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ABSTRACT

This study was designed to examine the utilization of library resources by lecturers in Nigerian tertiary institutions using lecturers Enugu State University of Science and Technology (ESUT) as case study. The specific objectives of the study is to find out the level of availability of library materials in Nigerian university, and determine the extent of use of the materials by lecturers. It is also to find out the factors that impede lecturers use of the library. Descriptive survey research design was adopted for the study. The population for the study consisted all the full time lecturers made up of 536 females and 298 males lecturers of ESUT numbering 834 as at the time of the study. Purposive sampling techniques was used to draw a sample 153 (102 female and 51 male) lecturers from the population. Five research questions guided the study. Frequency counts and mean scores were used to answer the research questions. Findings from the study revealed that there are many library resources such as books, journals, bulletin, transactions and proceedings, research monographs, research reports patents, technical bulletin, price lists, data sheets, dissertations, indexes/abstracts, biographies, gazetteers, dictionaries, and encyclopedias amongst others, and that lecturers use the library mainly for consultation of books and reference materials. They also use it for research purpose and borrowing of books. A major findings was also that lecturers utilized books more than any other source of information. A number of recommendations were put forward for improvement of library use but the most prominent suggestion was that more up to date and relevant information sources should be acquired for the library, and that the library should be properly funded.

Key Words: Lecturers, Library, Library users, Resources, Utilization, University

INTRODUCTION

The library as a place where information resources are, and are used, has been defined in different ways. Some see it as a collection of books, serials and non-book materials kept for the purpose of reading and consultation. Others see it as a place building or

room where a collection of book's and other library materials are properly arranged in a building or room for promotion of human knowledge (Awojobi, 2004). The library is a storehouse of information or record of human experience to which students, lecturers and researcher can turn for information. The library makes available and accessible to its clientele information resources needed for teaching and learning. Mutungi (2012) opines that a library serves to provide information needs of its students and the curriculum needs of its teachers and staff. Library equips students with life long learning skills and develops the imagination, enabling them to live as responsible citizens. According to Herring cited in Mutungi (2012), a library is all types of library or collection of materials in schools whether staffing of any kind is provided or not. The library is usually managed by a school librarian. Library staff are made up of professionals and para-professionals. However, library has been defined as place where everything about it, is associated with information and knowledge people or users can access and use. A library in a University is known as University Library. University libraries are meant to support the programmes offered by Universities.

The quality of a university is measured largely by the quality of its library because of its unique role in the university system. There can never be the existence of a university without a library. For the teaching staff and research fellows, the university library is supposed to provide information resources and services of sufficient quality and diversity. The academic library is supposed to "serve" all the areas of knowledge taught in the university. Consequently, university libraries are sometimes decentralized with a main library coordinating departmental and faculty libraries. The main purpose of the university library is for academic purposes. This implies that the purpose of university library or academic library is to promote teaching, learning and research. The library serves as a place where both the lecturer and student can learn to keep themselves up to date with the development in the social, political and economic situation in his society and the world generally (Victor, 2019). The academic library is meant to serve the undergraduates, post-graduates, lecturers and other members of the university community. Those who enter the library and find library materials useful are library users. A user is a person who uses one or more of library services at least once a year (Ukim, 2012)). Hence, people who go either to the public, private, special

school or academic libraries for some genuine reasons, requiring the attention of the library staff, are known as the library users.

Library users in the universities can be divided up administratively into external and internal users. The internal users consist of undergraduates, post-graduates, lecturers, research fellows and other members of the tertiary institutions, while the external users are those who are not members of the institution, but are also served by the libraries but under certain specific official arrangement. Victor (2019), affirms that users of academic libraries are mostly made up of subject readers who concentrate their use of library materials on subject fields, they are working in or are studying. Students, subject specialists or lecturers belong to these subgroups of subjects readers. Libraries are important because they are store-houses of information to which researchers can turn for information. The importance of libraries to education generally lies in the fact that they provide necessary information to lecturers, students and researchers and community services. The completeness of libraries enables the researchers to avoid duplicating what has already been done or is being investigated by another individual as well as know whether the available information resources are adequate for the type of investigation.

The academic library is geared to implement the purposes of university's general programme. It is also to meet the educational objectives of the institution. Ideally, the library is generally to encourage the advancement of learning and to provide facilities for useful and meaningful research (Ladule, 1989). The role of the library therefore is to make available organized resources that will enable the institution to achieve its set objectives. Hence, the academic library is the nerve centre, the central and primary place of the institutions academic activities. According to Emezi (1996), the library should endeavour to:

- i. Provide extensive materials (books and non-book materials alike) for study, teaching and research for the benefit of the students and staff of the university and others.
- ii. Encourage the students to develop the life-long habit of good reading with a view to encourage independent study.
- iii. Prepare and preserve these materials, for further usage through cataloguing, classification and binding.

- iv. Hold exhibitions and displays of library materials in order to reinforce the teaching of the institutions staff.

For a university library to perform its several functions, its collection must not only include books but other materials such as general and specialized reference collections, made up of journals, newspapers, manuscripts, historical maps, government publications, clippings, letters, thesis and audio-visual materials. To meet the information needs of lecturers, the library is divided into the following divisions namely the serials division, Information and Communication Technology division, collection development division, readers services division. Newly received journals subscribed to are displayed on the periodical rack as new arrival. Materials in this unit contain very current information. The Information and Communication Technology Division is made up of two units, that is the computer unit and audio-unit. The unit is connected to internet. There readers who have electronic information needs no patronize to browse. The unit is heavily used by lecturers and students. Staff of the unit are always on hand to offer assistance to readers who do not know how to use the facilities. The audio-visual unit is equipped with video recorders, a digital video camera, a compact disk, multi-media projector, overhead projectors, vision projector, microfilm reader, laptop computers, desktop computer, a screen board and public address system (Victor, 2019).

Utilization of library resources simply means using of library resources. A person or thing that uses something somewhere or someplace to achieve his or her purposes is a users. Utilization of library therefore refers to the reported use of information sources in the library by users (which could be students, lecturers, or researchers etc). This involves the frequency of patronizing the library, frequency of borrowing books, kinds and age of information sources used (Victor, 2019). Utilization of library resources therefore means the total use that library facilities, personnel and information resources are put to. The availability of these resources however may not necessary mean their accessibility. This is because they may be there but physically can never be positioned in areas people or users can make and use them. Availability therefore refers to physical accessibility to information resources in the library (Ifidon, 2019). In the same context, one can state that those who make use of the library resources for their benefits are library users.

A factor that might motivate lecturers to use a library is how easy it can be used. Thus, ease of use becomes an important factor to consider when a user is contemplating using a library. It is better to devise an information retrieval system that will not make it troublesome for a customer to have information. Ease of use is sometimes ranked ahead of quality or of information expected from a particular source Wittaker (2013). Provision of library catalogues that are easy to use, adequate guides to library collections and adequately shelved books enhance and facilitate library use. The prime user of the library is of course the student who has to use the library to supplement his lecture notes or write assignments. In addition, he expects the library to provide him with materials in disciplines other than his specialized subject area and to play the role of the school. In short, an ideal academic institution library is also expected to provide light reading materials that can help to broaden the student's mind, to aspect and appreciate his culture and to develop his moral and intellectual horizon. It is also an institution for training of the student to understand his surroundings and so graduate as an educated and well-groomed individual who has been prepared to give his quota to the development of his society (Alokun, cited in Victor, (2019). It is observed that every academic staff is particularly keen in keeping himself current in his subject field. Therefore, academic staff are one of the many users of the library who expect the library to provide them with materials to enhance their teaching and research findings. Majority of the lecturers in ESUT use the University library which provide them with materials to meet their teaching and research needs.

From the fore-going, it is clear that no teacher is an encyclopedia of all knowledge, nor can, an institution exist and successfully carryout its programme without adequate library resources. Thus for university lecturers in any university to discharge their cardinal responsibilities successfully, adequate library resources are indispensable. Lecturers need library resources because they are repositories of knowledge that provide the vital underpinning for national development. This is achieved by effectively providing resources for the required information dissemination to the lecturers and other stakeholders. It enables the lecturers to discharge their teaching and research functions. The functions of any academic library are summarized in the promotion of teaching, learning and research. These roles are prosecuted through

balanced scientific and technological acquisition, proper processing, storage, interpretation and dissemination of relevant information. Anything on the contrary renders the institution impotent in achieving its mission.

A number of factors influence the use of academic library collections. These include availability of library materials, location, age of collection, and user education. The frequent use of a library will be influenced by the availability of the information sources in the library to the user. When books and other information sources are available in the library for use, the library user is satisfied as his information needs are likely to be met. The location of a library can influence its use. The extent of library use is partly dependent on the distance between the library and users home/office (Ranaganathan, 1991). It is clear that if a library is located far away from user's residence, its use will be low. On the other hand, proximity of the library to the user's residence is likely to maximize library use. In most libraries current information sources are likely to be used than retrospective ones' Oyedum (1992) indicated that new titles were used substantially more than old titles. The implication of this is that age of materials affect the usage. As information sources become older with time, the frequency of their use declines. This is particularly important in a technological oriented library where currency of information is frequently needed by users who have to keep abreast of current developments in their fields. A major reason why academic libraries spend some time educating their users is to improve their skills on library use. User education certainly has some effect on library use. Ray (1990) stated that effective instruction should decrease the time which would have been wasted to bibliographic searching and could reveal to the user many possibilities of locating needed information in the library. It therefore follows that failure on the part of users to locate needed sources of information is partly due to lack of inadequate user education. The user education policy of library is quite effective as it covers . It covers both staff and students and normally lasts for a whole semester for newly admitted students and staff members. Here students and staff are taught such things as use of library catalogue, classification of books, circulation and lending procedures as well as roles and regulations of the university library.

There is every need to use, effective strategies to improve library use. The lecturer can promote use of information sources in the library through teaching and research while

the librarian will also do this through use of the library instruction. Other strategies for improving library use is that there must be provision of extensive materials (books and non-book materials) alike for study, teaching and research for the benefit of students and staff. For the Enugu State University of Science and Technology, this has been taken care of by the library management as enough resources have been provided for the present library capacity of more than two hundred readers. ESUT Library preserves library resources for further usage through cataloguing, classification and binding. In this way the materials are used for a long time. By so doing it places proper tools in their hands thus avoiding theft and mutilation of books. There has been no study on utilization of library resources by lecturers at Enugu State University of Science and Technology and it is for this reason that the present study was undertaken. The choice of Enugu State University of Science and Technology lies in the fact that it is a state University with science and technological basis and its investigation will enable us know the extent of lectures use library, and the impediments of library use encountered by the lecturers. Academic libraries should be fully utilized in order to enhance teaching and learning. When an academic library is regularly used, by lecturers they are able to up-date their knowledge in their fields of specialization and become more effective in the discharge of their duties. Above all the university will produce high quality of graduates while lecturers can compete favourably with their counter parts elsewhere. The likely consequence of this scenario is that most lecturers will not be up to date in their knowledge in their fields of specialization and may likely not give out their best to students. Lecturers may also not be in a position to compete favourably with their counterparts in other Universities when it comes to presentation of papers and seminars.

The inadequate use of university library's collection, will not justify the large sum of money spent on acquisition of materials, and staff salaries, and it will likely affect the quality of teaching and learning in the institution. It may likely result to production of half baked graduates. Ifidon (1999) stressed the fact that it is important to know the extent of library use because one's impression of library use may be entirely different with what is on the ground. It is also true that such factors like number of hours a library is open and the library's programme of instruction amongst many other factors may influence library use and it is only by an investigation that the true cause may be established. The investigation of the library utilization by ESUT lecturers, will enable

the researchers know the extent of library use by Nigerian lecturers. It will also enable us know the library's programme of instruction and the time the library opens as it affects the use of the library. Also the impediments of library use by ESUT lecturers will be highlighted. From personal observations the ESUT library is most likely not adequately used by lecturers. This is the problem which the researcher feels that only an investigation will unravel the mystery and once problems are discovered and a solution found, lecturers will utilize heavily patronage of the library.

Purpose of the Study

The general purpose of this study is utilization of library resources by Nigerian lecturers using ESUT as a case study. Specifically, the objectives of the study are:

1. To find out the level of availability of library resources in ESUT library.
2. To find out the kind of library resources that are available for use by ESUT lecturers
3. To determine the extent of use of library resources by ESUT lecturers
4. To find out the factors that impede the use of the library resources by ESUT lecturers
5. To find out the strategies that could be adopted to improve the use of library resources by lecturers.

Research Questions

The following research questions guided the study.

1. What is the level of availability of library resources in Enugu State University of Science and Technology?
2. What kind of library resources do ESUT lecturers consult most?
3. What is the extent of use of library resources by ESUT lecturers?
4. What are the factors that impede the use of library resources in Enugu State University of Science and Technology?
5. What strategies could be adopted to improve the use of library resources by lecturers?

METHODS

The research design adopted for this study is the descriptive survey method. Descriptive survey method involves a study of a population through the use of sample. Descriptive survey method aim at collecting data and describing in a systematic manner, the characteristics, features or facts about a given population. The findings obtained from studying the sample can be applied to the entire population (Nworgu, 2015). The choice of this design was considered most appropriate because a large population is involved in the study. The area of study is Enugu in Enugu State capital. Enugu state is located in the south east central zone of Nigeria. The Enugu State University of Science and Technology is located in this zone. The population for the study consisted all the full time lecturers made up of 536 females and 298 males lecturers of ESUT numbering 834 as at the time of the study. Purposive sampling techniques was used to draw a sample 153 (102 female and 51 male) lecturers from the population. The lecturers were drawn from the faculty of Agriculture and Natural Resources Management (20), Faculty of Applied and Natural Sciences (14), Faculty of Education (31), Faculty of Engineering (15), Faculty of Environmental Sciences (17), Faculty of Law (12), Faculty of Management Sciences (21), Faculty of Social Sciences (23).

Five research questions guided the study. Frequency counts and mean scores were used to answer the research questions. The study used researchers design questionnaire as instrument for data collection for this study. This questionnaire is constructed on the basis of research questions on a four point likert scale. The questionnaire has two parts. Part one provides demographic data of the respondents, part two has four clusters (A-D). cluster 'A' contains questionnaire items concerning the level of availability of library materials, cluster 'B' contains questionnaire on Why lecturers Use Library Resources in Uiniversity, cluster 'C' has item statements that seek information on the extent of use of library materials by lecturers in ESUT, while cluster 'D' contains item statements concerning the factors hinder the use of library materials by ESUT lecturers while cluster 'E' contains item statements concerning the steps to be taken to improve the use of Library Materials, by ESUT lecturers.

The questionnaire items was given both face and content validation by two experts. These include one expert from the field of Measurement and Evaluation from the Science education Department and one in the Department of Library and Information

Science, University of Nigeria, Nsukka. The experts comments, corrections and suggestions were all integrated into the final drafts of the instruments. The instrument was trial tested using 20 lecturers from Goffery Okoye University that were not part of the sampled population. The data collected was analyzed using Cronbach Alpha Correlation Co-efficient. To determine the reliability of the questionnaire, the scores from 20 respondents in the trial testing of the instrument were used in establishing the internal consistency using the Cronbach Alpha procedure. The internal consistency reliability estimate yielded 0.69 for extent of availability, 0.66 for why lecturers use library, 0.61 for factors that hinders library utilization and 0.70 for strategies. These results showed that the instrument was fairly reliable, which means it good for the study.

The researchers went to Enugu State University of Science and Technology to administer 153 copies of questionnaire meant for lecturers. The distribution was done by the researchers with the help of research assistants from different faculties in the University. The distribution and collection of the completed questionnaire took two weeks. The data gathered through questionnaire were presented in tables while mean scores were used in the data analysis. A 4 point scale was used. The mid point of 2.5 criterion mean is accepted as positive response. Any mean score that is 2.5 above is considered as positive and accepted. And any mean score below 2.5 is considered as negative and rejected.

PRESENTATION AND ANALYSIS OF DATA

The presentation and analysis of data was in consonance with the research questions raised that guided this study.

Research Question 1: What is the level of availability of library materials in ESUT?

Table 1: Mean Responses on the level of availability of library materials in ESUT Library.

S/N	Library Resources	AA	A	FA	NA	Mean	Decision
1	Atlases, maps & globes	150	03	0	0	3.98	Accepted
2	Biographies	85	49	19	0	4.39	Accepted
3	Bulletin	90	40	23	0	3.44	Accepted
4	Cassettes (Audio)	85	50	18	0	3.43	Accepted
5	CD Roms	80	59	23	0	3.37	Accepted
6	Company files	0	0	0	153	0	Rejected

7	Data sheets	0	0	0	153	0	Rejected
8	Dairies	60	60	33	0	3.17	Accepted
9	Dictionaries	153	0	0	0	4.00	Accepted
10	Dissertations	120	20	13	153	4.69	Accepted
11	Encyclopedia	120	30	03	0	3.76	Accepted
12	Extension video shows	75	58	20	0	3.03	Accepted
13	Gazetteers	78	60	25	0	3.54	Accepted
14	Guide & travel books	90	40	23	0	3.43	Accepted
15	Indexes/abstracts	120	20	13	0	3.69	Accepted
16	Internal research reports	80	52	21	0	3.38	Accepted
17	Internet services	110	30	13	0	3.63	Accepted
18	Letters	130	15	08	0	3.79	Accepted
19	Magazines	120	30	03	0	3.72	Accepted
20	Manuals	90	38	25	0	3.42	Accepted
21	Memoranda	80	50	23	0	3.37	Accepted
22	News paper	120	30	03	0	3.28	Accepted
23	Oral history	0	0	0	153	0	Rejected
24	Posters	63	70	20	0	3.23	Accepted
25	Research reports	78	60	25	0	3.54	Accepted
26	Text books	100	40	13	0	3.56	Accepted
27	Technical bulletin/report	153	0	0	0	4.00	Accepted
28	Thesis/ projects	75	60	58	0	3.89	Accepted
29	Transaction and proceedings	140	10	03	0	3.89	Accepted
30	Translated documents to indigenous language	63	70	20	0	3.23	Accepted
30	Video cassettes	78	50	25	0	3.35	Accepted

Key: AA = Actually available A = available FA = fairly Available NA = Not available.

Table 1 shows the mean response of the level of availability of different library materials listed. The mean scores reveals that all the materials listed with mean score of more than 2.5, that is 3.03 to 4.69 are positively rated and accepted. This indicates the high level of availability of those materials in ESUT library. It is only library resources items 6, 7 and 24 that scored mean below 2.5 that are not adequately available in the library as indicated in the Table above

Research Question 2: What is the purpose of use of library resources by University lecturers in ESUT?

Table 2: Mean Responses on the Use Library Resources Mostly Used by University Lecturers

S/N	Library Resources	VA	A	FA	NA	\bar{X}	Decision
1	To borrow books	100	40	13	0	3.56	Accepted
2	To prepare lecture notes	78	60	25	0	3,54	accepted
3	To read newspaper	90	38	25	0	3.42	Accepted
4	For research purposes	100	40	13	0	3.56	Accepted

5	To consult reference Materials and books	130	15	08	0	3.79	Accepted
6	For internet services	63	70	20	0	3.23	Accepted
7	To read textbooks and journals	90	38	25	0	3.42	Accepted

Key: VA = very appropriate A = appropriate FA = fairly appropriate NA = Not appropriate

From Table 2 above, it is obvious that all the mean scores on the items provided have been rated between 3.23 to 3.79. This indicates that the above items have been rated positively and accepted since none of them falls below 2.5 mean score. This implies that all the lecturers in Enugu State University of Science and Technology consult the library resources to to borrow books, to prepare lecture notes, to read newspapers, for research purposes, for internet services, to consult reference materials, read textbooks and journals.

Research Question 3: What is the extent of use of library resources by ESUT lecturers?

Table 3: Mean Responses on the extent of use of Library Resources by Lecturers

S/N	Library Resources	VHE	HE	LE	VLE	\bar{X}	Decision
1	Atlases, maps and globes	55	80	18	0	3.31	Accepted
2	Textbooks	90	42	21	0	3.45	Accepted
3	Newspapers	70	65	20	0	3.43	Accepted
4	Research monographs indexes/abstracts	65	48	40	0	3.16	Accepted
5	Translated document to in digamous languages	10	110	33	0	2.85	Accepted
6	Journals	65	55	33	0	3.20	Accepted
7	Research Reports	60	60	33	0	3.18	accepted
8	Dissertations/Thesis/Projects	85	58	10	0	3.49	Accepted
9	Internet services	110	30	13	0	3.63	Accepted
10	Indexes/abstracts	85	52	13	0	3.42	Accepted

Key = VHE = very high extent, HE = high extent ME = moderate extent, LE low extent.

Table 3 show the mean scores on the extent of uses of library materials. The table indicated that all the library resources have a mean score of 3.18 and above. This shows that the library resources are rated positively and accepted, implying that all the listed library resources such as Atlases, maps and globes, books, newspapers, journals newspapers, research monographs, indexes, abstracts, research reports translated documents to indigenous languages are used to a very high extent with books,

translated document to indigenous languages and internet services being utilized to a varying extent.

Research Question 4: What factors hinder the use of library resources by ESUT lecturers?

Tables 4: Mean Responses on Factors that Hinder the Use of Library Resources by ESUT Lecturers

S/N	Library Resources	AH	H	PH	DH	Mean	Decision
1	Poor library instruction	85	58	10	0	3.49	Accepted
2	Unavailability of automatic generator	110	30	13	0	3.63	Accepted
3	Unavailability of air conditioners	78	60	25	0	3.54	Accepted
4	No up to date material	100	40	13	0	3.56	Accepted
5	Inadequate library staff	130	15	08	0	3.79	Accepted
6	Not many journals	90	38	25	0	3.42	Accepted
7	Users not informed of new library resources arrivals	55	80	18	0	3.31	accepted
8	Non-involvement of teachers in book selection	90	42	21	0	3.45	Accepted

Key = AH = actually hinders, H = hinders, PH = partially hinder DH = don't hinder.

Table 4 shows the mean response of factors that impede hinder the use of library materials by ESUT lecturers. The mean scores shows that all the factors listed scored above 2.5 with mean scores of 3.31 to 3.79 mean scores. By this, it means all the factors are rated positively and are accepted. They includes poor library instruction, unavailability of automate generator, unavailability of air conditioners, no up to date materials, inadequate library staff, not many journals, users not informed of new library resource arrivals and non involvement of lectures in book selection are factors that actually hinder the use of library resources by lecturer.

Research Question 5: What strategies could be taken to improve lecturers' use of library resources in ESUT?

Table 5: Mean Response on the strategies to be taken to improve the use of Library Resources

S/N	Library Resources	VA	A	FA	NA	Mean	Decision
1	Buy more relevant books	90	42	21	0	3.45	Accepted
2	Buy multiple copies of books	95	50	08	0	3.57	Accepted
3	Exhibitions and displays of library resources	54	59	40	0	3.09	Accepted

4	Improve library instruction	76	62	06	0	3.28	Accepted
5	Automatic generator needed	98	30	25	0	3.48	Accepted
6	Buy more current information sources	88	40	25	0	3.41	Accepted
7	Increase professional staff	69	58	26	0	3.28	Accepted
8	More departmental libraries needed	92	39	22	0	3.46	Accepted
9	Fund library adequately	100	40	13	0	3.57	Accepted
10	Involve lecturers in book selection	92	28	25	0	3.28	Accepted

Key: VA = very appropriate A = appropriate FA = fairly appropriate NA = Not appropriate

Data in Table 5 above, shows the mean scores of strategies to be taken to improve the use of library resources in Enugu State University of Science and Technology by lecturers. The mean scores in Table 5 revealed that all the items are rated positively and accepted as none falls below 25 mean score. This means that all the items in the table are considered as strategies to be taken in order to improve the use of the library materials in the Enugu State University of Science and Technology. The strategies include to buy more relevant books (3.45), buy multiple copies of books (3.57), exhibitions and displays of library resources(3.09), automatic generator needed (3.48), improve library instruction (3.28), buy more current information sources (3.41), increase professional staff (3.28), more departmental libraries needed (3.46), Fund library adequately (3.57) and involve lecturers in book selection (3.28).

DISCUSSION OF THE FINDINGS,

Based on the findings from the analysis done it has been discovered that there are adequate information sources available for lecturers' use in the library of the Enugu State University of Science and Technology. Only three resources out of the thirty library resources listed were not available and the rest are available. This finding is in line with Emezi (1996) that a university library should endeavour to provide extensive materials (books and non-book materials alike) for study, teaching and research for the benefit of the students and staff of the university and others. Therefore, for a university to serve all its functions, its information sources must be diverse and varied in nature in order to serve the library clientele in general.

This study revealed the reasons why lecturers use the library resources in ESUT. Based on the analysis and findings derived from the study, different reasons why lecturers use the library of the Enugu State Science and Technology have been

identified. The major reason is that the library is used to consult reference materials and books. This is expected because books constitute the dominant information source available in the library and lecturers need them to keep abreast of current happenings just as reference materials are used. The findings also revealed that a good number of lecturers in ESUT use the library for research. This is in agreement with Edoka (2000) who revealed that one of the fundamental functions of libraries in support of research in every university is taking the inventory of available library resources and communicating these to the university authority. This has been considered very important in terms of effective teaching, research, publications, conservation, interpretation dissemination of knowledge and ideas. Aguolu and Agoiu(2002). The findings also revealed that a number of lecturers go to the library to prepare lecture notes. This is quite expected since the library has books and materials that cover virtually all the topics taught by the lecturers. A number of lecturers responded that they go to the library to read newspapers. The reading of the newspapers is meant to keep the lecturers with current happenings around the globe. A few lecturers also responded that they go to the library to borrow books.

Based on the findings as revealed by the study, majority of the lecturers said they used books more frequently than other information sources. One reason for this is that books are more in number than any other information source. A second reason is that the lecturers relied heavily on books essentially for their teaching responsibilities. The books contain the kind of information required for teaching and learning. The findings also revealed that lecturers use journals frequently to enable them keep abreast with current development in their fields. The findings also revealed that a number of lecturers come to the library to read newspapers, while a some lecturers make use of indexes and abstracts and research reports. The indexes and abstracts tells lecturers where information can be found. Such information could be in books, pamphlets, conference/workshop paper and journals or non-print form. Indexes and abstracts supply enough details to trace these materials. Research reports enable the lecturers know areas where research has been undertaken. It must however, be stressed that lecturers need to be patronizing more of the information sources available in the university library. Such information sources like diaries, memoranda, company files and internal research reports need to be heavily patronized. This is in line with

Awojobi (2004) who recommended that lecturers should make use of as many information sources as possible and not restrict themselves to a few.

Based on findings as revealed by research question four, majority of the lecturers are of the view that a major impediment to their use of the library is the inadequacy of current information sources. This is because being a scientific and technology oriented university the lecturers are concerned with current information sources to update their knowledge in their areas of specialization. The provision of current scientific information to relevant users is very strategic in the overall increase of food production in Africa. This agrees with Victor (2019) who concluded that relevant current scientific information is necessary to obtain self-acquired skills in scientific and technological prepossess. A number of lecturers listed the non involvement of lecturers in book selection as an impediment to lecturers use of the library. The major advantage of involving lecturers in book selection policy is that they normally list books that are directly relevant to the curriculum they teach. The involvement of lecturers in the book selection policy of the university will certainly lead more lecturers into library use. Moreover, some of the respondents were of the opinion that a major impediment of the library use by lecturers was that lecturers were always not aware of new arrivals in the library. There is every need for adequate publicity for newly acquired materials will arouse interest in lecturers who will rush for new ideas. This view agrees with Nelson (2003) who stressed the importance of publicizing and promoting newly acquired materials in the library. The impediments to library use by lecturers confirms the works of Aguolu and Aguolu (2002) who catalogued problems of library use to include lack of funds, facilities, inadequate staff and lack of proactive librarians. This assertion is true because information service delivery involves funds, good condition of service for personnel as well as qualified staff.

Based on findings as revealed in Table five majority of respondents are of the view that if more current information sources are acquired it will promote higher library use by lecturers who rely mainly on current information sources to update their knowledge in their areas of specialization. This agrees with Victor (2019) who stressed that current scientific information both published and/or unpublished knowledge on all aspects of science and technology is needed. The findings also revealed that respondents were of the view that more relevant books should be

acquired for the library. This is very important as the quality of books and not quantity that matters. The right books that pertain to the lecturers course coverage matters and not quantity. This agrees with Katz, William (1980) that it is better for a library to have one thousand relevant books to the clientele it serves than having over twenty thousand irrelevant books. Also a number of lecturers suggested that multiple copies of books should be purchased for the library to promote more library patronage. The purchase of multiple copies of books will ensure that some copies will still be available for use, even if a number are borrowed. A number of lecturers suggested adequate funding of the library, increase in the number of departmental libraries, amongst other reasons that will promote adequate library use. Lecturers were also of the view that they should be involved in book selection policy of the library and that library instruction in the school should be improved upon. It means that all hands must be on deck to ensure that service delivery to lecturers are effective. These strategies to be taken to improve lecturers use of the library however must be combined with sincere commitment during the implementation by both the management of the library and the university authority to yield the desired result.

Conclusion

The study investigated lecturers' utilization of library resources in Enugu State University of Science and Technology. Specifically, the study objectives are to find out the level of availability of library materials in the university, and determine the extent of use of the materials by lecturers. It is also to find out the factors that impede library, use by lecturers. The research design used is the descriptive survey method, which involves a study of a population through the use of sample. The instrument employed in gathering data for this study was a questionnaire. The researchers visited the University to administer questionnaire to lecturers through the research assistants. All the questionnaire were correctly filled and returned. As for the method of data analysis the data gathered on various items in the questionnaire were scored by frequency counts and mean scores. The findings revealed that there are adequate library resources in the library and that lecturers use the library mainly for consultation of books, reference materials., research purpose and borrowing of books. Furthermore, lecturers utilized books more than other sources of information. A number of recommendations were put forward for improvement of library utilization

but the most prominent suggestion was that more up to date and relevant information sources should be acquired for the library.

Recommendations

Based on the findings from this work, the following recommendations are made: -

- 1) Lecturers should be regularly informed of newly acquired information sources. This could be done by sending list of currently received publications to each head of department.
- 2) Lecturers should equally be involved in the book selection policy of the university.
- 3) More funds should be approved for the university library. The National University Commission's directive of commitment of 5% of the university's annual budget to the library should be implemented. This will enable the university library to meet all its financial obligations.
- 4) An automatic generator should be acquired for the library to be providing power in case of failure from the public supply. Similarly the air-conditioning system should be provided and made functional for the library.
- 5) Current and relevant information sources particularly books and journals should be acquired.
- 6) Multiple copies of heavily used books should be acquired by the library management.

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