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Availability of Information Resources and Services to Undergraduates in the University of Ibadan Library School

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Abstract

Information resources and services in academic libraries are very essential since the library helps in supporting teaching, learning and research activities of staff and students. Since the turn of the 21st century, electronic resources have been germane to the provision of Information resources and services. However, electronic resources had been observed to be less available compared to print resources in the library. To this end, the study examined the availability of information resources and services in the University of Ibadan Library School. The study population consisted of 144 undergraduates in the University of Ibadan Library School. Total enumeration method was used to gather data from the respondents. The questionnaire and interview guide were used for data collection and the data was analysed using descriptive statistics. Findings revealed that textbooks 95.1%, journals 90.2% and reference materials 93.4% were the print information resources readily available while reference services 90.2%. User education/orientation 88.5% and lending services was 79.5% were information services readily available in the library. The study established that electronic resources were not readi-

ly available in the Library. Library information services and resources are very important for academic activities of the undergraduates. To facilitate the availability of electronic resources in the library, the University of Ibadan Library School management through the University of Ibadan financial facilities should provide alternative power supply such as an inverter for the library, the library should be provided with strong adapters using fiber optical cables to improve the quality of internet services. The University of Ibadan Library School Financial Committee should provide a separate budget for the library in order to make adequate funding available to the library for the purchase of print and electronic resources.

Keywords: Availability, Information Resources, Information Services, Undergraduates

Introduction

Higher education is an advanced study following the completion of secondary education. Griffin (2014) noted that higher education is growing at a tremendous pace, both within Nigeria and from outside the nation's borders. Higher education institutions are today recognised by national governments and donors as key agents for social and economic development in view of their inherent capacity to foster knowledge creation, processing and dissemination. The duration of the study may be from four to seven years or more, depending upon the nature and complexity of the programme pursued. Institution providing higher education may be either college or university or

a type of professional school. University is coined from a Latin word *universitas*, "a whole". Universities provide necessary training for individuals wishing to enter professional careers, therefore; they strive to develop students' creativity, insight, and analytical skills by acquainting students with complex ideas in an intellectually stimulating environment.

Universities also provide unique opportunities for personal enrichment while also preparing students for future careers. A university consists of staff (academic and non-academic staff) and students (postgraduate and undergraduates); this study will focus majorly on the undergraduates.

Merriam-Webster's Dictionary (2015) defined an undergraduate as "a student at a college or university who has not received a first and especially a Bachelor's degree". Libraries are at the heart of the intellectual system of the institution which make it inevitable. The library should be a learning centre to the undergraduates and as such should provide services and resources needed for learning for all courses they will offer. The library should provide an unhindered access to its services and resources to the users. Every university has a library attached to it so as to help achieve the academic goals of the institution.

Library attached to a university library is called an academic library and serves two complementary purposes which are to support the school's curriculum, and to support the research of the university, faculty and students. Reitz (2002) defined academic library as a "library that is an integral part of a college, university, or other institution of post-secondary education, administered to meet the information and research needs of its students, faculty, and staff". Aina (2004) defined academic

libraries as "libraries attached to post-secondary institutions, therefore academic libraries vary and distinctive as the institutions which they serve". University of Ibadan, like other tertiary institutions, has a library attached to it called Kenneth Dike Library. The library has other departmental libraries which are directly responsible to the main library. University of Ibadan Library School also has a library attached to it and the library is autonomous in nature.

The University of Ibadan Library School, like other library schools, has a library which provides literature support and services to achieve the aim and goals of the library school. Because of the nature and peculiarity of the Library, it stands on its own. The Library has enjoyed tremendous progress over the years and has been the pillar of the Library School. The user community of the library are lecturers, students (Postgraduate, Undergraduate, Distance Learning students), these set of users are the primary user community. The secondary user communities are Africa Regional Centre for Information Studies (ARCIS) and Centre for Education Media

Resources Studies (CEMRS). Akpan (2012), in his industrial training report held at the library opined that the history of the library cannot be separated from the history of the Library School. The University of Ibadan Library School also known as Department of Library, Archival and Information Studies, started as Institute of Librarianship sequel to the UNESCO seminar held in Ibadan which was known as "Seminar for the Development of Public Libraries in Africa in 1959. It was on the recommendation of the seminar that the Institute was established under the leadership of Professor John Harris, who was the then University Librarian. It was domiciled in the Kenneth Dike Library's fourth floor then and Professor John Harris became the first Director. In 1967 the Institute moved to Faculty of Education and changed its name to Department of Library Studies. It was that time the Departmental Library evolved.

The Institute started with a Diploma programme which later shifted to Distance Learning Centre. It was after this that the Department started to offer degree at Masters Level, then known as Masters in Library

Studies (MLS), postgraduate students began to become users of the University of Ibadan Library School library. Eventually in 1995 the Department changed from Library Studies to Library, Archival and Information Studies to accommodate some other components of information studies. The Master in Library Studies was changed to Master in Library and Information Studies and other Masters degrees developed. These are Master in Archival Studies (MAS) now known as Master in Archives, Records and information Management (MARIM), Master in Health Information Management (MHIM), and Master in Publishing and Copyright Studies (MPCS). The full time undergraduate programme had already started which was initially known as Bachelor of Library Studies (BLS) and now Bachelor of Library and Information Studies (BLIS) Akpan (2012). The Library as at present has two senior library officers who work under a Senior Librarian and the librarian reports back to the library committee and the Head of the Department.

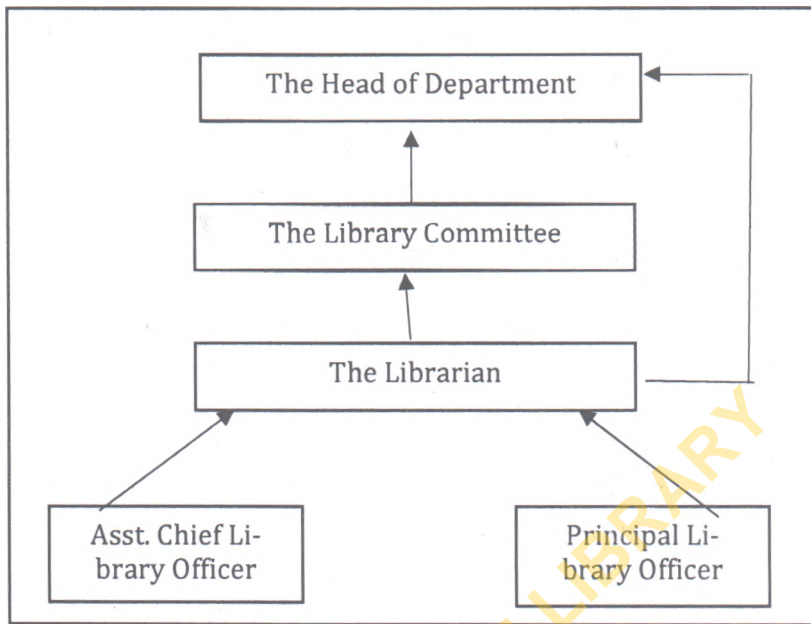
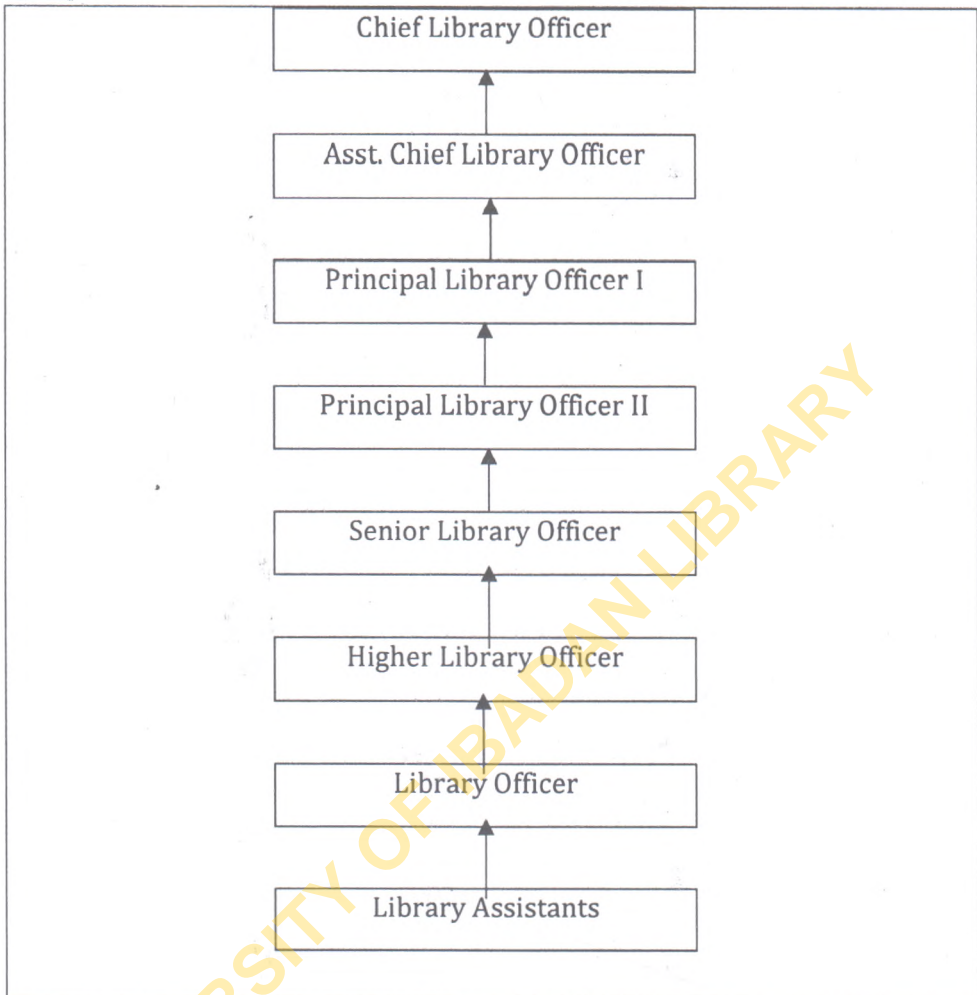


Figure 1: Organogram of the LARIS Departmental Library

The duties of the Principal Library Officer are; to be a head of shift and provide report on all members of the shift; cataloguing of books, taking statistics and also carrying out other duties as may be assigned by the librarian. The duties of the Assistant Chief Library officer include, been a head of shift and providing report on all members of the shift; book selection from publishers' catalogue; cataloguing and classification of books, and also carrying out other duties as may be assigned by the Librarian. The University of Ibadan Library School library looks not well staffed as at present as it falls short of the expected staff strength expected in the University, below is the hierarchy of library officers expected to be in the library (University of Ibadan website (2015).



Source: Senior Non-Teaching Staff Scheme of Service: University of Ibadan website 2015

Libraries are expected to acquire and organize information services and resources both printed and electronic information resources available for their users, Reitz (2002) defined availability as "the capacity of an item to be

seen, used, or obtained by a library patron". The library acts as a medium of getting the latest information resources either in print or electronic form to its users. Information resources are information materials in print

such as books and journals and electronic resources such as e-journals and e-books in electronic databases used to meet the information needs of library users; these library information resources include, not only traditional print-on-paper media like books, journals, newspaper, and maps, but also audiovisual materials like records, audiocassettes, video cassettes, projectors, microfilms, micro fiches, databases and online resources.

Nowadays libraries have evolved from print materials to electronic information materials and services in the form of CD-ROMs, e-books, e-databases, electronic journals, electronic current awareness service and information subject gateways, accessed through the Internet Gakibayo and Okello-obura (2013). These resources are to support class works, assignments, research works by providing relevant information resources and services for effective and efficient achievement of academic pursuit. Selected information resources to be studied are textbooks, journals, magazines, newspaper, reference materials, CD-ROM, audio-visual

materials, databases and online resources.

Mason (2010) stated that a university library has the mission to build and maintain collections that will support and enhance the instructional needs in the area of teaching, research and community service. The author also supported other researchers that university library is to provide access to all resources of information (information resources). Franscotti (2007) was of the view that university libraries are trying to reinvent and integrate their services to be more appealing to students. The University of Ibadan Library School seems to be fostering literacy information through resources and services to encourage their clients visit and use the library but despite this undergraduate still finds it hard to access and use information resources and services.

Statement of the Problem

Undergraduates in the University of Ibadan Library School require information materials both in print and electronic formats in Library and Information Science discipline for them to

achieve their required academic goal. They also require library services provided by library staff. The ability to provide adequate library service for the undergraduate user population which is the largest, depend on staff strength, and other environmental factors such as power supply in order to use the ICT facilities within the library. From the inception of the library school, print materials dominated the Library collection. However, with technological advancement, e-resources are becoming significant sources in the Library but their availability is not yet at its best possible because of inadequate information and communication technology infrastructure.

The undergraduates in the University of Ibadan Library School ideally still need to be able to efficiently harness discipline-specific electronic resources and services provided for them on the University portal with traditional print information resources available in the Library. It was observed that there was inadequacy in the availability of print and electronic resources and services to the students. Students do not also know what is available to them

in terms of resources and services and this could negatively affect their academic output which is primary reason of using the library. This paper therefore investigated the availability of information resources and services to undergraduates at the Ibadan Library School.

Objectives of the Study

The main purpose of this paper was to investigate the availability of information resources and services to undergraduates at the Ibadan Library School University of Ibadan. The specific objectives of the paper were to:

- i. identify the types of information resources available to the undergraduates at University of Ibadan Library School;
- ii. identify the types of information services available to the undergraduates at University of Ibadan Library School; and
- iii. ascertain the specific; and challenges encountered in trying to make electronic and print resources as well as information services available at University of Ibadan Library School.

Literature Review

In academic institutions, both students and researchers mostly depend on library information resources and services. No doubt that availability of such resources accelerates both academic and research activities more effectively. According to Krolak (2006), "Libraries assist in finding, using and interpreting appropriate information that opens up opportunities for life-long learning, literacy enhancement, informed citizenship, recreation, creative imagination, individual research, critical thinking, and ultimately, empowerment in an increasingly complex world." Fakomogbon, (2012) argued that library help to support the institution curriculum by providing up-date information to keep lecturers and students abreast of new development. The library also promotes the development of reading skills and encouraged long term planning habits through reading, listening to and viewing a range of learning materials. This equitable availability of information is essential to enable educated and informed citizens

to participate in a democratic global community.

The academic library has a prominent role to play in supporting higher education to fulfill objectives of its parent institution. Students in higher education are to be provided with the facilities necessary for mastering the subject matter, techniques, skills, habits of thought, and methods of work in their chosen field. Classroom instructions alone will not provide all the opportunities needed for attaining all these complex educational objectives. It is here that libraries come to help students. The academic library is a collection of resources, services and the building in which it is housed. It provides access to various resources in order to support teaching, learning and research activities (Vishala and Bhandi, 2009). Khan and Bhatti (2012) noted that academic institutions could not achieve their two-fold mission of spreading knowledge and extending its research progress without first enriching and enhancing information resources and services. On the other hand, the university authority should have a cyclic and systematic evaluation policy in

place in order to maintain and further improve the quality of information services to meet the information needs of users.

Library is one of those resources which are essential to support and strengthen the educational quality. Over the centuries, libraries are the source of keeping and distributing the information through books, journals, maps and other resources that are used by students in their learning process (Jamil, 2013). Library information services improve knowledge and skills for positive productivity as a tool for national development. Information services can be generally divided into two categories: library public user services and library technical user services. Library public user services refer to circulation, bibliographic instructions, distance learning, government documentation, reference and special collection. Library information user services focuses on procedures and operations of maintaining, developing and supporting library collection and services behind the scene such as acquisition, cataloguing, classification, inter library loan, document delivery and serial systems (Mayega, 2008). Information services are

needed to keep the skills that have been acquired through literacy classes alive by the provision of good literature (Adio Olasina 2011).

Adeoye and Popoola (2011) found out that textbooks were readily available. They found out that journals and reference materials like dictionaries and encyclopedias were readily available to students. Warwick, Terras, Galina, Huntington and Pappa (2008) found out that information resources in libraries, archives, museums and research centres, and the web pages that provide information about them are vital for humanities scholars. The university library website was considered the most important resource, even compared to Google. Secondary finding aids and reference resources are considered more important than primary research resources, especially those produced by other scholars, whose output is less trusted than publications produced by commercial organisations, libraries, archives and museums. Library, more than any other place, provides ideal environment and vital information resources for students to develop and sustain good study habits

necessary for excellent performance in academic works (Jato, Ogunniyi and Olubiyo, 2014).

Traditionally libraries have acquired print-based materials, including newspapers, maps, pamphlets, illustrations and many other items as well as books. Despite the popular misconception, they have never confined themselves to books. Indeed, libraries pre-dated the invention of the book, collecting papyrus scrolls (the original Alexandria library was a good example) and manuscripts (the medieval monastery libraries, for instance) IFLA, (2003). It was therefore no great leap forward to collect new information media as they emerged. All forms of sound and visual recording (for example, gramophone records, cassettes, CDs, videos, and DVDs) quickly joined the collections in many kinds of libraries as they became available. Computer based resources of information were quickly added to the portfolios and there are now many libraries around the world which have very substantial collections of CD ROMs and electronic journals. Many publications are now "born digital" and a good proportion never appear

in print form. Where they do, the digital and print versions are increasingly different in content. As a result, there are some libraries which, to the first-time visitor, do not look like the conventional idea of a "library" at all (IFLA, 2003).

Libraries information resources and services play different roles for different people. To some, a library is a place to read books; be furnished with the current news from up-to-date newspapers; to do research; a place to access or share information in response to a particular need; etc (Mayega, 2008). Now days, libraries and librarians play an important role in providing access to information, organizing it, and helping users to find the information they need. Consequently, information services have become a key element for libraries. The present user's interest is to get the information in need within a given timeframe. The timeframe varies with the user's mission or task. Mayega (2008) noted that libraries are expected to "add value" to the products and services. Adding value to information is part of the core and expertise of libraries. Value is added to in-

formation by facilitating access through indexing and bibliographic description, and through the creation of systems, which make information more logically organized and easier to find. Libraries themselves add value to the collection (both traditional and networked) by helping users navigate the universe of information through content development, instructions, search services, and reference assistance.

The focus of a library is always to serve its patron to give them resources that definitely take them to the level of excellence. But do students always view their library as the only source for needed information where every facility is provided or do they feel the need for their library to change adapt more modern technologies so they could be more effective and help them excel in their studies Shrestha, (2008). Students, lecturers and researchers in academic institutions rely on libraries to provide the information they need in support of teaching, learning, research and knowledge dissemination, which is a fundamental reason for the libraries' existence. Nnadozie and Nwosu (2016) revealed that

specific information services like current awareness services, lending services, reference services and library education/orientation had mean scores above the accepted level, which means that such information services were rendered to students.

In library and information science research, information can be seen as a consumable product that can only be consumed together with certain information delivery systems and/or services. The satisfaction of library users is a function of the quality of information product(s) received, the quality of information system and information services provided to access the information product. Therefore, satisfaction is a function of three main resources—quality of the information product, the information system and the services that make the information product available. These three levels of measure of satisfaction are defined by the information resources, facilities and services (Iwhiwhu & Okorodudu 2012). These resources of satisfaction, when properly harnessed may contribute to users' overall satisfaction. The accuracy, complete-

ness, precision, and relevance of the information materials obtained from public library by a user are measures of the product performance.

Adeyemi (2009) observed that students' use of information resources is a function of students' learning outcomes. Moreover, the findings revealed that most of the students have never used the audio-visual material. This is probably because of lack electricity for its operation, lack of awareness on the role of audio-visual as important information resources, availability and insufficient funds to purchase such materials. This was not surprising as, for example, Kasmiri (2007) also found that the presence of related media like CD, DVD, Audio-visual materials etc. is almost non-existent in most libraries. In view of the effective use of information resources and services in libraries, Parvathamma and Reddy (2009), advocated that libraries need to take proactive approach in motivating users to use their resources and services. On the other hand, they stressed that libraries need to enrich their information resource collections, provide access to the Internet

and offer community-based services including literacy programmes.

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 resources containing the relevant articles. The more accessible information resources are, the more likely they are to be used. Readers tend to use information resources that require the least effort to access. The types are conceptual, linguistic, critical, bibliographic, and physical inaccessibility. Aguolu and Aguolu (2002) noted that availability of an information source does not necessarily imply its accessibility, because the source may be available but access to it is prevented for one reason or the other. Aguolu and Aguolu (2002) reveal that efforts are being made worldwide to promote availability to information in all formats. They lament the attendant features of underdevelopment such as power failure, machine breakdowns, and

lack of spare parts and technicians, which intermittently stall the performance of the modern gadgets of information storage and transfer in developing countries.

Although a great deal of information is available on the desk top of anyone with a computer linked to the Internet, much of it is spurious and ill-organized. Some of it is of course dangerous. Much of the infor-

mation that is authoritative is available only in return for payment. Thus users need to access materials through libraries which have skilled staff to search efficiently, are able to identify authentic sites and can obtain access to paid-for resources through site licenses. Individuals, even in developed countries do not have the resources to access all the authoritative, authentic information they need.

Methodology

The research design adopted for this study is an integrative mixed method of descriptive survey. Integrative mixed method of descriptive survey advances the systematic integration of qualitative and quantitative data within a study. Integrating the data during data collection, to data analysis and discussion (Creswell, 2014). This helps to describe the extent of a problem to be investigated and enables a greater degree of understanding to be formulated than if a single approach was adopted. The population for this study consists of fulltime undergraduates who have spent at least a session in the Department of Library, Archival and Information Studies (LARIS), University of Ibadan because they have had enough exposure to the use LARIS Departmental Library. According to the data collected from the general office of the department, the number of undergraduates in all the three (3) levels (200, 300 and 400) was 144 students, which was the total number of the population of the study.

Table 1: Study population of undergraduates in LARIS in the 2015/2016 session

Level	Total Number of Students
200 (UTME)	43
300	41
400	60
Total	144

Source: LARIS departmental general office, 2016

Total enumeration was used. The research collection instruments were structured questionnaire for undergraduates in the Library School and Interview guide for the 3 staff in the LARIS Departmental Library. The copies of questionnaire were collected, coded and analysed. The statistical package for the social sciences (SPSS) was used for the analysis. The descriptive statistics used were frequency and percentages to analyze the research questions.

Results

Research Question 1: What are the types of information resources available to the undergraduates at Ibadan Library School?

Table 2 reveals the findings on the availability of information resources in the Ibadan Library School Library

Table 2: Information resources available to the undergraduates in LARIS Department.

Information resources	Readily Available		Not Readily Available	
	F	%	F	%
Textbooks in LIS education	116	95.1	6	4.9
Journals in LIS education	110	90.2	12	9.8
Magazines	83	68.0	39	32.0
Newspapers	70	57.4	52	42.6
Reference materials in LIS	114	93.4	8	6.6
CD-ROMs	52	42.6	70	57.4

Audio-Visual materials	49	40.2	73	59.8
LARIS library "project" bibliographic database on the WINISIS software	72	59.0	50	41.0
LARIS library "textbook" bibliographic database on the WINISIS software	65	53.3	57	46.7
Online resources such as e-books	64	52.5	58	47.5

Findings from Table 2 reveals that Textbooks in LIS education with response rate of 116(95.1%), Journals in LIS education and reference materials in LIS both with 110(90.2%) and 114(93.4%) respectively were readily available to undergraduates in Library, Archival and Information Studies. The findings show that there is a variation among the perception of undergraduates on the availability of materials in the library. Textbooks in LIS education, Journals in LIS education and Reference materials in LIS are the most readily available information resources in LARIS departmental library across all level. This is because these information resources provide useful information for the academic activities of undergraduates. These findings corroborated what Adeoye and Popoola (2011) in their study on teaching effectiveness, availability, accessibility, and use of library and information resources among teaching staff of schools of nursing in Osun and Oyo States, Nigeria. They found out that textbooks were readily available, and that journals and reference materials like dictionaries and encyclopedias were also readily available to students.

From the conducted interview, the library staff stated that the library has in its collection information resources both in print and in electronic format. Another staff expatiated on this and highlighted the various information resources readily available in the library as, textbooks, journals, magazines, reference materials, some CD-ROMs (some were found at the back of library information resources as accompanying materials), LARIS library textbook bibliographic database and LARIS library project database both on WINISIS software,

also the library houses online resources such as e-books. The library staff stated that the library houses quite a number of reference sources but does not possess reference sources such as Newspapers; they commented that at one time in the library, the newspapers subscription was done then by Library, Archival and Information Studies Student Association.

Research Question 2: What are the types of information services available to the undergraduates at Ibadan Library School?

Table 3 revealed findings on the availability of information services in the Ibadan Library School Library

Table 3: Types of information services available to the undergraduates in LARIS Department.

Information services	Readily Available		Not Readily Available	
	F	%	F	%
Reference services (such as answering users query)	110	90.2	12	9.8
user education/orientation	108	88.5	14	11.5
Internet services	56	45.9	66	54.1
Reprographic/photocopying services	41	33.6	81	66.4
Lending services	97	79.5	25	20.5
Referral services	88	72.1	34	27.9
Selective dissemination of information	74	60.7	48	39.3
Current Awareness services	70	57.4	52	42.6
Compilation of Bibliographies	73	59.8	49	40.2
Exhibitions and displays	50	41	72	59

Findings from Table 3 show that majority of the respondents stated that reference services was readily available with a response rate of 110(90.2%), 108(88.5%) stated that user ed-

ucation/orientation was readily available, lending service was also readily available in the library with the response rate of 97(79.5%). Among information services rendered by LARIS De-

partmental Library, reference services, user education/ orientation and lending services were found to be readily available to students across all levels. User education/orientation is readily available in the library because as soon as undergraduates were admitted into the Department, the Library carried out orientation for the new set of students. Also, students easily access the library staff to answer their reference queries hence, reference services were also in the library. These findings corroborate the findings of Nnadozie and Nwosu (2016) in their study on analysis of final year students' satisfaction with information resources and services in FUTO, MOUA, NAU, and UNN, the study revealed that specific information services like current awareness services, lending services, reference services and library education/orientation had mean scores above the accepted level (which means that they were rendered to students).

Also from the interviews conducted, reference services (such as answering users query), regular user education/orientation, lending services, referral services are library information services read-

ily available to the undergraduates students in the library, the library personnel stated that selective dissemination of information and current awareness services were also available but it is done indirectly through the lecturers, they include relevant materials relevant to their courses in the library among the reading list given to the students at the beginning of each semester. The library staff said that Internet service available in the library for use is very poor and that students use this services through the use of personal access codes, it was found out that the librarian uses her own personal modem to carry out searches online for users in the best way possible, the library staff stated that some users try to connect to the university portal in some areas in the library. For reprographic/photocopying services, it is not available in the library however; users were allowed to make photocopies of needed materials outside the library.

The Librarian of the University of Ibadan Library School Library stated that the major point of referral for LIS students is the Kenneth Dike Library (KDL) in the University of Iba-

dan. Information resources in LIS such as current textbooks covering core professional areas like Cataloguing, Classification, Publishing, Archival Information can be physically located on the last floor of the Kenneth Dike Library in a closed access collection.

Research Question 3: What are the specific challenges encountered in making electronic and print resources and information services available at Ibadan Library School?

Findings from the interviews reveals that the major challenge facing the availability of information resources and services in the library is funding. It was reported that the library has no separate budget for the running of the library, and also for the acquisition of information resources for the library. Also, the electricity supply in the library was reported not good enough, the staff said that the frequent power surge had damaged the electronic appliances in the library like the UPS and some computer systems. Furthermore, it was deduced from the interviews that the library was understaffed. The library staff said that before, there were

six (6) library officers and a librarian running shift in the library but now the library only has two library officers running shifts and a librarian hence there was a heavier workload on the library staff. This in turn affected the training of library staff. The staff underwent regular library trainings to improve their work areas and when one was unavailable, the rate of activities in the library became slowed down. Also, inadequate reading space was another challenge the library faced in its provision of information resources and services in the library. The library staff stated that the space made available for students when the library school started and had few students was the same space available for undergraduates, postgraduates of four (4) masters programmes, and also the doctoral students. So, there was a grossly limited reading space to accommodate all. Finally, the Internet service made available in the faculty was not strong for students to use in the library even though occasionally, some students did gain access in selected areas in the library which enabled them to be on the university portal but the connec-

tions in these areas in the library were not strong and reliable.

Conclusion

The findings from the study reveal that availability of information resources was more dominant for the print information resources. The study revealed that textbooks, journals and reference materials in print were readily available to undergraduates in all the levels in the department. CD-ROMs and Audio-Visual materials such as computers were not readily available for use in the Departmental library. Power outage which was very frequent affected the availability for usage of these resources. Reference services, user education/orientation and lending services were provided to undergraduates in all levels in the LARIS departmental library, however, Internet services, reprographic/photocopy services and exhibitions and displays were not provided by the LARIS departmental library. It was discovered that students used University wireless services with individual passwords in the library. The library also provided

Internet services through the librarian personal modem.

The study found that there was epileptic power supply in the library; therefore, the Departmental management should prioritise the library in the sharing of the current available inverter power. Also, a different Inverter should be built for the library because epileptic power supply was found to be a major challenge in the library. The study also found that the Internet connectivity in the library was bad.

Recommendations

In order to increase the availability of Internet services in the library, the library should be provided with adapters using fibre optical cables to improve the quality of Internet services as internet was a problem in the library. Finally, Departmental Financial Committee should provide a separate budget for the library in order to make adequate funding available to the library to combat challenges like purchase of new and relevant materials to replace the weeded

and obsolete materials and also in the library.
to provide Internet connectivity

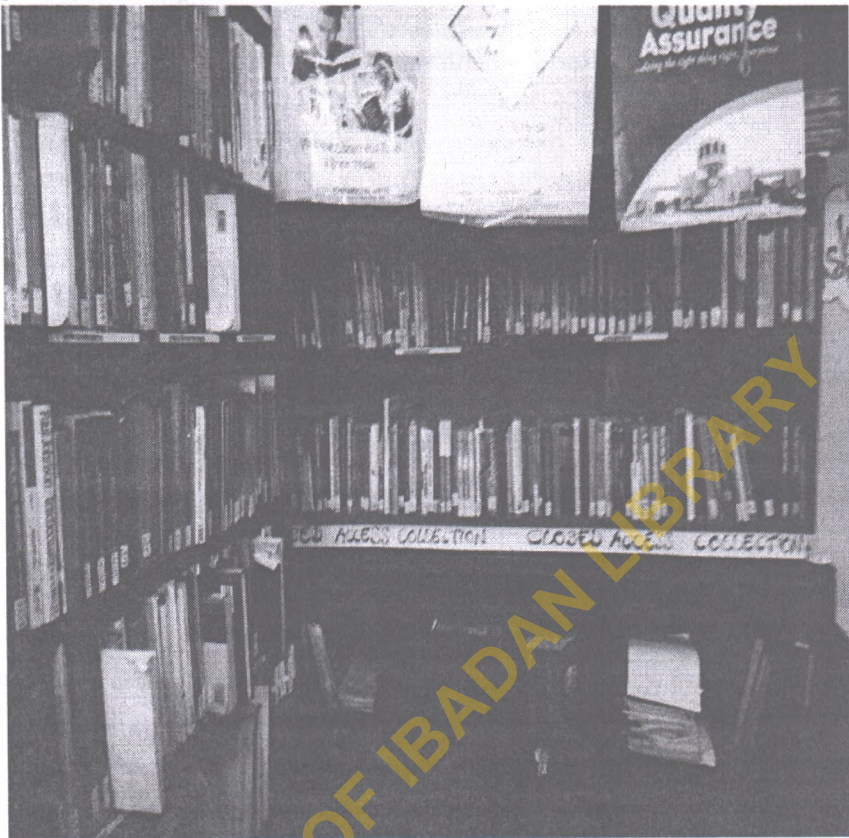
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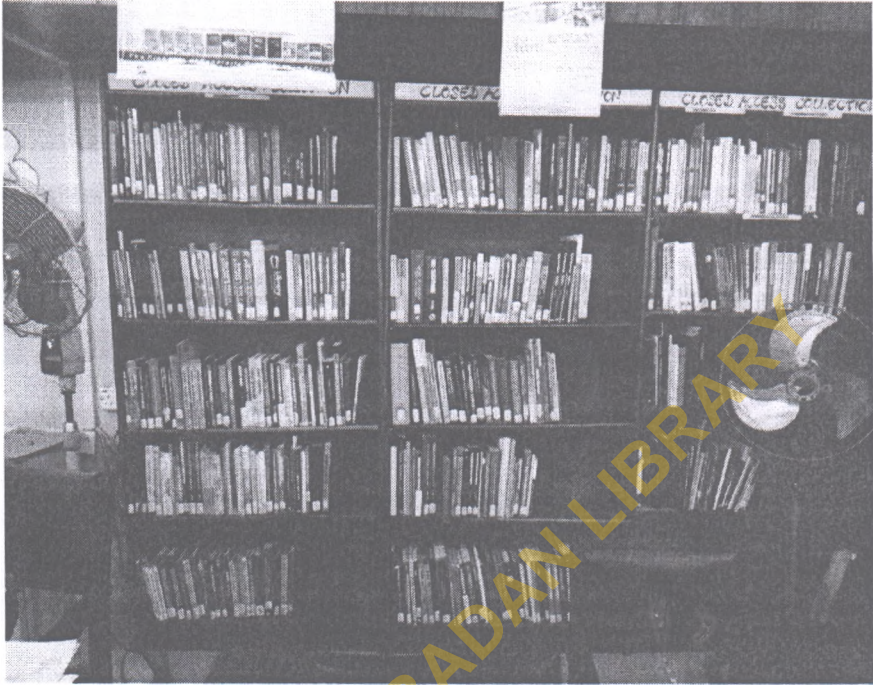
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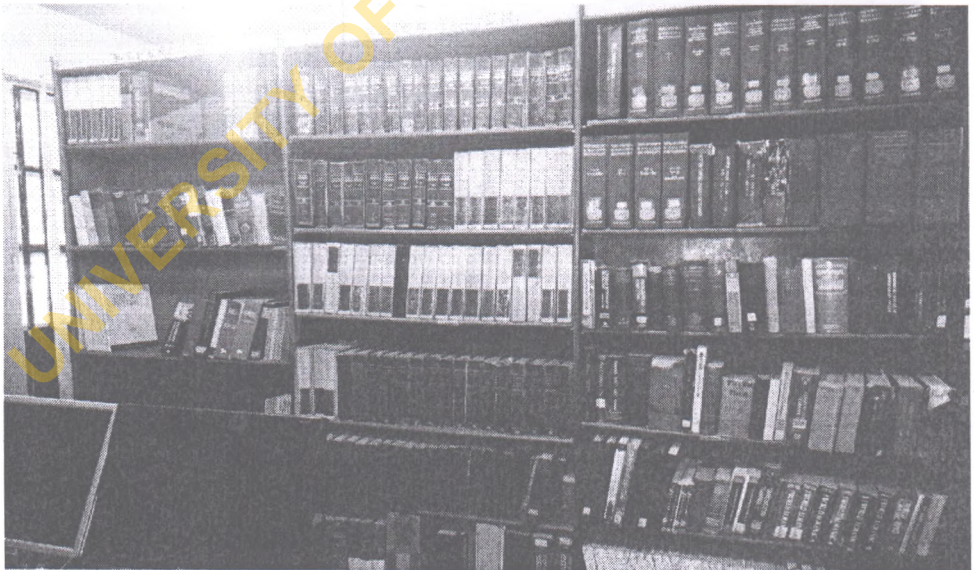
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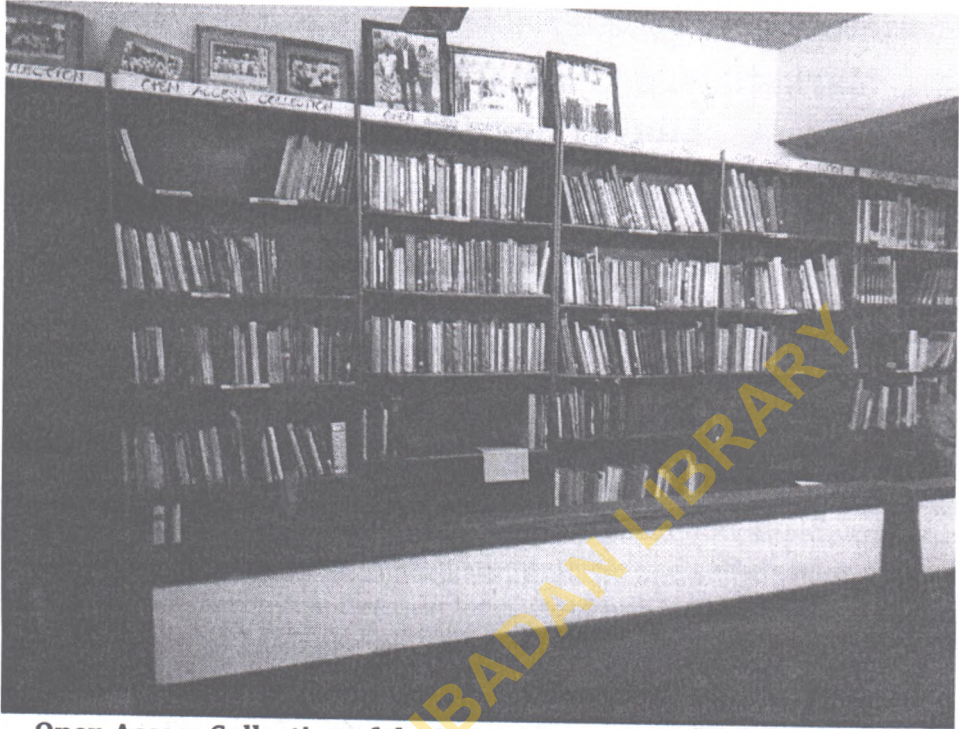
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