. The term 'information' has witnessed a variety of definitions. Bitagi (2013) defines it as news that comes to the receiver for the first time which enables the receiver to take action according to expectations. In the same vein, Case (2007) considers it as a raw material in scientific research, no matter the discipline, which enables researchers to monitor the progress in their disciplines and to learn about developments in other fields of study. Information is made available to the end

users through the library in variety of formats

Information resources in libraries range from print to non-print resources and are often provided for maximum use. Specifically, information resources include such things as books, journals, theses, dissertations, technical reports and all related materials in print format, Information and Communication Technology (ICT) and related electronic gadgets. They come in different forms, shapes, texture and sizes, and are grouped into three - background information resources, databases and subject-specific resources. Ikoja-Odongo cited in Gakibayo and Okello-Obura (2007) notes that over a long period of time, human beings have been able to record their memories, ideas and discoveries into forms

that can be classified by content matter or by the physical format. The information resources classified by physical format include: written sources, databases, technical reports, grey literature and electronic resources, among others. The background information resources include: almanacs, bibliographies, biographical resources, dictionaries, directories, encyclopedias, handbooks, statistical sources, thesauri. They are often considered to be general reference sources, meaning that, they give information about a variety of topics and provide basic facts and knowledge that can be used as a foundation for one's research. Libraries are primarily established to acquire, process, organize, store and make accessible for use, by the clientele, all forms of information resources. No wonder traditional libraries store different types of information resources in different formats (Muteshewa, 2004).

The library is the users' working environment and the heart of the institution around which all activities revolve. It has its own unique internal factors that make it an efficient physical organism. They include: nature of the library (illumination, cooling system, noise control, conveniences, ventilation, reading carrels, cleanliness of the surroundings), information materials, library services, comfortable seating space and their arrangement, general library arrangement or organization (shelves, offices), location of the library, staff disposition to users. These factors can have positive and or negative influences on library use. While they can attract users to the library and also make their stay enjoyable and less stressful in the course of their using the library, they can also make or force users to detest the use of the library. They are thus expected to be provided and cared for so as to arouse users' interest to use the resources. No wonder Okorie (2012) avers that the university library should always strive to create a healthy and comfortable environment that could contribute to the intellectual health of the whole institution and also create in the minds of the users the desire to consult the library regularly. Ajidahun (2006), quoting Machine and Oyewumi observes that there should be provisions for the convenience and comfort of readers, adequate seating space and furniture for readers, uninterrupted electricity supply and provision of air conditioners to make the library environment conducive for use.

Good library environment attracts users, and subsequently leads to effective utilization of information resources in the library. A poor library environment on the other hand can seriously handicap students and other library users in their effort to make use of the library. In line with this negative influence of poor library environment, Adekanya (2004) asserts that a carefully planned building notwithstanding, an unforgettable disappointment is usually felt if it does not work well because of physical plant failure, especially the heating, ventilation, air-conditioning, humidity control devices, assaults, theft and mutilation. Such situation according to him leaves much to be desired.

It is based on this background that this study collected responses on the library factors that influence use of information resources in the university libraries studied.

### **Statement of the Problem**

Everywhere in the world, people (be they employers, employees, clients, customers, etc.) face problems that stem from their immediate places of their work and activities. These problems exact influence on their ability to carry out their purposeful and gainful activities. In the case of clients or users of academic libraries there are factors that draw users away from using at all or optimally academic library resources. These factors prevent or distract students and other users from going to the libraries to access and use the resources. This is the case since from records and experiences; the academic libraries are far from being optimally used. From experience also, some users who get into the libraries do not stay appreciably and do not access the resources as expected or desired. Could these be associated with factors like: insufficient and outdated information resources, location and nature of the building, poor staff disposition to users among others? The doubts and uncertainties as presented above constitute the problem of this study.

### **Scope of the Study**

The study investigated the influence of library factors on use of information resources in public university libraries. It was carried out in university libraries in Imo and Abia States of Nigeria with specific reference to the State and Federal universities in these States. The institutions include: Imo State University, Owerri (IMSU), Abia State University, Uturu (ABSU), Federal University of Technology, Owerri (FUTO) and Michael Okpara University of Agriculture, Umudike, Umuahia

(MOUAAU).The nature of the environment, library furniture, information resources, library services, location of the building, staff disposition to users, noise level and the organization of the library constitute the library factors.

### **Objectives of the Study**

The major aim of this study is to examine library factors as correlates of use of information resources in public university libraries in Imo and Abia States, Nigeria. Specifically it intends to:

1. determine the information resources utilized in the university libraries studied;
2. examine the relationship between library factors existing in the university libraries studied and use of information resources;
3. ascertain the extent to which the library factors influence the use of information resources in the federal and state university libraries studied.

### **Research Questions**

The following questions were posed to guide the study:

1. What are the information resources used in the university libraries studied?
2. What is the coefficient of relationship between the library factors and use of information resources in the universities studied?
3. What is the extent of the relationship between library factors and use of information resources in the federal and state universities studied?

### **Hypothesis**

The following null hypotheses were formulated and tested at 0.05 level of significance:

1. The coefficient of correlation between the library factors and use of library information resources in the universities studied is not significant.
2. The coefficient of correlation between the library factors and use of library information resources obtained from the Federal and State

Universities do not differ significantly.

### **Literature Review**

#### **Concept of Information Resources**

A university as an academic institution is an important, central and primary living tool for creation of new knowledge and culture of the present and the past. The library on the other hand, is the life-wire on which this living tool grows. It plays an enormous role in promoting educational processes. To justify the existence of any university programme, provision of adequate information is important. This is noted by Mohammed (2011) adds to knowledge, ideas, skills, experiences and enables the receiver to take decisions or react to situations.

Information is record of human knowledge presented in varying formats needed for the effective running of the library. The formats constitute the information carrier also known as information resources. These resources are the raw materials that libraries acquire, catalogue, stock, and make available to their patrons, as well as use to provide various other services. They include books, periodicals, newspapers, pamphlets and ephemerals, audio materials, film materials, graphics, computers, etc. as well as individuals and objects in the community. According to Olowu (2004), information resources include such materials as books, periodicals and audio visual materials that are provided for use by the people as well as materials which enable libraries to carry out their functions effectively.

In university libraries, their information resources are diverse and vast. They include textbooks, journals, indexes, abstracts, newspapers and magazines, reports, CD-ROM, databases, internet/e-mail, video tapes/cassettes, diskettes, magnetic disk, computers, microforms, projects, theses, conference papers, workshop papers and seminar papers. They are considered sound if they meet the intellectual needs of their instituting body. To achieve the need target, they select, acquire, organize, maintain and provide access to this wide variety of

information resources (both print and non-print) and electronic resources which help to fulfill the intellectual, educational, social, cultural, community information, and recreational needs of all users. The need for varying library information resources and the importance of the information contained in the resources cannot be underplayed hence, Ugwuanyi, Okwor and Ezeji (2011) and Whitmire (2003) in their separate but related opinions rightly noted that the abundance of information resources makes the library a potential learning environment and good measure of an institution's excellence and quality. However their quality is justified more when their collection is put to use.

### **Use of Information Resources**

The nature of university programme is such that teaching, learning and research activities in the university require the use of information resources and also demands that students must do a lot of independent studies. When an item, subject or object has no value it cannot be put to use. Use or utilization has to do with value or appreciation. It is an activity which measures the worth of an item to a library or information system. Use of information resources is an action made by the library patrons. According to Ntui and Udah (2015) it is the practical and maximum use of library resources identified and acquired by a user for the purpose of solving a problem or achieving a set goal. Similarly, Nwachukwu, Abdulsalami and Salami (2014) see it as the analysis of the interaction between the user and the working collection of the library.

Many university library users have their various information needs, levels of studies and research but most of them however do not optimally use the information resources in the library. Ajiboye and Tella (2007) and Agboola (2010) in their respective studies noted the underuse of most of the library information resources by undergraduate students in University of Botswana and some Nigerian universities. Similarly, Ojo and Akande (2005) identified the low level of usage of the electronic information resources among students. Although Ossai (2011) in a study on the utilization of information resources by the law students of

University of Benin discovered that most of the law students make heavy use of library resources in the course of their academic programs most of the students had difficulty in locating and identifying suitable library information sources for case law, legislation and legal journal articles. It is the use to which the library is put that infuses life into its resources and services. Use study therefore is always the major concern of libraries hence 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.

University library services must focus more on the use of resources provided for their patrons by identifying the distracting factors that affect students' use of the resources.

### **Library Factors Affecting Use of Information Resources**

A university as an individualized and inseparable part of learning and study process is comprised of the library environment that is identified by, an individual learner according to his experience, competence and personal learning goals. The library environment is the first motivator that will attract the users to the library and should help the students to cope with the personal, information and study-related problems. However certain factors within the library like nature of library building, nature of information materials, library service hours, the volume of the library collection, library user education, library services, organization of the library, staff disposition to users, library organization, hinder it from being properly utilized. No wonder Amusa and Iyoro (2013) in their study found that about 76% of their respondents affirmed that the library environment had a great influence on library use.

The interior design, location and management of library building determine, to a large extent, the rate of accessibility of materials and concentration of library users. Attama (2005) identified nature of the building, location of the building, some new workshops, students' hostels and noise prone areas such as main roads and canteens

as factors hindering the use of information resources. A situation where libraries are housed in temporary and shanty quarters, effective use of library resources cannot be guaranteed. On the contrary, a quiet space where lighting is adequate makes it easier for people to concentrate in the library than in a perpetually noisy and dimly lit place.

Attitude of some library staff that bothers on hostility, rudeness and lazy approach to requests or enquiries has often put off some potential library users. Most of the library personnel lack good human relationship. They detest answering reference queries and if they do, it is rarely done politely. They are yet to know the importance of copying the present banking system slogans 'welcome to first bank', 'have a nice day' offering of light snacks and other numerous banking service strategies that are geared towards making customers have a feeling of patronizing or using their services. This is contrary to Thorhaug's (2003) assertion that friendliness and helpfulness of library staff is one of the sixth criteria proposed for the evaluation of academic libraries.

Library opening hours and lending policy determine and influence the usage of the information resources. However, it is disheartening to note that most present day university libraries do not operate beyond 6pm and do not loan their resources. Aguolu and Aguolu (2002) noted that typical library hours are unsatisfactory, because libraries are heavily used at evenings and weekends by students. These periods fall outside the opening hours and days when most university libraries do not permit long service hours.

Use of information resources in university libraries can also be affected by the obsolete and inadequate nature of the resources. Mabawonku (2004) succinctly put it that resources in the libraries of Nigerian universities are already overstretched and inadequate for the needs of the library users. She further expressed concern on the old state of majority of the books, the inadequacy of the Information Communication Technology (ICT) resources and the irregular subscription rate of journals. Likewise, Oyediran-Tidings (2004), reported that users are discouraged due to lack of recency of books and journals and the non-relevance cum conspicuous absence of recommended textbooks. This ugly

situation force students to pounce on and vandalize library materials whenever they see any current copy on the library shelves.

Noise is part of the nature of the library environment that people complain about and may take forms of: unwanted documents, ill-disposed staff and wrong user attitude. More so, internal building noise from library equipment, air conditioners, and fans, can be audible and annoying to users as well. Nkiko and Ilo (2006), observed that many academic libraries in the country are too noisy for meaningful study and lack functional fans and air-conditioners. Where the fans exist, their functionality is often noisy and most times hampered by frequent power outage and absence of stand-by generator. Presently, noise which comes from cell phones and equipment has become a huge distraction to those who see the library as their sanctuary for quiet study and review of resources (Crumpton, 2007). Infact, the academic library is more than a book repository and thus should maintain an environment with reasonable personal comfort and conditions that enable the occupants to be unaware of such matters as air pollution, lighting, glare, visual and auditory distractions, and furniture configuration (Amusa, Iyoro & Olabisi (2013) citing Leighton and Weber). This is because it must provide study places in an environment that is conducive to serious thought and learning. In consonance, Lombardo and Condic (2001), emphasized that the library needs to be a comfortable place for staff and students to facilitate the attainment of the roles of the parent body.

#### **Extent to which the Library Factors influence Use of Information Resources**

The extent to which the library factors exert influence on users varies from one environment to the other and from one individual to the other. On the issue of location of the library Hayelom (2014) indicated a statistically significant effect of location of library on use of the library information resources. This he noted is because instructor's dormitory/home in Ardaita College is somehow far away from the library. A positive significant relationship of the influence of library factors on utilization was also hypothesized for services delivery by staff and nature of the library collection. Folorunso and Njoku (2016) reported a significant relationship existing between the library environment and use of library ( $r = .342$ ,  $N = 322$ ,  $P < .01$ ) by undergraduate students of University of Ibadan.

This finding led to their concluding that library environment has influence on the use of library by the students. Abosede and Ibikunle (2011) in their study concluded among others, that closing hour and location of the library have a negative effect on the use of the library.

On the extent to which the environmental factors like physical facilities influence the use of libraries in some federal universities, Oyedum (2011) revealed that most users do not use the libraries for their private readings due to poor and inadequate state of average reader's seat and poor illumination of the library, a finding that even tallied with his earlier observation of 570 (81.4%) unsatisfactory response given by respondents in Federal University of Technology, Minna on the deterring effect of the general reading areas of the library in 2006. Equally, Oyedum's (2012) study revealed that out of the six (6) factors considered, library resources availability made the greatest contribution which is significant to undergraduate students' use of the university libraries. Despite the discovery, physical facilities and ventilation as library factors were discovered to make the least and insignificant contribution to use of library resources by undergraduate students of the federal universities like University of Ibadan, Ahmadu Bello University, Zaria, University of Jos, University of Maiduguri, University of Uyo and University of Abuja libraries.

### Methodology

This research work adopted two designs. Survey and correlational design involving a linear correlation was used. The population of the study is 32,999 registered users of the university libraries studied. A sample of 379 respondents was drawn from the population of the study using Krecjie and Morgan's (1970) table for determining sample size. The table states that for a population of 30,000 - 39,999, a sample of 379 should be used. Proportionate sub-sampling technique was adopted to draw representative respondents from each of the institutions. Twenty-three itemed Rating Scale arranged in clusters was used as the instrument to elicit data for this study. The responses were placed on 4-point rating scale. In the case of a positively directed item, a response of strongly agree (SA), agree (A), disagree (D) or strongly disagree (SD), is assigned 4 points, 3 points, 2 points or 1 point respectively. The reverse is the case for a negatively directed item.

Mean scores and standard deviation were computed to answer research question one and to provide basic descriptive statistics that accompany Pearson Product Moment Correlation Coefficients (PPMCC) which was used to answer research questions two and three. Variables' measures from sections B, is used as correlates of variable measure of cluster A. The coefficients of correlation obtained were tested for significance using the t-test.

### Analysis of Data

Research Question One: What are the information resources utilized in the university libraries studied?

**Table 1**

Items, Means, Standard Deviation and Remarks about Resources Utilized in the Universities

(N = 362)										
S/N	ITEM	SA	A	D	SD	TOTAL	$\bar{x}$	Overall Mean	STD	Overall STD
<b>Print Information</b>										
1.	<b>Resources</b> <b>Textbooks</b>	292	441	116	85	934	2.58	2.55	1.05	1.05
2.	<b>Reference Books:</b>									
	i. Dictionaries	584	366	76	56	1082	2.99		1.06	
	ii. Encyclopaedia	488	474	52	56	1070	2.96		1.01	
	iii. Atlas & Maps	568	438	72	38	1116	3.08		0.95	
	iv. Directories	416	498	100	42	1056	2.92	2.85	0.94	0.99
	v. Biographies	352	462	120	60	994	2.75		1.01	
	vi. Theses & Dissertation	272	474	144	64	954	2.64		0.98	
	vii. Handbooks	336	492	132	48	1008	2.78		0.95	
	viii. Indexes	336	498	120	52	1006	2.78		0.96	
	ix. Statistics	376	486	124	44	1030	2.85		0.95	
	x. Abstracts	360	426	128	66	980	2.71		1.04	

3.	<b>Serials:</b>									
	i. Journals	504	468	96	32	1100	3.01		0.91	
	ii. Conference Proceedings	344	384	156	70	954	2.64		1.05	
	iii. Government Publications	504	486	84	32	1106	3.06		0.90	
	iv. Newspapers	520	348	132	50	1050	2.90	2.87	1.04	0.96
	v. Magazines	480	450	124	30	1084	2.99		0.91	
	vi. Transactions of Societies	424	330	196	48	998	2.73		1.02	
	vii. Almanac	360	480	152	36	1028	2.84		0.91	
	viii. Yearbooks	352	378	220	38	988	2.73		0.95	
	<b>Non-Print Information Resources</b>									
4.	<b>Audio-Visuals:</b>									
	i. Radio	408	318	128	90	944	2.61		1.14	
	ii. Television	408	318	192	58	976	2.70		1.05	
	iii. Realia	392	210	156	116	874	2.41	2.53	1.20	1.14
	iv. Transparencies	352	270	184	92	898	2.48		1.12	
	v. Compact Disc (CD)	336	270	116	130	852	2.35		1.19	
	vi. Digital Video Disc	392	354	120	86	952	2.63		1.12	
5.	<b>e-Resources:</b>									
	i. Computers	456	306	100	96	958	2.65		1.18	
	ii. CD-Rom's	608	330	88	56	1082	2.99		1.08	
	iii. Internet Facilities	576	348	92	56	1072	2.96		1.07	
	iv. e-Notes	672	324	104	34	1134	3.13		0.98	
	v. e-Books	416	414	144	48	1022	2.82		0.99	
	vi. e-Journals	552	330	136	46	1064	2.94	2.78	1.04	1.05
	vii. e-Theses & Dissertations	296	444	148	66	954	2.64		1.00	
	viii. Bly-Rays	392	288	200	68	948	2.62		1.08	
	ix. flash drives	268	387	164	84	903	2.49		1.04	
	x. Online Data Bases	256	507	92	83	938	2.59		1.03	

Table 1 presented the information resources in the university libraries that were utilized. Data in the table revealed that sub items 23, 24, 25 of item 4 with means of 2.41, 2.48, 2.35 respectively and sub item 35 of item 5 with a mean of 2.49 are not used in the libraries studied. However, the mean score of 2.85 and 2.87 for reference and serials show that they are more utilized than the other types of information resources. Despite the variation, the possession of mean of 2.50 and above by all the information resources listed shows that majority of the information resources in the university libraries are used. (N=362)

**Research Question Two:** What is the relationship between the library factors and use of information resources in the universities studied?

Hypothesis One: The coefficient of correlation between the library factors and use of library information resources in the universities studied is not significant.

**Table 2**

The Magnitude, Direction and Significance of Status of the Coefficient of Relationship between Library Factors and Use of Information Resource

	$\bar{X}_{LibF}$	$\bar{X}_{Ut}$	$n$	$r_{xy}$	$df$	$t_{cal}$	$t_{tab}$	<b>Decision</b>
	68.75	99.51	362	0.374	360	7.745	1.960	Significant (Ho Rejected)

Table 2 is on relationship between library factors and use of information resources in the university libraries. From the analysis, the mean scores of library factors and use are 68.75 and 99.51. The index of relationship between the two variables is 0.374. This indicates a low positive relationship. Testing the coefficient of relationship, the  $t_{cal}$  of 7.745, which is greater than the  $t_{tab}$  of 1.960, revealed that the coefficient is significant at 0.05 confidence level and 360 degree of freedom. Hence, the null hypothesis is rejected. This shows that relationship between

library factors and use of information resources is significant.

**Research Question Three:** What is the extent of the relationship between library factors and use of information resources in the federal and state universities studied?

**Hypothesis Two:** The coefficient of correlation between the library factors and use of information resources obtained from the federal and state universities do not differ significantly.

**Table 3**

The Magnitude, Direction and Significance of Status of the Coefficient of Relationship between Library Factors and Use of Information Resources in the Federal and State Universities.

(N = 362)

	$\bar{X}_{LibF}$	$\bar{X}_{LibS}$	$\bar{X}_{Ut}$	$n_F$	$n_S$	$r_F$	$r_S$	$df_F$	$df_S$	$t_{cal}$	$t_{tab}$	<b>Decision</b>
	68.85	68.63	99.93	200	162	0.467	0.25	198	160	2.163	1.960	Significant (Ho Rejected)

**Key:** *LibF* = Library Factor Federal universities;

*LibS* = Library Factory State universities;

*Ut* = utilization  $n_F$  = number of respondents from the Federal universities;

$n_S$  = number of respondents from the State universities;

$r_F$  = Index of relationship in Federal universities;

$r_S$  = Index of relationship in state universities;

$df_F$  = degree of freedom federal universities and;

$df_S$  = degree of freedom state universities.

Analysis presented in Table 3 is on the relationship between library factors and use of information resources in the federal and state universities. Evidence displayed on the table reveals that the mean scores of library factors in the federal and state universities are 68.85 and 68.63 respectively. While an index of 0.467 was derived to show a positive moderate relationship for the federal universities, the state universities had an index 0.255 showing a positive but low relationship. Although the coefficient of relationship of the federal universities is moderate and that of the state is low, the  $t_{cal}$  of

2.163, which is greater than the  $t_{tab}$  of 1.960, shows that the difference between the coefficients (0.467 and 0.255) is significant at 0.05 confidence level. Hence, the null hypothesis is rejected. This revealed that the coefficient of correlation between the library factors and use of library information resources in the federal and state universities differ significantly.

## **Discussion of Findings**

### **The information resources utilized in the university libraries studied**

The analysis of data presented in Table 1 shows that majority of the information resources in the university libraries are being utilized. This finding supports Nwokedi and Ogundare's (2005) assertion that one major objective for which libraries are established is to ensure that maximum use is made of its resources and services. However, it is not in agreement with the results of studies on use of library information resources by Ajiboye and Tella (2007) in Botswana and Agboola (2010) in Nigerian universities where underuse of most of the library information resources by the undergraduate students were recorded. It does not also tally with Ossai's (2011) study on the utilization of information resources by law students of University of Benin where she discovered that most of the law students make heavy use of library resources in the course of their academic programmes.

### **Relationship between the Library Factors and use of Information Resources**

The relationship between the library factors and use of information resources in the universities studied as reported in Table 3 is positive but low and yet significant. This finding is in agreement with Amusa and Iyoro (2013) who found that about 76% of their respondents affirmed that the library environment had a great influence on library use. In line with this result also is Attama's (2005) finding where he identified the nature of the building, location of the building, some new workshops, student hostels and noise prone areas such as main roads and canteens as factors hindering the use of information resources. Also in consonance with this finding is that of Amusa, Iyoro and Olabisi (2013), which emphasized that academic library is more than a book repository and thus should maintain an environment with reasonable personal comfort and conditions that enable the occupants to be unaware of such matters as air pollution, lighting, glare, visual and auditory distractions, and furniture configuration. This as Lombardo and Condic (2001) emphasized is because, the library needs to be a comfortable and conducive place for staff and students to facilitate the attainment of the roles of the parent body.

### **Relationship between Library Factors and Use of Information Resources in the Federal and State Universities Studied**

The extent of relationship between the library factors and use is moderate in the federal universities and low in the state universities and their correlation coefficient differs significantly. This shows that the influence of the library factors is felt more in the federal universities compared to what exist in state universities. In congruence with this finding is a study conducted by Oyedum (2011) on extent to which the factors like physical facilities influence the use of libraries in some federal universities which revealed that most users do not use the libraries for their private readings due to poor and inadequate state of average reader's seat and poor illumination of the library, a finding that tallied with his earlier observation of 570 (81.4%) unsatisfactory response given by respondents in Federal University of Technology, Minna on the deterring effect of the general reading areas of the library in 2006. In line with this finding also is Hayelom's (2014) study where the effect of location of the library is seen to have statistical significance on use of the library information resources. This, he noted is because instructor's dormitory/home in Ardaita College is somehow far away from the library. A positive significant relationship of the influence of library factors on utilization was also hypothesized for services delivery by staff and nature of the library collection. It also tallies with Abosede and Ibikunle's (2011) study where they ascertained that among others, closing hour and location of the library have a negative effect on the use of the library.

This finding however negates Oyedum's (2012) study where physical facilities and ventilation as library factors were discovered to make the least and insignificant contribution to use of library resources by undergraduate students of the University of Ibadan, Ahmadu Bello University, Zaria, University of Jos, University of Maiduguri, University of Uyo and University of Abuja libraries.

### **Conclusion**

Attitude of users and the nature of majority of the information resources over time is gradually eroding the image of the library, a basis for the question posed by many on the relevance of the library when information can still be accessed at users' convenience using the internet facilities outside the library. Although it may not be

possible to predict or change the elements and forces of these library factors to appreciable extent, there is need to observe their influences on the users so as to plan on strategies to encourage the use of information resources. The result of the study shows that all types of information resources listed are used in the university libraries studied, the relationship between library factors and use of information resources is though low but positive and significant and the extent of relationship between the library factors and use is moderate, positive and significant in the federal universities while in the state university it is low, positive and significant however the coefficients in the two sets of universities differ significantly.

### Recommendations

Based on the findings of the study, the researcher recommends that:

- The library management should strive to encourage the use of the entire library resources through adequate user education programme in and outside the library environment although majority of the information resources are utilized.
- The library management and its sponsoring body should imbibe maintenance culture so as to bring the library environment to a conducive level capable of luring users to the library and make them stay for a longer period. This is because, when the detracting effects are not checked, the utilization of information resources will dwindle drastically. The reverse on the other hand is the case when the factors in the library are user friendly.
- University libraries should embrace good and regular maintenance culture as this will help to sustain the factors that make up the library to a very conducive state.

### References

Abosede, A.T. & Ibikunle, O. O. (2011). Determinants of library use among students of agriculture: A case study of Lagos State Polytechnic. *Library Philosophy and Practice (e-journal)*, 152, 1-9. <http://digitalcommons.unl.edu/libphilprac/521>

- Adekanya, E. A. (2004). Library building capacities and deficiencies: A case study of two Nigerian academic libraries. *Gateway Library Journal*, 7(1), 21-30.
- Agboola, I.O. (2010). Use of print and electronic resources by agricultural science students in Nigerian universities. *Library & Information Science Research*. 32(1), 62-65. Accessed 12/6/2017.
- Aguolu, C. C. & Aguolu, I. E. (2002). *Libraries and information management in Nigeria: Seminar essays on themes and problems*. Maiduguri, Ed-Linform Services.
- Ajiboye, J. O., & Tella, A. (2007). University undergraduate students' information seeking behaviour: Implications for quality in higher education in Africa. *Turkish online Journal of Educational Technology*, 6(1), 40-52. Accessed 12/06/2017.
- Ajidahun, C. O. (2006). Library utilization at night: A case study of the Adekunle Ajasin University Library Akungba, Akoka. *Niger biblios*, 17(1&2), (January-December)
- Amusa, O. I. & Iyoro, A. O. (2013). Influence of library environments, instructional programs, and user-librarian collaborations on library use by undergraduate students in Nigeria. *Chinese Librarianship: An International Electronic Journal*, 35, 72-86. [www.iclc.us/cliej/cl35ai.pdf](http://www.iclc.us/cliej/cl35ai.pdf). Accessed on 5/3/2016.
- Amusa, O. I., Iyoro, A. O. & Olabisi, A. F. (2013). Work environments and job performance of librarians in the public universities in South-west Nigeria. *International Journal of Library and Information Science*, 5(11), 457-461. <http://www.academicjournals.org/IJLIS> DOI: 10.5897/IJLIS2013.0404. Accessed 12/7/2017.
- Attama, O. R. (2005). Polytechnic education, library resources and technological development in Nigeria. *Global Review of Library and Information Science*, 1(1), 9-18.
- Bitagi, A.M. (2013). *Information resources utilization for research by scientists in Agricultural Research Institutes in Nigeria*. Seminar presented at the

- Faculty of Education, University of Nigeria, Nsukka on 25<sup>th</sup> May.
- Case, D. (2007). *Looking for information: A survey of research on information seeking, needs, and behavior*. 2<sup>nd</sup>ed. London: Academic Press.
- Crumpton, M. A. (2007). Sounding off about noise. *Community and Junior College Libraries*, 13(4), 99-103.
- Folorunso, O. & Njoku, E. (2016). Influence of library environment and user education on undergraduates' use of library at the University of Ibadan, Nigeria. *European Scientific Journal* 12(19), (Print) (Department of Library, Archival and Information Studies, University of Ibadan, Nigeria)doi:10.19044/esj.2016.v12n19p288.  
URL:<http://dx.doi.org/10.19044/esj.2016.v12n19p288> European Scientific.
- Gakibayo, A. & Okello-Obura, C. (2007). Electronic information resources utilization by students in Mbarara University Library. *Library Philosophy and Practice (e-journal)*, 1-9. Accessed on 20/8/2017.
- Hayelom, T. ((2014). *Determinants of information resources and services use among students and instructors in selected Federal Atvet colleges in Oromiya National Regional State, Ethiopia* (A Master Thesis College of Computing and Informatics, Department of Library Science School of Graduate Studies, Haramaya University, Ethiopia)
- Lombardo, S. V. & Condic, K. S. (2001). Convenience or content: A study of undergraduate periodical use. *Reference Services Review*, 29(4), 332–338.
- Mabawonku, I. (2004) Library use in distance learning: a survey of undergraduate in three Nigerian Universities. *African Journal of Library, Archives and Information Science*, 14(2),
- Mohammed, Z. (2011). Organization and retrieval of information and information resources. *Nigerian Libraries*, 44(1), 106-114.
- Muteshewa, A. (2004). Enhancing access through electronic resources: The University of Botswana experience. *Library HiTech*, 18(4), 315 - 320.
- Nkiko, C & Ilo, P. I. (2006). User satisfaction in academic libraries: Issues and strategies for intervention. *Global Review of Library and Information Science*, 2, 10-20.
- Ntui, A.I & Udah, A. E. (2015). Accessibility and utilization of library resources by teachers in secondary schools in Calabar education zone of Cross River State, Nigeria. *Global Journal of Human-Social Science: A Arts & Humanities-Psychology*, 15(8), 1-13.
- Nwachukwu, V. N., Abdulsalami T. L. & Salami, P. F. (2014). Availability, accessibility and use of information resources and services among information seekers of Lafia Public Library. *Nasarawa State Information and Knowledge Management*, 4(10), 1-11. [www.iiste.org](http://www.iiste.org).
- Nwokedi, V. C. & Ogundare, T. (2005). Studies on the information needs and seeking behaviors of science based postgraduate students in a Nigerian university: A case study of University of Jos. *Borno Library, Archival and Information Science Journal*, 2(1), 232.
- Ojo, R. A. & Akande, S. O. (2005). Students access, usage and awareness of electronic information resources at the University College Hospital, University of Ibadan, Nigeria. *Lagos Journal of Library and Information Science*, 3(1), 16-24.
- Okorie, O. N. (2012). *Environmental variables and user satisfaction: A comparative survey of Federal University of Technology, Owerri and Imo State University, Owerri, libraries*. (An MLS thesis submitted to the Department of Library and Information Science).
- Olowu, K. (2004). Access to information: Myths and reality. *Nigerian Libraries*, 38(1), 48-55.
- Ossai, N. (2011). How law students utilize information resources: A case study of the University of Benin, Benin City. *International Journal of Library and Information Science*, 3(1), 1-14
- Oyediran-Tidings, S. (2004). Information needs and seeking behavior of library users: Results from Yaba College of Technology, Lagos. *Lagos Journal of Library and Information Science*, 2(2), 77-88.

- Oyedum, G. U. (2011). Physical facilities as determinants of undergraduate students' use of federal university libraries in Nigeria. *Library Philosophy and Practice (e-journal)*.
- Oyedum, G. U. (2012). Relative effect of environmental factors, information literacy, course of study and resources availability to students' use of university libraries in Nigeria. *Journal of Information and Knowledge Management*, 3(1&2), 1-19.
- Thorhaug, J. (2003). Danish strategies in public library services to ethnic minorities: *IFLA Journal*, 4(29), 312.
- Ugwuanyi, C. F., Okwor, R. N. & Ezeji, E. C. (2011). Library space and place: Nature, use and impact on academic library. *International Journal of Library and Information Science*, 3(5), 92-97. <http://www.academicjournals.org/ijlis>. Accessed 21/4/2016.
- Whitmire, E. (2003). What does faculty need? ACRL Academic library resources and services that increase research productivity. 11<sup>th</sup>. National conference. Charlotte, North Carolina. April, 10–13. Retrieved 10/10/16, from <http://www.ala.org/ala/mgrps/divs/acrl/events/pdf/whitmire.pdf>.