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Accessibility and Use of Library Resources in the North Campus Library of the University of Education, Winneba

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Abstracts

The study seeks to evaluate the accessibility and use of library resources in the North Campus Library of the University of Education, Winneba. The study was a survey and made use of a questionnaire as research instrument. The target population consisted of all Level 300 Basic Education students and Social Studies students numbering 500 as at 2019/2020 academic year. A sample size of 300 representing 20% of the population was selected through random sampling, focusing on accessibility of how and to suggest ways through its findings and recommend solution to those challenges.

The questionnaire was analyzed using frequency tables and percentages. Findings of the study were that students were not using libraries to support their learning and other academic activities as they lacked searching and library use skills. Where the library is sited at the last floor of the faculty block makes it sometime difficult for these are some of the setbacks that hinders students accessing the North Campus Library for research and for their information needs. It was recommended among other things that, student should be introduce to information literacy skills to help them analyse information problems and structure their searches so as to find their own answers. Also, circulation procedures could also hamper use. Therefore, circulation procedures should be made simple but follow up strictly. The study recommended that current and adequate information resources should be acquired to increase the level of user satisfaction which has been found to be poor, also, the librarians should use their knowledge of organisation of knowledge one and two, reference and bibliography, and media librarianship to provide access to effective information retrieval tools and audio-visual materials to help facilitate interactive learning

Keywords: Accessibility, Library resources

Accessibility: The extent to which library user obtain services use or retrieve information from the library either in print or electronic resources.

Library resources: Is the collection of the library materials such as books, journals, audio, video materials etc.

Introduction

The purpose of the library is to enable user to have access to and to make use of it resources. There has been a shift in definitive position of what a library used to be, that is a place where collection of books is kept for users to come and use. The academic library has a responsibility to perform that duty to support academic work on campus.

Alemna (2000) states that libraries century also served as repositories for information and knowledge, and further adds that they have provided the vital underpinnings for socio-economic, political and cultural development in every civilization.

This study is about North Campus Library which is an academic library. Aina (2004) distinguishes a college library from academic library by saying university library has a Collection of broad spectrums of subjects' fields a college library has a collection of limited number of subject's field.

Library resources found in developed countries support teaching and learning functions by facilitating research and scholarship of students and lecturers but this is not the situation in most developing countries because the libraries are struggling to survive due to financial constraints.

To perform its duties, the North Campus Library first needs well motivated professional librarians who are ready to design and implement library services, policies and aim at satisfying the educational objective of the library. Aina (2004) affirms that as information professionals, librarians are essentially intermediaries between information sources, information systems and information users who are involved in the following activities:

1. Acquisition and processing of information
2. Maintenance of information sources and systems
3. Provision of information to end-users either directly or indirectly

Collection building is at the heart of the work of the University Library to serve the information needs of the faculty as well as the entire student's body.

University library is supposed to offer reader services including, leading, reference services user education, photocopying and such services to make information available and accessible to patrons.

In reference services, for instance, librarians have given professional help to patrons to satisfy their information needs. The publication of the bibliographies and printed catalogues multimedia databases and implementation of interlibrary services have broadened the scope of library resources available to library users. In response to user's quest for quick information in full text format instead of citation to it, libraries have provided selective disseminating of information (SDI) services in which librarians choose information that may interest to their users and forward it to them before the patrons make request for it.

O'Neil (2001) explains that with the rise of the information providers, including internet websites, digital libraries as information sources, the volume of information available ranging across all interest has exploded and difficulties in surveying, querying and filtering this information increase with this explosion. Atmel and Franklin (2000); Chiemeké, (et al. 2007).indicate that in order to effectively target the right information to the right people, electronic information delivery (EID) which is a variation of SDI uses the growing power of web technology and content-oriented standards to respond to user request with the advents of technology and online public access some libraries displays the new additions on the websites, SDI involves the use of computer to select from the flow of new document and a number of users. With the emergence of information industry publishers of electronic databases licenses the database to libraries and these enable libraries to make available for their clients to facilitate access to and use of information.

Lastly, the library acts as a medium of getting the latest scientific and technological information either in print or electronic form. University libraries collect a variety of materials for preservation and use of the library patrons. These resources include not only traditional print-on-paper media like books, journals, newspapers, and maps, but also audiovisual materials like records, audiocassettes, video cassettes and projectors. Libraries maintain collections that include not only printed materials but also art reproductions, maps, photographs, microfiches, CD-ROMs, computer software, online databases, Internet, electronic books and e-journals and other media. In addition to maintaining collections within library buildings, libraries often feature telecommunications links that provide users with access to information at remote sites Chiemeké, (et al. 2007). The library resources mentioned earlier

cannot be used without adequate provision of these resources which should be made accessible to library users.

A library is an organisation responsible for the acquisition, organisation, storage, retrieval, and dissemination of information to users and also the repackaging of such information into formats suitable to users. Saharan (2013) opined that the reason behind the existence of any library is to acquire and organise recorded information in such a way that permits access by users.

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Statement of the Problem

A critical element of any university learning experience is library access however the access has proven to be one of the more difficult this is a case because first the North Campus library is of the last floor of the faculty block and far from the main campus, books are generally mixed up on the shelves. One would normally expect that there must be an optimum use of the library's resources. In situation where users do not enjoy total benefit from the resources of the library the library fails to fulfill its mandate as information centre this is because the function of libraries aimed at ensuring availability and ease use of resources and facilities, availability of trained personal, proper designs, arrangement, environmental factors lack of competencies to use the diverse information available and users are not able to evaluate the information and are unskilled in communication the information.

Lastly, circulation information materials, technology for retrieval and use of materials, are of a problem. This is to address the difficulties that faculty, students and other users in the academic community in the university face in accessing and retrieving quality information in a timely manner.

Objective of the Study and Methodology Used

From the problems enumerated in the research work, the following objectives are provided for the study: To find out the type of information services provided in North Campus library, to investigate how information resources are accessed by the user, to find out the availability of information services provided in North Campus library, to assess how adequate these resources are to the clientele, to find out how information resources are used and to identify the types of information resources available in the library

Population, sample and instrument for the study

The total estimated population for this study is one Two hundred (200). The population consist the users of North Campus Library and its staff. A total of one hundred and fifty (150) was sample i.e., one hundred and forty (140) users and ten (10) staff randomly selected for the study to enable the researcher to have full idea of how the information resources are utilized in the library. Questionnaire was the instruments used for the collection of the data.

The Role of Libraries in Universities

The University Library caters for the whole academic community serving the faculty, administrators and students. Aina (2004) defines academic libraries as libraries attached to post-secondary institution and can be categorized into two these as university libraries and libraries attached to non-university institution. Also, Ellis (1990) cited in Tang (2001) defines or sees the library as ‘the heart of the university’ “treasure of knowledge” and the fountain of knowledge.

According to Ellis (1990) cited in Tang (2001) stated that academic libraries have educational functions in the following areas:

- 1.To assist in the education of students in their respective areas of specialization
- 2.Broadening the scope of student knowledge
- 3.Increasing the ability of patrons to use the library
- 4.Engaging in the ideological and political education of students and faculty.

In library enables the individuals to develop its full potential and widen the range of its perception, interest and skills. The primary purpose of university libraries is to support teaching, learning and research in a way consistent with, and supportive of the institution’s mission and goals. This is achieved by providing material assistance and an enabling environment. Also, library resources

should be sufficient in quality dept, diversity and currency to support the institution's curriculum and should also cater for the recreational and informational needs of lectures, student and researches. Oyewusi and Oyeboade (2009).

Lastly, Campbel (2006) observed that numerous, creative and useful services have evolved within academic libraries in the digital age providing quality learning spaces creating metadata, offering virtual reference services, teaching information literacy; choosing resources and managing resources.

Whitmire (2002) stated that academic library resources are considered a good measure of an institution excellent and quality. The resources of any library are what create an image for the library. Therefore, the issue of availability of library resources is a very important issue. Hence library professionals as educators should find and create the literature that is pedagogically sound and relevant to the educational purpose of its patrons.

Pepoola (2008) opium that information resources and services available in institutional systems must be capable of supporting research activities among the students and faculty members.

Accessibility of Library Resources

According to Agulu&Aguolu (2002) accessibility is the means by which users can identify and use library resources learning materials might be available, that is the library has acquired them, but inaccessible due to poor cataloging, poor arrangement or resources on shelves, poor labeling of books resources, and in a case of electronic resource inaccessibility can be caused by electricity outages, low bandwidth and lack of information literacy skills. Also, electronic resources can be

inaccessible due to inadequate computers, need for password, and language of the document, lack of searching skills, and lack of computers literacy skills, difficulty searching and navigating within a library website, cost of printing and photocopy at the library, shortage of knowledgeable librarians, lack of customer orientation and electricity outages (Ugah, 2008)

Adulsalami (2013) further identified natural and artificial barriers to free access to information. The libraries' poor reputation was attributed to a lack of accessibility to information sources. Similary and Iyoro (2004) examine the impact of social publication on the promotion of educational excellence among information professionals receiving further training at the University of Nigeria. Social accessibility has contributed to students' learning process. Serials were found to play a significant role in the acquisition of knowledge, because the serial collection was easily and conveniently accessible. Aguolu (2002) reveals that efforts are being made worldwide to promote access to information in all formats. They lament the attendant features of underdevelopment such as power failure, machine breakdown, and lack of parts and technicians, which intermittently stall the performance of modern gadgets for information storage and transfer in developing countries.

Factors that Hinder Access to and Use of Library Resources

Effective use of library resources can be hampered by if patrons lack knowledge in the use of the library and also patron not satisfied with the output, he/she is getting form the library staff. In addition, the resources provided may not satisfy the needs of the patron.

McNally and Kuhltau (1994) stated that the role of the librarians involves more than providing answers to individual questions. They argued that academic librarians must teach students how to analyse information problems and structure their searches so as to find their own answers. Also,

Itambi (2006) intimated that circulation procedures could also hamper use. Therefore, circulation procedures should be made simple but follow up strictly.

Additionally, Dadzie (2003) states that libraries are persistently faced with budget cuts and the temptation for managers are that they are tend to accept low priced good which in the long run maybe out dated and turn out to be a source of irritation for users. Ideally, library needs a heavy financial investment to be able to provide all necessary services both manual and virtual and to provide all the facilities and resources that ensure accessibility and utility of library resources.

According to Popoola (2001), information available does not mean accessibility and utilization. He suggested, among others, that academic libraries should stimulate primary demand for their materials and services. And that the expectations of people are high when sourcing and retrieving information, hence frustration too, when expectations are not met. She suggested that for a library to satisfy the needs of users, both human and material resources must be available.

Library Collection and use among Information Seekers

Information seekers .the term "use" is defined as an analysis of the interaction between a user and the staff of a library. The study's goal had been to discover and articulate, understand, influence, and, when necessary, eliminate the obstacles that prevented users from achieving their stated goals. Information use could be found in the social, institutional, geographical and procedural shares and the use from the information that could best satisfy the need. For instance, information is useful in facilitating development programmes in many countries. These help in supporting economic and social development. However, for a library to play its role effectively, it must support intellectualism and direct its growth and collections to the services of its users. Vickery(2004)

noted that once the collection of a library has been established it needs to be properly managed in order to improve its use. Collection management strategies need to be employed in the library taking in to consideration both the use of the resources and the access to alternative sources of information to the users. To know the effectiveness of the use of library resources by patrons' needs , the higher it must be rated and a library that fails almost all the time to meet the needs of its users should be rated low. In a similar manner, the performance of the members of the staff is rated good only when the users of the library have been satisfied. In doing so, the staff should not be made to know that he/she is being assessed. interact with the staff in an effort to satisfy the needs of its users.

Library and Information Services

Information is used to refer to a number of different phenomena. These include: anything perceived as potentially signifying something (e.g. printed books), the process of informing, and that which is learned from some evidence or communication (Zins, 2007). Information is knowledge, which is transferred from a person to a stored knowledge of another person in such a way as to encourage action by the recipient. Information and the means of communicating in order to enhance social interactions have been a long-standing interest of man over several generations. It is through information that man is able to interact with one another as well as interact with his environment for economic, academic, and political survival. Kumar (1982) said that 'building a story Library is the major task of any Library. **The** quality of services provided and the satisfaction of the users depend a great deal upon the collection made available. The importance of the need for information services as a social function in communication is becoming more fundamental. . The economic and social value of libraries, information centers, and other information systems cannot be underestimated. In this regard, libraries and information systems should not assume that users are

trained to fit the system, but rather a system should be designed to fit and satisfy users' needs. A user is interested in a system that is accurate, dependable and above all, responsive to his needs. In order to render effective service, a librarian must be technically and professionally trained. If the concept of services is the foundation upon which librarianship and, more importantly, the North Campus library is built, then it stands to reason that one of the most important responsibilities of the library is to provide accessibility and services. The North Campus library serves the entire university, students, staff members, and the community in general. The library is seen as the focal point, a universally accessible resort for education, informational and other cultural needs of the students, staff, and the entire community. The library is aimed at serving every individual that exists within the university community with a device information interest and needs to augment teaching, learning, and research for lifelong learning.

Libraries play the role of uplifting the image of an institution as well as being an instrument for teaching, learning, and research in universities. Reader services are one important service rendered by the North Campus library to its team of users.

There is a reference service. These are mainly informational reference materials such as textbooks, visual materials, audio-visual almanacs, etc. There is also reserve collection information consisting of books which are in high demand and are in single copies or are in popular demand with few copies available. This helps to allow everybody to have access to the material as and when it is necessary for the users. These books can only be borrowed and used within the library. Also, there are indexing and abstracting services, which help users get the maximum benefit from the library in locating authorities for citations.

Green (2003) maintained that information use in the library is an elusive action which may mean several things, e.g., information is useful in facilitating development programmes in many countries. These help in supporting economic and social development. Use of information is important in dealing with the problem of utilization in a library, especially when planned. Data obtained from the use of resources could be used in decision making. However, for a library to play its role effectively, it must support intellectualism and direct the growth of its services to the needs of the users. Once the services of the library have been established, they need to be properly managed in order to improve their use. Information use needs to be employed in the library, taking into consideration the use of the resources and access to the users. Vickery (2004) noted that once the services of a library have been established, they need to be properly managed in order to improve their use. Information use needs to be employed in the library, taking into consideration the use of the resources and access to the users. To know the effectiveness of the use of library resources by patrons, it is important to know the opinions of a cross-section of the users. The more the library is able to meet patrons' needs, the higher it must be rated, and a library that fails almost all the time to meet the needs of its users should be rated low. In the same way, the performance of members of staff is rated as good only when users of the library have been satisfied.

Information Literacy

Adika (2003) suggested that it was necessary to include information literacy in library service. He added that the impact of the perceived usefulness of electronic resources and convenience of access upon use of electronic resources is considered to be important MacWhinne, (2003) Shill and Toner (2004) study on library usage pattern found out an integrated facility design to provide research and study space teach students information literacy skills, expose student to record knowledge in both print and electronic format and make "information experts" readily accessible in one place.

Moreover, Rasaki (2009) opines that information literacy skills variously referred to as user education, library skills, library instruction, bibliographic instruction, and evidence-based learning etc. open the gateway of information seekers across disciplines. It is a way to expose users to the world of knowledge and help students know when information is required, how to locate, evaluate, organized and effectively create, use and communicate it. It is way of nurturing and sustaining lifelong learning.

The library is a learning centre because it provides materials that are needed for learning for the courses that may be offered by the institution. It provides all the resources.

needed to carry out effective learning and research activities and also provides resources to support teaching and research. The library is also expected to provide information sources for extracurricular activities (Aina 2004). The library's importance in the university can be described as a cluster of buildings gathered around a library. A good quality education is said to be impossible without a good quality library. The quality of a university's library facilities is an important component in determining the reputation of the university.

Data Analysis

The analyses of the data were made from the responses to questions prepared for users and staff of North Campus Library. The responses collected were therefore, presented and analyzed using frequency tables and simple percentage. One hundred and fifty (150) questionnaires were distributed; one hundred and forty (140) which represent 93% working population was retrieved for use.

Table.1. How Information resource are acquired in North Campus Library

Acquisition Type	Frequency	Percentage (%)
Direct Purchased	80	57 %
Donor Agents	40	29%
Legal Deposits and Gifts	20	14%
Total	140	100%

In reference to the table 1 above, the North Campus Library uses direct purchase as a way of acquiring information resources in the Library. This represents 80(57%) respondents.40 (29%) are of the view that the library acquires information resources through donor agents.20(14%) stated that the library acquires resources through legal deposits and gifts.

Table 2 Accessibility of Library Resources

Access to Information resources	Respondent	Percentage (%)
Students	95	68%
Staff	45	32%
Total	140	100%

The table indicates accessibilities of information resources in North campus Library95(68%) opine that they have access while various staff from difference works in are of the view that they have access to information resources in the library.

Table 3 Factors that Hinder Access to and Use of Library Resources

Difficulties faced	Respondents	Percentage (%)
Using Catalogues	55	39%
Locating information resources	50	36%
Communicating with Librarians	35	25%

Total	140	100
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55 respondents; 39% said using the Library catalogue is a problem to them also information resource locating is a problem for 50(36%) respondents while 35(25%) respondents expressed that they find it difficult contacting the librarian for assistance this is a wakeup call for librarians to be proactive in their duty lines.

Table 4

S/N	Questionnaire item	Respondents	Percentage (%)
	Accessibility to text books	65	45
	Accessibility to visuals	15	10
	Accessibility to audio visual materials	10	7
	Accessibility to reference materials	50	35
	Accessibility to periodicals	5	3
	Total	140	100

The findings of this aspect of the study revealed that the accessibility of text books by users had a significant influence on the utilization of library resources. 65 respondents, representing 45%, said they were able to have access to the textbooks. This is so because most of the textbooks are kept in the reserved section of the library. Accessibility and utilization of library resources are key factors in the provision of quality services in different types of libraries. The usefulness of a library depends on its proper organization, which includes accessibility and accessibility to information resources, their arrangement, the situation of the library, etc. 2013; Bhatt). Bhatt (2013) also asserted that successful library services depend mainly on the satisfaction level of their users with the relevant library information resources, user-centric library services, and the library staff's supportive attitude. Also, students mostly use library resources and services to supplement their

class notes, complete assignments, and help them with examination preparation. Orji (2012) also found out that users use the library for many and various reasons, including preparing for examinations, doing serious academic work, leisure, seeing friends, and so on. Adeoye and Popoola (2011) also added that library information resources can be both printed and electronic formats, including text books, journals, indexes, abstracts, newspapers, CD-ROM databases, the internet, computers, microforms, and so on. Ezeala and Yusuff (2011) are also of the view that electronic resources such as functional computers, photocopying machines, the internet, local area networks, and computer workstations for library users must have to be measured periodically by librarians to ensure that the resources and services of the libraries are meeting the set objectives of the library. In this regard, academic libraries provide knowledge and information resources for teaching, learning, and research. Academic libraries are rapidly supporting and encouraging the adaptation of new forms of teaching and learning exercises. Regarding accessibility and utilization of library resources, research review suggests that libraries must ensure the required and relevant resources, adequate storage for the collections, and strategies for accessibility of these resources through classification, cataloguing, and other arrangements. Effective and efficient provision of library resources can have a positive impact on academic achievement. Users must have access to the necessary information, materials, or resources. These resources might be tangible (printed resources) or intangible (electronic resources) in format. The librarian is responsible for providing the right information to the right person at the right time. Also, accessibility to library resources must require the least effort to access. Inaccessibility may be due to conceptual, linguistic, critical, bibliographic, or physical inability of the resources in libraries.

Accessibility to visual

In relation to accessibility to visual materials and the utilization of library resources, 15% of respondents representing 10% revealed that there is a significant influence of accessibility to visual materials on the utilization of library resources. According to Fatumbi (2005), there is improvement in the teaching-learning process through the use of video. Because video provides real experiences in almost all fields of learning, learning is made easier, more realistic and concrete for learners. It allows self-instructions. It provides a cheap and fast way of disseminating educational information and practical skills. It also has the capacity to motivate users or learners, and difficult skills are better viewed. Popoola (2001), is of the view that visual materials are feasible through the use of personal computers. They cover materials such as screen displays of content files with audio narrative added. Dunn (2000) said that visual materials are detailed step-by-step explanations that can be paused and repeated and are studied by users or learners at their own pace. They provide more focused learning experiences than the traditional study of a textbook.

Accessibility to audio visual materials

The result of this aspect shows that 10 respondents, representing 7%, are able to access audio-visual materials in the library. McNaught (2007) observed that accessibility of audio-visual resources can be used in many ways to enhance teaching and learning. These materials can provide more exciting ways of teaching and learning for users or learners in the library. He also observed that audio-visual resources or materials are very useful as teaching, learning, or instructional aids as well as promotional aids. It provides experiences not easily secured in other ways, and hence contributes to the depth and variety of learning. Hallett and Faria (2006) are of the view that books are not the only way libraries can extend the available information to users or learners, but other means such as pictures, filmstrips, slides, recordings, and so on should be acquired to supplement

book resources and to substitute for books when they are not available on a particular topic. The Encyclopedia of library and information science asserted that libraries serving formal education have tended over the years to broaden their inventories of non-book audio-visual materials too rapidly and to accept increased responsibility for the distribution of audio-visual resources. Human beings learn more easily and faster by audio-visual processes than by verbal explanations alone. Audio-visual materials are very important and useful in education because the normal learner, so far as the functions of his preceptor mechanism are concerned, gains understanding in terms of multiple impressions recorded through the eye, ear, touch and other senses. This is to say that audio-visual materials are the equipment through which that function can occur. That is, it does not occur in isolation, rather through a balance pattern from any preceptor mechanism that is stimulated by external occurrences. Audio-visual resources are part of our cultural heritage, carrying a huge amount of information that needs to be preserved for future use. The rich variety of media expressions in society should be reflected in the services offered to users by libraries. Non-printed materials are, however, often referred to as audio-visual resources. They are a product of advanced technology, some of which require special technology or equipment to operate. Non-printed resources can be grouped into three categories: audio, visual, and audio-visuals. Electronic resources and e-books are part of the resources in libraries. Librarians, as information providers, should be concerned with the provision of information in the formats most suited to the differing needs of various types of users, each of which must be clearly differentiated. A library exists to serve the university community, and as a result, all members of that community's needs must be met; the old and the young, the able and the disabled, the gifted and the backward members of society. Audio-visual resources have their own unique roles to play in teaching and learning situations, and so they must be made readily available and accessible to users in the library.

Accessibility to reference materials or resources

The result of this aspect of the study showed that 50 respondents representing 35% have accessibility and utilization of reference resources. Nwaigwe and Onwuama (2004) stated that reference materials or resources provide significant information regarding the definition of a topic sought and its background. Information in reference material resources is usually authentic. Accurate and more reliable than non-reference sources. When users get really familiar with reference materials, they will find out how quickly and efficiently it will be to complete their assignments and do their research. However, users do not frequently access and utilize these reference materials in the library. This may be as a result of the fact that they do not know when and how to use them, or that they do not find them valuable resources since they think the internet provides a wealth of reference information, but not everything can be retrieved from the internet. According to Igwe (2004), some reference resources, such as almanacs and encyclopedias, provide information directly, while other works such as indexes and bibliographies lead users to where the information is. The reference section of the library houses reference materials that have been carefully selected and acquired to aid users in their quest for information in their chosen fields. Reference materials or resources in the library are designed in a way that users can refer to them in the course of research for specific information. Reference materials contain the origins of events, phenomena, ideas, and sometimes their history, while other texts may not necessarily contain such.

Accessibility to periodicals

The findings of this aspect of the study revealed that 5 respondents, or 3%, read periodicals.

This has no significant impact on the use and accessibility of library resources.

This study's findings are consistent with those of Ogbebor (2011).

Who sees the library as an organized collection of published and unpublished materials aided by librarians capable of providing and interpreting such materials as required to meet its users' informative, educational, and recreational needs?

Adeoye and Popoola (2011) also stated that library information resources, such as journals, textbooks, reports, indexes, abstracts, and new books, can be found in both printed and electronic formats.

Table 5 Accessibility to Information resources in the Library

Users Suggestion	Respondents	Percentage (%)
Information Literacy skills	45	32%
Relocation of the Library	40	29%
Expansion of the library	35	25%
More fun to be allocated to the library	20	14%
Total	140	100

From the above table, 4 (32%) require librarians to teach information literacy skills so that users will know how to use, where to find, and how to retrieve library information resources. 40 (29%) are of the view that the North Campus Library should be relocated since it is difficult to access the library and its resources where it is located. 35 (25%) pray for the expansion of the library to accommodate the ever-increasing number of users of the library. Finally, 20 (14% of respondents) believe that sufficient funds are required for the library to continue acquiring current resources for users.

Conclusion

Universities are mandated to extend the frontiers of knowledge through research, dissemination of knowledge, teaching, and public service. The university library has an important role to play in these mandates. The library is a gateway to information resources, and can enhance learning, teaching and research in a prompt, cost-effective, and painless manner. This can be achieved if the library collection is not at variance with the curriculum. One of the ways to ensure that the collection is in harmony with the curriculum is to seek the views of faculty about the collection, through regular assessment of faculty opinion about library collections and services. Much talk about collection development, especially in developing countries, focuses on input rather than output, which is why libraries have achieved little even with so much input. Libraries are more committed to meticulous observance of the rules than appreciation of their services by the people served. Usable library collections are known by the outcomes. Moreover, studies have shown that collection efficiency and effectiveness depend on the extent to which it can facilitate research, and by how much students can rely on it for projects and assignments. Osborne (2001) defines efficiency and effectiveness as bringing greater output per unit input, ensuring quality services, and meeting user needs well. Effectiveness requires responsiveness to clients, for which collection and staff should be committed and motivated.

Recommendation

Considering information literacy as a set of activities requiring individual to recognize when information is needed and have the ability to locate and evaluate information critically, access information efficiently and effectively it is imperative that it should be intensified to both users and the staff since it eases accessibility and use of resources also management of libraries should design well-structured courses in information literacy.

To improve availability of resources management should purchase various types of audio-visual materials and inform the students about their existence so that so that they can borrow and watch. Resources should also be made accessible to user at all time, this demand for internet connectivity in all parts of the campus so that students can access north campus library resources at anytime and anywhere on campus. Management needs to boost up staff strength by providing opportunity for further training especially nonprofessional workers, when they are well trained, they will be able to provide the necessary enabling environment for easy accessibility and use of library resources.

Finally, to ease accessibility and use of resources in North Campus Library, more workstations/ computers should be provided and computer laboratory should be expanded. There is the need to also expands the Library and is possible relocate the Library.

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