RESEARCH ARTICLE

PROVISION OF LIBRARY RESOURCES FOR USER SATISFACTION: PANACEA FOR UNIVERSITY EDUCATION TRANSFORMATION IN NIGERIA

[1]Juliet Onuoha, [2]Isaac M. Ogbonna and [3]*Chukwuemeka Chukwueke

[1]University Library, Michael Okpara University of Agriculture, Umudike, Nigeria
[2]Federal College of Dental Technology and Therapy, Enugu, Nigeria
[3]Department of Library and Information Science, Michael Okpara University of Agriculture, Umudike

ABSTRACT

The study examined the provision of library resources for user satisfaction as a panacea for Nigerian university educational transformation. Descriptive survey design was adopted. A sample of 219 library users was randomly selected from a total population of 4377. However, this sample represents 5% of the entire population. Two instruments, observation checklist and researcher-made questionnaire were used for data collection. Furthermore, 219 copies of the questionnaire were distributed to the respondents but 207 were returned, giving a response rate of 94.5%. Data collected were analysed using frequency counts and mean scores. A criterion mean of 2.50 was taken as acceptable criterion for the agreement and disagreement of responses. This implies that item in the questionnaire with a mean score of 2.50 and above was denotes 'agreed', while any item with mean score below 2.50 denotes 'disagreed'. Findings of the study showed the provision of different library resources, such as textbooks, magazines, and students' research works, among others. Some of these resources were utilized. Findings further showed low level of users' satisfaction and numerous educational impacts of library resources, which were yardsticks for educational transformation. In conclusion, the study believes that library resources are educationally beneficial when adequately provided, properly utilized, and satisfy the users. The study further recommends the Nigerian universities to carefully look, periodically evaluate and monitor the state of resources in their libraries, as well as provide adequate funds for the procurement of quality and relevant library resources, among other things.

INTRODUCTION

The library is a critical information centre, where information resources are packaged and provided in various formats for the users. The value of library resources depends not only on its quantity but also on its utilization and user satisfaction. Universities in Nigeria have libraries attached to them which are charged with the responsibility of information provision and dissemination. These libraries are primarily concerned with providing services such as interpreting library resources and making the desired resources reach the individual users. The major aim of any university library is to support teaching, learning and research, in ways consistent with, and supportive of, the institution's mission and goals (Oyewusi & Oyeboade, 2009). To do this, university libraries should make sure that their resources satisfy users and well utilized as this is essential for educational development of the students and the faculty

(Onifade, Ogbuiyi & Omeluzor, 2013; Chukwueke, Onuoha & Nnadozie, 2018). Library resources should be sufficient in quality, depth, diversified and current enough to support the institution's curriculum. For the resources of a university library in Nigeria, Busayo (2003) observes that they should be in both print and non-print formats. According to Sohail, Pandye and Upadhyay (2012), the university library users need resources to satisfy their social and psychological needs, and to promote their academic pursuit during their course of study in the university, in the areas of carrying out assignments, writing projects, term papers, and for seminar presentations. The resources may include but not limited to journals, textbooks, magazines, newspapers, reference materials, and electronic resources. The users fall back on these resources to satisfy their information needs. User satisfaction as the name implies refers to a user's comfort and acceptability of library resources during the utilization of the resources and the interaction with the library. According to Saikia and Gohain (2013), user satisfaction comes from service quality. It is only when library resources are provided that the issue of user satisfaction will come up.

Corresponding author: **Chukwuemeka Chukwueke,**
Department of Library and Information Science, Michael Okpara University of Agriculture, Umudike.

User satisfaction could be negative or positive depending on the state of the library resources and their utilization. Observations and evidences have shown that in most university libraries in Nigeria, many students shy away from using the library resources because of numerous reasons such as discomfort in the library environment, antiquated resources or technical issues relating to services provision and delivery. However, the provision of library resources and user satisfaction seem to be the most prominent factor that needs to be investigated in order to ensure educational transformation of universities in Nigeria. Based on this, assertion, this research was conceived to critically study the provision of library resources and user satisfaction as panacea for the transformation of university education in Nigeria, using Michael Okpara University of Agriculture, Umudike as a focus.

RESEARCH OBJECTIVES

The purpose of this study is to examine provision of library resources for user as a panacea for university education transformation in Nigeria. Specifically, the study seeks to:

- Ascertain the library resources provided by MOUAU Library;
- identify the library resources utilized by users of MOUAU Library;
- Invetigate the level of satisfaction derived by users of the library resources; and
- Determine the educational impacts of library resources provided and used by users of MOUAU Library.

LITERATURE REVIEW

In a common definition, a library is a building where collections of books and non-book materials are kept for people to read, study and borrow. Nnadozie (2007) asserted that a library is an institution which is specifically established for the acquisition, processing, organization, preservation and conservation of information stored in books and other contemporary (non-book) formats. Also, Roberson, as cited in Eze and Uzoigwe (2013), defined a library as an institution that manages the intellectual products that individuals can gain access to, readily. Aguolu and Aguolu (2002) described library as a public institution or an establishment charged with the care of a collection of books, the duty of making them accessible to those who require the use of them and the task of converting every person in its neighborhood into habitual library goers and readers of books. Libraries are of various types. However, this study focuses on the university libraries. University libraries are libraries attached to the universities. According to Nnadozie, (2007, p. 84), the libraries are primarily concerned with services concerned with interpreting library resources to the students. They carry out the services of making the desired materials reach the individual users and are set up to serve different kinds of users. The users include students and other people that may come for research or any other academic purposes. University libraries serve the users with adequate information which they are not aware of as well as make the users to know that their university library plays a crucial role in the achievement of the goals and objectives (Eze & Uzoigwe, 2013).

One of the objectives of a university is to encourage acquisition of knowledge, promote scholarship and research in all fields of learning and human endeavour, which invariably brings about educational transformation (Chukwueke, Onuoha & Nnadozie, 2018). According to Ishola (2014), university libraries provide absolutely fundamental resources and services which affect the whole of the university and without which it would cease to function as a centre for teaching and research. In line with this Yusuf and Iwu (2010) asserted that different users of university libraries utilize different resources provided by the libraries. It has also been stated that resources like books, journals, newspapers, government publications, indexes and abstracts are common information resources provided by university libraries. The resources are important for knowledge acquisition, recreation, personal interests and inter-personal relationships for all categories of users (Eze & Uzoigwe, 2013, p. 434). However in an academic environment such as the university, attention is basically focused on academic and nonacademic staff, students and researchers before such resources are developed, bearing in mind their needs (Nnadozie, 2007, p. 85). To this end, professional librarians continue to strive to collect, store, organize and disseminate all forms of recorded knowledge in order to satisfy both present and future information needs of users.

Popoola and Haliso (2009) defined library resources as those information bearing materials that are in both printed and electronic formats, such as textbooks, journals, indexes, abstracts, newspapers and magazines, reports, CD-ROM databases, Internet/e-mail, video tapes/cassettes, diskettes magnetic disk, computers, micro forms etc. These resources are the raw materials that university libraries acquire, catalogue, stock and make available to their patrons, as well as use to provide various other library services. Adeoye and Popoola (2011) believed that library resources are the stock-in-trade of librarians. They are the materials which the users come to consult, read or borrow. Aguolu and Aguolu (2002) noted that 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. Students and faculty members need various kinds of library resources for effective teaching, learning and research, which are aimed at impacting knowledge in them and leading to self-development (Adeoye & Popoola, 2011). In order to achieve this, the right library resources must be provided for the right person at the right time in its appropriate format, and made easily accessible. Oguntuase and Falaiye, as cited in Adeniran (2011), agreed with the above view by observing that the most effective way to equip and mobilize people is through the provision of required information, which is embedded in the right library resources, in the most useable form and that such information should be provided for the benefit of a large number of people. Adeoye and Popoola (2011) affirmed that the provision and efficient use of library resources are central to any meaningful research and teaching in Nigeria. However, in a study conducted by Igun and Adogbeji (2007) among postgraduate students, majority of the students claimed that their main purpose of using the library resources is to update their knowledge and skills. Busayo (2003) observed that the use of library by users and indeed their satisfaction with library resources depend on availability of suitable learning materials, accommodation and competent staff in the library. According to Ikenwe and Adegbilero-Iwari (2014), there is no doubt that

satisfaction of library resources influences the degree to which the resources are used. User satisfaction is a concept that includes how good users feel after visiting and using the library, and the likelihood to return to that library when next information is needed by them (Yusuf & Iwu, 2010). Yusuf and Iwu (2010) saw user satisfaction as the extent to which a library user's information need is fulfilled with the available resources of a given library. Ikenwe and Adegbilero-Iwari (2014) saw user satisfaction of library resources as how users judge the resources of the libraries and whether they get the desired information resources expected to be provided by the libraries. Satisfying the requests of users implies providing the actual information or services that meet the needs of an information seeker (user). The study of Saikia and Gohain (2013) found that respondents visit library to read newspaper/magazine and for general reading. On different types of library resources used, the study revealed that a high number of students used text book to meet their information needs, followed by the use of online journals, newspaper, reference sources, back volume, theses/project, and CD/DVD/VCD. On the level of satisfaction, the study reported that majority of the respondents are highly satisfied with the collection of online journals, followed by collection of textbooks. According to Ijiekhuamhen, Aghojare and Ferdinand (2015), the level of using the library resources depends on users' satisfaction with the available resources and services rendered to them. Thus, the authors found out that the provision of quality information resources and services in libraries do have a significant influence on user satisfaction. When users are satisfied with library information resources, they not only come back but speak well of the library and the university to other users and students.

Adeniran (2011) reported that only an average number of the participants was actually satisfied with the time taken to obtain information in the library. Simmonds and Andaleeb (as cited in Adeniran, 2011) identified several factors that influenced user satisfaction. They include responsiveness, competence and assurance, tangibles, and resources. It is no doubt that user's expectations have increased as a result of rapid development of advanced information technology, increasing generation of new knowledge and information. Therefore, Nigerian university libraries need to strive to survive and grow their user base focusing on meeting their users' expectations. This will go a long way in the educational development (Chukwueke, Onuoha & Nnadozie, 2018). Adeoye and Popoola (2011) observed the low use of the library by students and reported problem of accessibility as one of the problems facing the low use of library resources. Furthermore, Neelamegham as cited in Adeoye and Popoola (2011) had identified accessibility as one of the prerequisites of information use. Norliya and Haslinda, as cited in Adeoye and Popoola (2011) asserted that university libraries today are faced with challenges on several elements such as mega book stores, online information providers, e-learning and multimedia products, document delivery services, and other competitive sources of information that seem to be threatening the role of university libraries. As a result, university libraries may have to adopt a more strategic direction in which the creation and delivery of resources and its satisfactions play an important role. Hence, there is a need for university libraries to understand the users' need and satisfy their information and research needs (Ijiekhuamhen, Aghojare & Ferdinand, 2015). To be able to do this, Norliya and Khasiah

(2006) suggest that libraries must provide the latest collection, staying open longer, more PCs, library staff should be more friendly and knowledgeable, the library should organize more workshops on how to find information, and provide guidance on consultation and research method, as means of ensuring user satisfaction. Onifade, Ogbuiyi and Omeluzor (2013) rightly noted that, for libraries to add to the advancement of knowledge and education in Nigerian universities, they must not only provide resources but also ensure that the resources are effectively used. However, information provision does not mean accessibility and use. To this end, Nigerian university libraries have to market their resources to attract users. They should build strong collection of information resources in physical and digital formats to cater for knowledge requirements of their users. (Sohail, Pandye and Upadhyay (2012) found out that guidance in the use of library resources and services were necessary to help students to meet their information needs and suggested that the latest edition of textbook and reference materials should be added to the library collection and users should be guided to use the resources of the library. To this end, provision of library resources may not be complete until there is satisfaction derived by the users. It could also be right to say that only when the users derive maximum satisfaction from the resources and services on the university library, then will the patronage and constant use of such resources be visible.

METHODOLOGY

The study used the descriptive survey design, with focus on Michael Okpara University of Agriculture, Umudike, Abia State, which is established and funded by the Federal Government of Nigeria. The population of the study was 4377. This consists of registered student library users as at the 2018/2019 academic session. 219 students (library users) were randomly selected based on the recommendations of Borg and Gall (2006) for a population that runs in thousands. However, the sample size represented 5% of the entire population. Data collection was done through the use of an observation checklist, and a questionnaire titled "Provision of Library Resources for User Satisfaction Questionnaire" (PLRUSQ). Two hundred and nineteen (219) copies of the questionnaire were personally distributed by the researchers to the users found in the library within the period of distribution, but 207 copies (94.5%) were returned, and found suitable for data analysis while 12 copies (5.5%) were not returned due to the attitude of some of the respondents. Data were analysed using frequency counts and mean scores. A criterion mean of 2.50 was taken as acceptable criterion for the positive response. This is to say that any item in the questionnaire with a mean score of 2.50 and above was regarded as agreed while any item with mean score below 2.50 was disagreed. Results were presented using frequency tables following the order of items ranking.

PRESENTATION OF RESULTS/DISCUSSION OF FINDINGS: Research objective one (1) seeks to ascertain the library resources provided by MOUAU Library. The result is presented in the Table below. Table 1 presents results on the library resources provided by MOUAU Library. A total of twenty-two (22) library resources were observed and recorded in the checklist. Result obtained showed the provision of all the library resources observed. Emphasis here is that the Library provides numerous resources in different formats.

Table 1. Library Resources Provided by MOUAU Library

S/n	Library Resources	Provided	Not Provided
1.	Textbooks		
2	Magazines		
3.	Students' research works		
4	Newspapers		
5	Bulletins		
6	Directories		
7	Handbooks		
8	Dictionaries		
9	Encyclopedias		
10	Databases		
11	Bibliographies		
12	Journals		
13	Reports		
14	Maps and Atlases		
15	Government publications		
16	Thesaurus		
17	Manuals		
18	Prospectuses		
19	Conference proceedings		
20	Inaugural lectures		
21	Year Books		
22	Electronic resources		

Source: *Researcher's Field Survey.*

Table 2. Library Resources Utilized by MOUAU Students

S/n	Library Resources	SA	SD	Mean	Decision
1.	Textbooks	154	53	3.49	Agreed
2.	Magazines	142	65	3.37	Agreed
3.	Electronic resources	141	66	3.36	Agreed
4	Dictionaries	134	73	3.29	Agreed
5	Handbooks	127	80	3.23	Agreed
6	Journals	125	82	3.21	Agreed
7	Students' research works	116	91	3.12	Agreed
8	Newspapers	116	91	3.12	Agreed
9	Government publications	114	93	3.10	Agreed
10	Databases	104	103	2.60	Agreed
11	Manuals	92	115	2.49	Disagreed
12	Prospectuses	92	115	2.49	Disagreed
13	Maps and Atlases	91	116	2.48	Disagreed
14	Reports	89	118	2.46	Disagreed
15	Conference proceedings	96	111	2.43	Disagreed
16	Bibliographies	82	125	2.39	Disagreed
17	Bulletins	79	128	2.36	Disagreed
18	Encyclopedias	72	135	2.30	Disagreed
19	Year Books	49	158	2.27	Disagreed
20	Thesaurus	45	162	2.23	Disagreed
21	Directories	52	154	2.21	Disagreed
22	Inaugural lectures	43	164	2.12	Disagreed
	Grand Mean			2.73	Agreed

Source: *Researcher's Field Survey.* Key: SA – Strongly Agreed, SD – Strongly Disagreed,

Table 3. Level of Satisfaction Derived by Users of the Library Resources

S/n	Items	VHS	HS	LS	NS	Mean	Decision
1.	Textbooks	110	37	22	38	3.06	Agreed
2.	Students' research works	80	75	18	34	2.97	Agreed
3.	Electronic resources	59	101	23	24	2.94	Agreed
4	Newspapers	57	107	7	36	2.89	Agreed
5	Dictionaries	47	99	20	41	2.73	Agreed
6	Databases	64	54	53	36	2.71	Agreed
7	Magazines	34	95	52	26	2.66	Agreed
8	Journals	51	74	43	39	2.66	Agreed
9	Bulletins	48	63	63	33	2.61	Agreed
10	Year Books	35	90	43	39	2.58	Agreed
11	Handbooks	20	91	71	25	2.51	Agreed
12	Government publications	42	70	39	56	2.47	Disagreed
13	Maps and Atlases	53	28	70	56	2.38	Disagreed
14	Encyclopedia	41	45	69	52	2.36	Disagreed
15	Inaugural lectures	52	30	63	62	2.35	Disagreed
16	Manuals	18	60	92	37	2.29	Disagreed
17	Directories	32	49	64	62	2.25	Disagreed
18	Reports	15	65	78	49	2.22	Disagreed
19	Thesaurus	44	27	65	71	2.21	Disagreed
20	Bibliographies	13	39	92	63	2.01	Disagreed
21	Conference proceedings	24	22	53	108	1.82	Disagreed
22	Prospectus	0	30	106	71	1.80	Disagreed
	Grand Mean					2.48	Low Satisfaction

Source: *Researcher's Field Survey.* Key: VHS – Very Highly Satisfied, HS – Highly Satisfied, LS – Low Satisfaction, NS – Not Satisfied

Table 4: Educational Impact of Library Resources Utilized by MOUAU Library Users

S/n	Educational Impacts	SA	A	D	SD	Mean	Decision
1.	It makes my class evaluations easier to carryout	93	73	22	19	3.16	Agreed
2.	Using the library resources helps me in research writing	70	79	38	20	2.96	Agreed
3.	It gives me the ability to compete favourably with others	87	54	36	30	2.96	Agreed
4	It improves my study habits	79	61	36	31	2.91	Agreed
5	It enhances my writing skills	60	86	41	20	2.90	Agreed
6	It promotes my reasoning ability	68	79	20	40	2.85	Agreed
7	It assists me in meeting my course requirements	53	95	31	28	2.84	Agreed
8	It helps me in acquiring good grades	58	77	47	25	2.81	Agreed
9	It increases my learning ability	71	58	33	45	2.75	Agreed
10	It increases my spoken English	41	94	37	35	2.68	Agreed
11	It improves my innovation skills	57	60	46	44	2.63	Agreed
	Grand Mean					2.86	Agreed

Source: *Researcher's Field Survey*. Key: SA – Strongly Agreed, A – Agreed, D – Disagreed, SD – Strongly Disagreed

However, the result of this observation is in line with the earlier study of Onifade, Ogbuiyi and Omeluzor (2013), which found the provision of different formats of library resources in the university library. Research objective two (2) seeks to identify the library resources utilized by users of MOUAU Library. The result is presented in the Table below. From the analysis in *Table 3*, it can be observed that the mean score for items 1-11 are high while those for items 12-22 were low. However, the result becomes clearer when the grand mean of 2.48 is considered. It can be inferred from this result that MOUAU students derived low satisfaction with the resourced provided and utilized in their Library. The finding of this study, which showed that the users are lowly satisfied with library resources provided in their university library, partially agrees with the earlier report of Saikia and Gohain (2013) that majority of the respondents are highly satisfied with the collection of online journals, followed by collection of textbooks, and totally disagrees with the study of Ijiekhuamhen, Aghojare and Ferdinand (2015) which revealed that majority of the respondents were highly satisfied regarding the resources of their library. Research objective four (4) seeks to determine the educational impact of library resources provided in MOUAU Library. The result is presented in the Table below. It can be seen in the analysis in *Table 4* that the mean values all the items are high. Furthermore, the picture becomes clearer when the grand mean of 2.86 is considered. It can be inferred from this result that the use of library resources has numerous educational impact on the students. This invariably positively affects their academic performance. The findings agree with the earlier study of Chukwueke, Onuoha and Nnadozie (2018), which found education development effect of use of library resources by students, and those of Oyewusi and Oyeboade (2009) and Onuoha, Chukwueke and Ogbuji (2019), which found out that majority of the respondents used the library resources because it help them in meeting their course requirements, pass their examination and enhance their reading/studying habits, among other educational benefits and impacts.

Summary and Conclusion

Despite the ever increasing number of information resources outside the library, the importance of library resources cannot be overemphasized. One such importance is the role of library resources as engines for quality academic performance and educational development. The library has gone hybrid as it provides both the print and non-print information resources. Though these different formats of library resources are provided, the question of utilization and user's satisfaction will easily come into one's mind.

However, it is only when the people for whom these resources are meant, are utilizing them, satisfaction can set in. When these users are satisfied with the resources, they are motivated to constantly use the library resources, the constant use of these resources, positively impact on the students, thereby bringing about academic excellence and educational transformation. In conclusion, the study found the provision of different library resources, some of these resources are utilized by the students, while some are not. It was also revealed that the users of these library resources have low satisfaction with the library resources. The low satisfaction can be due to the nature of the resources, the state of the library, or the users approach to these resources. However, there are numerous educational impacts of the library resources. To this end, for there to be transformation in the Nigerian universities educational system, much attention need to be paid on the issues of library resources provided in the universities and users satisfaction.

RECOMMENDATIONS

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

- Nigerian universities should carefully look, periodically evaluate and monitor the state of resources in university libraries, as well as provide adequate funds for the procurement of quality and relevant library resources.
- Heads of university libraries on their own should intensify efforts, through organization of exhibitions and display and other user awareness programmes in order to bring to the knowledge of the users, the library resources provided by the library, the relevance of these resources, and how they can make effectively use of them (library resources).
- Management of libraries and librarians should carryout regular evaluation to ascertain the attitude of library users towards library resources and to get their feedback on their satisfaction level. When this is done, the role of the library resources as propeller of educational development would be achieved.
- Nigerian university students should see the need for utilization of library resources as an engine for academic excellence.

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