Full Length Research

Accessibility of library resources as factors affecting use of library by undergraduates in Ambrose Alli university, Ekpoma

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This study investigated accessibility of library resources as factor affecting use of library resources by Undergraduates in Ambrose Alli University, Ekpoma. Three (3) research questions were raised in the study. The study employed a descriptive survey design. The population of this study consists of all the Undergraduates of the Faculty of Education and Faculty of Engineering Ambrose Alli University, Ekpoma. This cut across 100 to 400 levels. There are a total of five thousand and fifty-one (5051) undergraduates of the Faculties of Education and Engineering, Ambrose Alli University, Ekpoma. The sample size of three hundred (300) was randomly selected for the study. Questionnaire was the research instrument used for data collection in this study. The data obtained from the copies of questionnaire retrieved from the respondents was analyzed using simple percentage, frequency count and mean. The study revealed among others that text books are the most accessible information resources in Ambrose Alli University. The study also revealed that the the purpose of use of information resources by undergraduates is for examinations. The study also revealed that there is significant relationship between level of accessibility of information resources and library use by undergraduates in Ambrose Alli University, Ekpoma. The study recommended that the Federal Government should as a matter of urgency create an intervention fund for school libraries, this can be done by giving certain percentages of a particular tax to school libraries nationwide.

Keywords: Library, Resources, Accessibility, Undergraduates, Utilisation

INTRODUCTION

The academic library is established to support academic activities and enhance teaching-learning and research undertakings consistent with university objectives. Frumkin and Reese (2011) summarized the role of the university library in acquiring and disseminating information resources as a vital responsibility. The primary function of university library includes collection, organization, preservation, and delivery of information resources to the users (Onye, 2016).

Onye further emphasized that academic library serves as an important role in sustaining the primary functions of research and scholarship of higher education. Besides the traditional way of providing access to knowledge, library also offers a congenial ambience as a meeting place that allows users to complete their assignments, undertake their individual projects or revise their studies. As such, the value of the academic library in institutions of higher learning is well-established.

During the last decade, the interest in students' library use and information needs has increased mainly due to increased number of students and libraries need to meet their client's demands. Studies of students' attitudes to use of university libraries have been conducted in several countries (Koeh et al, 2015). Koeh et al surveyed Canadian undergraduate library use, and found that active learners who participate more in class and who read, write and study more are regular and active library users. Academic libraries are essential to the core mission of colleges and universities across the nation. The library is the physical manifestation of the core values and activities of academic life the library's central role in the academic community is unquestioned.

Access to information is imperative to successful conduct of research in universities. Moon, et al. (2012) in discussing the role of access to information in research, opined that access to relevant information is necessary for academic staff to take efficient decision in his/her research. Availability information resources is concerned with resources physically located in the library, accessibility deals with problems of storage, display, and transmission of information resources to users promptly. Accessibility to information resources is of paramount concern and relevant to library users (Ugah, 2008). Onye (2016) opines that accessibility is a prerequisite to information utilization. In separate studies, availability of information resources does not automatically translate to resource accessibility and utilization (Lawal-Solarin, 2012; Nnadozie & Nnadozie, 2008). Without access to resources, utilization is unrealisable, and the value of the resources meaningless to users. The issue of access poses numerous challenges to both library management and users because making resources accessible demands certain requisite skills, which when lacking, renders available resources available but not accessible. Weak and inadequate cataloguing, shelving, and technical services contribute to the success or failure of accessibility of library information resources (Ugah, 2008).

Utilization of information depends on the information resources available in the library and also accessible to the student. The condition implies that availability and accessibility must be satisfied for utilization to be achieved. The mere acquisition of information resources by a library does not translate into accessibility. Granting access to library information resources requires a series of protocols (cataloging, indexing, etc.) to ensure that users can identify and locate the resources. It is also important for libraries to consider user-needs during the acquisition stage of information resources to maintain relevance (Aguolu & Aguolu, 2002). A well set educational system relies on the access and use of library resources and services. Libraries in academic institutions are offering information and knowledge sources for learning and teaching process. It also supports and encourages implementing innovative method of learning and teaching process. There were various researches conducted to study the library use by the staff and students of academic institutions (Thangapandy, 2014).

Statement of the problem

Academic libraries main objectives are to select, acquire, process, store and distribute information resources to aid effective teaching, learning and research of both staff and students of the parent institution. This represents an important link in the development and acquisition of knowledge. Lecturers need various kinds of information materials to impact knowledge to students and for self-development. On The other hand, students need various kinds of information resources for smooth learning and for self-development. Academic library therefore is mandated to make available different kinds of information materials to facilitate effective and efficient utilization of the library by the undergraduate students. Basically, utilization of the library by undergraduate students to a large extent is dependent on availability and easy accessibility of information resources in various fields of study. Information resources availability and accessibility are important factors in knowledge acquisition, learning and research of the students.

According to Unegbu, et al. (2016), academic libraries irrespective of size are expected to make adequate information resources available and accessible to meet their users learning and research needs. Librarians and other library staff are expected to create a balance between users' specific information needs, availability, accessibility and usage. An understanding of the factors that necessitate library utilization would not only aid the planning for future services of the library but will encourage increased patronage among undergraduate students. It is against this background that this study attempts to investigate availability and accessibility of library resources as factors for library use by undergraduates in Ambrose Alli University, Ekpoma.

Research Questions

1. What is the level of accessibility of information resources by undergraduates in Ambrose Alli University, Ekpoma.
2. What is the extent of use of information resources by undergraduates in Ambrose Alli University, Ekpoma.
3. What is the the purpose of use of information resources by undergraduates in Ambrose Alli University.

Hypothesis

H_0 There is no significant relationship between level of accessibility to information resources and library use by undergraduate students of Ambrose Alli University, Ekpoma.

Review of Related Literature

   The information resources in libraries serve different purposes that are in line with the objectives of establishing the University. Therefore, the school library helps the University to achieve the goals and objectives of higher education in making an information literate society. Because charity begins at home, the information literate society espoused here can be narrowed down to the student and University environment. Literally, information resources include, but are not limited to, print and non-print materials resources (Onye, 2016). The University library has been regarded as the academic heart of the academic Community with essential functions to provide students, students, and entire school Community an enabling environment that supports higher education objectives. Without the information resources provided by the library, teaching, learning, research and other reasons for using library resources will lack requisite support. The libraries are the heart of the university. The library is the barometer for measuring University performance. Therefore, for the library to be relevant to higher education objectives, its functions of information delivery must be executed efficiently and timely (Nwachukwu, et at., 2014). The library is significant to the academic performance from both student-learner and faculty-teacher perspectives (Popoola & Haliso, 2009).

Accessibility of Information Resources in the library

   According to Omotundes, et al (2014), universities are to generate new knowledge and also encourage transferred and adopted of this new innovation. Since this requires an atmosphere of research, libraries are left with no options or choice than to provide access to relevant information resources by applying this to enable quick access, integrate and repackage information for the end user that will capacitate and enrich higher educational institutions means of conducting research. Basically, library resources are materials that users consult in making decisions and also for problem-solving. Hoq (2012) also view access and use of information as being vital in efficient research process. Aina (2012) in his discourse argued that access to information is critical in research in Africa. However, a report by Foster, Heppensta, et al., (2008) has reveals a low level of access and use of emerging electronic resources by academic staff in Nigerian Universities which are critical to effective research in Universities around the world. The uses of electronic information resources in the University libraries is aimed at broadening the range of available information within the library and adding value to the contents by making them accessible through digital means so that students, researchers, and the entire members of the University Community can access them anytime and anywhere. One of the objectives of a University is to encourage acquisition of knowledge, that is, to encourage and promote scholarship and research in all fields of learning and human Endeavour. Every tertiary institution library, including University library, is expected to meet the objectives of the institution that established and funds it. Libraries have been around for a very long time and are traditionally seen as collections of information and services. Libraries have always played a significant role, enabling people to engage with all kinds of information and knowledge resources (Curran, et al., 2006).

   A study was conducted at Ladoke Akintola University, Ogbomoso, Nigeria by Oyewusi and Oyeboade (2009) to find out the accessibility and use of library resources by under-graduates. It concludes 76.8% of the respondents use the library for reading and studying. 7.9% respondents utilized library for research. 7.4% used library for sleeping and socializing and4.3% for borrowing books. Another research conducted at Lautech Medical Library by Adeoye and Popoola (2011) on use of library resources by the teaching staff of nursing schools in Osun and Oyo State, Nigeria. It emphasizes that library users must have easy access to both physical and digital information resources. It also suggests that library personnel is responsible for matching the right information document with the right person at the right time and it also implies that least effort should get the more required information. Maharana,et al (2013) carried out a research on information seeking behaviour of medical professionals and they concluded the study that faculty members

prefer their library visit to gather information for their publications and students visit library for their study. Surya, Sangeetha and Nambi conducted a study to assess the information seeking behaviour of faculty members of government Arts colleges in Cuddlore (2014) and they found out that 56.87% of the respondents used the library for academic purpose and majority of the respondents visited several times a week for their reference.

Okello et al. (2008) investigate that users derived a lot of benefits from electronic resources gaining access to a wider range of information and improved academic performance as a result of access to quality information. Oduwole and Akpati (2003) investigate the accessibility and retrieval of electronic information at the University of Agriculture Library, Abeokuta, Nigeria. The 425 participants responded out of a survey population of 1,000, giving a response rate of 53.87 percent. The study reveals that electronic information cuts across all members of the University community that it was to a greater extent easy to use and were satisfied with their search outputs. The degree of access and use of electronic information resources is low among the academic staff in Nigerian Universities self-evident. In fact, the possibilities of users locating a physical place called the library that provides information resources justify the library as a place. A library is a place where users visit with the primary intent to consume information. For students, the library is pivotal to academic performance and success through utilization of information resources relevant to teaching-learning-support.

The library is therefore, every student to utilize information resources available and accessible to develop analytically in conjunction with classroom instructions in a self-passed capacity. The library should be treated as a laboratory of information necessary and capable of taking classroom instruction to higher levels if adequately utilized by students, researchers, and faculty. Just as it's impossible for scientists to function without a laboratory, the academic library is indispensable to teaching-learning process of students, researchers, teachers, and the entire university community. Students need information resources in the library that can be applied practically to their needs and enrich their knowledge. When it comes to the use of information resources of the library by users, availability and accessibility must be guaranteed before considering utilization. This is based on the premise that since library occupies space, its resources must exist within the said space it occupies (Onye, 2016). According to Ogbebor (2011), information resources help students in planning and implementing of learning programs that will equip students with the skills necessary to succeed in a constantly changing social and economic environment. Also resource-based programs help students in acquiring skills to collect, critically analyze, organize information, solve problem and communicate their understandings. Access to information provide and promotes quality fiction to develop and sustain students' habit and enjoyment of reading for pleasure and to enrich students' intellectual, aesthetic, cultural and emotional growth.

Kumar et al., (2011) asserted that access to the right information is a difficult task because information is abundant, but users do not know whether it is available and where to locate it". Therefore, librarians must ensure maximum utilization of the few resources the library acquires to justify the cost in acquiring them. A well-stocked academic library is a storehouse of information, or a record of human experience to which users may turn to for data or information. The effectiveness and efficiency of services provided in academic libraries are mainly determined by library users. Perera (2005) submitted that satisfying user needs is essential to the management of libraries. Therefore, carrying out regular surveys on user needs at regular intervals on various aspects of library usage will be an invaluable guide in determining what they should be aware of and how they could be available and accessible. This will improve the management strategies in the library. Ansari (2008) revealed that a high percentage of library users in five academic libraries in New Delhi use OPAC as a search tool for retrieving documents. His study also showed that most of the users handled the OPAC themselves. One can conclude here that users of those five academic libraries have gone through the training offered by the libraries which help information searchers to use OPAC without requesting for the assistant of the library staff.

Pradham (2004) declared that in spite of the internet, the library will continue to be relevant as the internet has missed a very significant societal role in the preservation and diffusion of human knowledge through ages and generations, asserting that the library profession is complementing the internet with the introduction of metadata which is defined as "data about data" or information about information. The uses of electronic information resources in the University libraries is aimed at broadening the range of available information within the library and adding value to the content by making them accessible through digital means so that students, researchers, and the entire members of the University community can access them any time and anywhere. One of the objectives of a University is to encourage acquisition of knowledge, that is, to encourage and promote scholarship and research in all fields of learning and human Endeavour. Every tertiary institution library, including university library, is expected to meet the objectives of the institution that established and funds it. Libraries have been around for a very long time and are traditionally seen as collections of information and services. Libraries have always played a significant role, enabling people to engage with all kinds of information and knowledge resources (Curran, et .al 2006).

Research Method

This study employed a descriptive survey design to investigate the availability and accessibility to library resources as factors for library use by undergraduates in Ambrose Alli University, Ekpoma. The population of this study consists of all the undergraduates of the faculty of Education and Faculty of Engineering of Ambrose Alli University, Ekpoma. This cuts across 100 to 400 levels. There are a total of five thousand and fifty-one (5051) undergraduate students of the Faculties of Education and Engineering, Ambrose Alli University, Ekpoma.The sample size of three hundred (300) was randomly selected from the total population of six thousand and forty seven (6047) undergraduate students of the Faculties of Education and Engineering, Ambrose Alli University, Ekpoma. The principle of Simple random sampling technique is to give everybody in the population a chance to be part of the sample. This study employed the questionnaire method of data collection. The data obtained from the copies of questionnaire retrieved from the respondents was analysed using simple percentage, frequency count and mean for the research questions. The formula for the analysis is presented as follows:

No of Responses   *   100
Total No Respondents   1

Result and Discussions

Table 1: Level of Study

Extent	No. of Respondents	Percentage (%)
100	18	9.42%
200	40	20.94%
300	30	15.71%
400	80	41.88%
500	23	12.64
Total	**191**	**100%**

From table1 18 respondents representing 9.42% are in 100 extent, 40 respondents representing 20.94% are in 200 extent, 30 respondents representing 15.71% are in 300 extent, 80 respondents representing 41.88% are in 400 extent while 23 respondents representing 12.64% are in 500 extent

Table 2: Gender of Respondents

Gender	No. of Respondents	Percentage (%)
Male	105	54.97%
Female	86	45.03%
Total	**191**	**100%**

Table 2 shows 105 respondents representing 54.97% are Male respondents while 86 respondents representing 45.03% are Female respondents. This indicates that the Male students are more than the Female students.

Table 3: Extent of Accessibility Information Resources

Items	VHE		HE		LE		VLE		Mean(ẍ)
Text Books	110	57.59%	40	20.94%	22	11.52%	19	9.95	3.26
Newspapers	55	28.79%	45	23.56%	60	31.41%	31	16.23%	2.65
Scholarly Journals	25	13.09%	21	10.99%	100	52.36%	45	23.56%	2.14
Magazines	49	25.65%	54	28.27%	48	25.13%	40	20.94%	2.59
Reference Material	60	31.41%	55	28.79%	50	26.18%	26	13.61%	2.78
Past Project	99	51.83%	60	31.41%	22	11.51%	10	5.24%	3.29
Government Publication	35	18.32%	40	20.94%	60	31.41%	56	29.31%	2.28
Bulletins/ Prospectus	46	24.08%	55	28.79%	50	26.17%	40	20.94%	2.56
Dissertations/ Thesis	45	23.60%	85	44.50%	31	16.23%	30	15.71	2.76
Grand Mean									**2.63**

Table 3 shows the level of accessibility of information resources in Ambrose Alli University Library Ekpoma. 110(57.59%) access Text Books, to a Very high extent, 19(9.95%) indicated very low extent. 55(28.79%) access Newspapers to a very high extent, 31(16.23%) indicated very low extent. 25(13.09%) access Scholarly Journals to a very high extent, 45(23.56%) indicated very low extent. 54(28.27%) access Magazines to a high extent, 40(20.94%) develop very low extent. 60(31.41%) had very high extent access to Reference Materials, 26(13.61%) had very low extent. 99(51.83%) had very high extent access to Past Project,10(5.23%) had very low extent. 40(20.94%) has high extent access to Government Publications, 56(29.31) develop very low extent.55(28.79%) had high extent access to Bulletins/Prospectus, 40 (20.94%) had very low extent. 21(10.99%) had high extent access to 85(44.50%) had high extent access to Dissertations/ Thesis, 30(15.71%) had low extent. Hence the grand mean is 2.63

Table 4: Extent of use of Information Resources

Items	VHE		HE		LE		VLE		Mean(ẍ)
Text Books	100	52.36%	50	26.18%	21	10.99%	20	10.47%	3.20
Newspapers	40	20.94%	52	27.23%	74	38.74%	25	13.09%	2.56
Scholarly Journals	20	10.47%	60	31.41%	61	31.94%	50	26.18%	2.26
Magazines	14	7.33%	30	15.71%	100	52.36%	47	24.61%	2.06
Reference Material	55	28.79%	70	36.65%	30	15.71%	36	18.85%	2.75
Past Project	111	58.12%	40	20.94%	19	9.95%	21	10.99%	3.26
Government Publication	16	8.38%	60	31.41%	40	20.94%	75	39.27%	2.09
Bulletins/ Prospectus	90	47.12%	55	28.79%	20	10.47%	26	13.61%	3.09
Electronic Resources	50	26.18%	85	44.50%	56	29.31%	41	21.47%	3.18
Online databases	65	34.03%	75	39.26%	15	7.85%	30	15.71%	2.85
Dissertations/ Thesis	11	5.76%	36	18.85%	100	52.36%	44	21.47%	2.07
Grand Mean									2.67

Table 4 shows the extent of use of information resources by Undergraduate students in Ambrose Alli Library, Ekpoma. 100(52.36%) uses Text Books, to a Very high extent, 20(10.47%) indicated very low extent. 52(27.23%) uses Newspapers to a high extent, 25(13.09%) indicated very low extent. 60(31.41%) uses Scholarly Journals to a high extent, 50 (26.18%) indicated very low extent. 30 (15.71%) uses Magazines to a high extent, 47 (24.61%) develop very low extent. 70 (36.65%) had high extent uses to Reference Materials, 30 (15.71%) had low extent.111 (58.12%) had very high extent uses to Past Project,19 (9.95%) had low extent. 60(31.41%) has high extent uses to Government Publications, 40 (20.94%) develop low extent.90 (47.12%) had high extent uses to Bulletins/Prospectus, 20 (10.47%) had low extent. 85 (44.50%) had high extent uses to Electronic- Resources, 41 (21.47%) had very low extent. 75 (39.26%) had high extent uses to Online Databases, 15(5.23%) had low extent. 36 (18.85%) had high extent uses to Dissertations/ Thesis, 44 (21.47%) had low extent. Hence the grand mean is 2.67

Table 5: Purpose of Use of Information Resources

Purpose of Use	Strongly Agreed		Agreed		Disagreed		Strongly Disagreed		Mean(ẍ)
Examination	100	52.36%	50	26.18%	21	10.99%	20	10.47%	3.20
For personal research	65	34.03%	70	36.64%	30	15.71%	26	13.61%	2.87
For my Assignment	70	36.65%	61	31.93%	20	10.47%	40	20.94%	284
For current awareness	45	23.56%	85	44.50%	31	16.23%	30	15.71%	2.76
To prepare for seminar	68	35.60%	90	47.12%	10	5.23%	23	12.04%	3.06

Table 5: continuation

For personal development	41	21.47%	100	52.36%	40	20.94%	10	5.23%	2.90
For recreational activities	15	7.85%	15	7.85%	85	44.50%	76	39.79%	1.84
Grand Mean									**2.78**

Table 5 shows the purposes of use of library by undergraduates in Ambrose Ali University Ekpoma. It is evident from the table that majority of the respondents strongly agreed that one of purpose of use of library by undergraduates in Ambrose Ali University is for examination (52.36%), respondents also strongly agreed that personal research is another purpose for use of library (36.64%). It was also found that majority of the respondent agreed that one of the purpose they use the library is to prepare for seminar (47.12%). Therefore, from the analysis, the highest average mean $(\bar{x})$ is 3.66 shows that   respondents strongly agreed that Examination is the reason they use the library. Hence the grand mean is 2.78

Hypothesis

H_0 There is no significant relationship between level of accessibility to information resources and library use by undergraduate students of Ambrose Alli University, Ekpoma.

H_1 There is significant relationship between level of accessibility to information resources and library use by undergraduate students of Ambrose Alli University, Ekpoma.

Items	No. of Respondents	Percentage (%)
VHE	99	51.83
HE	60	31.41
LE	22	11.51
VLE	10	5.24
Total	191	100%

Table 6: To Calculate for Observed Frequency we have

Items	Male	Female	Total
	59	40	51.83
HE	40	20	31.41
LE	10	12	11.51
VLE	8	2	5.24
Total	117	74	100%

Computation of Chi-Square (X^2) Table

0_1	e_1	$0_1 - e_1$	$(0_1 - e_1)^2$	$\dfrac{(0_1 - e_1)^2}{e_1}$
59	43	16	256	5.95
40	43	-3	9	0.21
40	43	-3	9	0.21
20	43	-23	529	12.30
10	43	-33	1089	25.33
12	43	-31	961	22.35
8	43	-35	1225	28.49
2	43	-41	1681	39.09
				X^2 = 133.93

Degree of Freedom
(c - 1) (r - 1)
(2 - 1) (4 - 1)
1 x 3 = 3 to 0.05 level of significance = 7.814

Decision Rule

If the calculated value is higher than the table value, accept (H_1) Alternative Hypothesis and reject (H_0) Null Hypothesis; otherwise accept (H_0) Null Hypothesis and reject (H_1) Alternative .

Decision: The calculated value of chi-square (x^2) 133.93 is greater than the table value of 7.814, reject the (H_0) Null Hypothesis and accept (H_1) the alternative hypothesis which states that There is significant relationship between level of accessibility of information resources and library use by undergraduates in Ambrose Alli University, Ekpoma

Discussion of Findings

Finding revealed that text books are the most accessible information resources in Ambrose Alli University. This finding corresponds with the finding of Moon, et al. (2012) who found in their discussing the role of access to information in research, opined that access to relevant information is necessary for academic staff to take efficient decision in his/her research.

Findings also revealed that the extent of use of information resources by undergraduates students in the institution is through past project in the institution, this corresponds with the findings of Ladoke Akintola University, Ogbomoso by Oyewusi and Oyeboade (2009) who found that undergraduates have more accessibility and use of library resources in the institution. It further corresponds with the findings of Kumar, Singh and Yadave (2011) who asserted that access to the right information is a difficult task because information is abundant, but users do not know whether it is available and where to locate it". Therefore, librarians must ensure maximum utilization of the few resources the library acquires to justify the cost in acquiring them.

Findings revealed that the purpose of use of information resources by undergraduates is for examinations thus corresponding with the findings of Pradham (2004) who declared that in spite of the internet, the library will continue to be relevant as the internet has missed a very significant societal role in the preservation and diffusion of human knowledge through ages and generations, asserting that the library profession is complementing the internet with the introduction of metadata which is defined as "data about data" or information about information. Thus for quality search and access students must be duly examined and tested to determine their ability to access and utilize the information resources in the institution.

The study revealed that There is significant relationship between level of accessibility of information resources and library use by undergraduates in Ambrose Alli University, Ekpoma.

CONCLUSION

There is no doubt that the use accessibility of information resources for students' academic performance has helped to enhance the general academic performance of undergraduates' students in Ambrose Alli University, Ekpoma, Edo State. However, it is not also surprising that a lot of factors stand as a threats and challenges to the efficient and effective use of information resource in academic performance, as the use of these facilities are new innovations in Nigeria libraries. In the light of these, if the libraries must live to continually fulfill their primary goal which is, the satisfaction of information needs of users, ways of better provision of these services should be done

RECOMMENDATIONS

The following recommendations were stated as follows.

1. The state branch of Nigerian Library Association (NLA) should organize development and training courses for school librarians, media specialist to enhance their efficiency in the running of the institutional library.
2. The Federal Government should as a matter of urgency create an intervention fund for school libraries. This can be done by giving certain percentages of a particular tax to school libraries nationwide.
3. New and current books and other educational resource materials should be provided including audio-visual equipment.

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