Availability And Accessibility of Information Resources by Students in Tertiary Institutions. A Case Study of Gboko Polytechnic Gboko- Benue State, Nigeria.

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ABSTRACT

The study was designed to investigate the availability and accessibility of information resources by students in tertiary institution: A case study of Gboko Polytechnic Gboko, Benue State, Nigeria. The study employed a survey research design. Population of the study comprised of 562 students of the polytechnic under study. 120 respondents were draw from the population using simple random sampling technique to form the sample size. Questionnaire was used to collect data for the study. The collected data was analyzed using simple percentages. The study revealed that information resources in the library under study are grossly inadequate. The library has few books, newspapers/magazines which are not even current and dictionaries. The study also revealed that the available information resources in the library understudy are not accessible. The study identified the problem to availability and accessibility of information resources to include lack of awareness of the information materials available in the library, lack of internet facilities, and no library catalogue in the library, lack of money to acquire library resources, lack of knowledge on how to use information materials and lack of qualified library staff. The study finally identified strategies that will be employed to overcome the identified problems to include money should be made available for the procurement of library materials, provision of computers and internet facilities in the library, proper awareness should be created by the library on the information resources they have, employment of more qualified library staff, information retrieval tools such as catalogue, abstracts, etc. should be prepared to ease accessibility and organization of intensive user education programme to teach students how to use library materials. The study concluded that, information resources should be made available and access should be created to enable students utilize the resources effectively.

Key words: Availability, Accessibility, Information Resources, Students and Polytechnic

CHAPTER ONE

INTRODUCTION

1.1   Background of the Study

In each society, there are facilities other than classrooms that can contribute in no small measure to teaching and learning process. For learning to take place, learners must have access to necessary information materials and resources. They have to interact with tangible and intangible resources and institutions to ensure some levels of performance. In an academic environment like Gboko Polytechnic, one of the main source of information is the library.

Roberson in Anande, Isaiah and Tondo (2015) defines a library as an institution that manages the intellectual products that individual can gain access to readily. Iyanda and Salawa in Ayoro (2004) on the other hand see library as a building, an instructional and self-development center, which operate as an integral part of the entire school environment. Also, Ranganathan as cited by Iyanda and Salawu (2006) describes library as a public institution or an establishment charged with the care of collection of books with the duty of making them accessible to those who require the use of them and the task of converting every person in its neghbourhood into habitual library goers and readers of books. To Anande, Isaiah and Tondo (2015), library is a collection of written, printed or graphics and audio-visual materials organized and

maintained for reading, study and interpreted to meet broad and varying needs of people for information, knowledge, recreation and aesthetic enjoyment. Libraries provide resources for knowledge, acquisition, recreation, personal interests and inter-personal relationships for all categories of users. However, in an academic environment, attention is basically focused on academic and non-academic staff, students and researchers.

The philosophy of librarianship is based on the concept of library services and provision of relevant resources for users. 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. Information resources are the stock in trade of librarians. These are the resources in the library which make services possible. They are materials which the users come to consult, read and borrow. Information resources are many and varied, but they can be divided in to two braid categories namely; printed and non-printed resources. The printed resources are books, pamphlets, periodicals, encyclopedias, newspapers and many others.

Non-printed resources are however, often referred to as audio-visual resources. They are divided into audio, visual and audio-visual. These are the products of advanced technology, some of which require special equipment to operate. We also have electronic resources as part of information resources in the libraries.

Popoola and Haliso (2009) define information resources as those information bearing materials that are in both printed and electronic formats. Such as textbook, journals, indexes, abstracts, newspapers and magazines, reports, CD-Rom, databases, internet (E-mail, video, tapes/cassettes, diskettes, magnetic disk, computers, microforms and many others. These information resources are the raw materials that libraries acquire, catalogue, stock and make available to their patrons as well as use to provide various other services.

The vision of the polytechnic is to provide a platform for qualitative technical education in serene-agrarian and conducive learning environment to all eligible Nigerians who will drive the national economy. With a mission to make the institution a center of academic excellence with a culture of entrepreneurial, technology and industrial development of skill manpower. With the vision and mission of the polytechnic, a polytechnic library was established alongside with the polytechnic to support teaching, learning and research in order to achieve her vision and mission. The polytechnic has a professional library staff. The polytechnic library recently acquires some information resources in the courses offered in the school, the resources are mostly textbooks of various types, newspapers and magazines as well as reference resources.

Student of Gboko Polytechnic, Gboko need various kinds of information for learning and research for the purpose of knowledge acquisition and self-

development. To achieve this, the right information must be available for the right person at the right time in its appropriate format. Which are the responsibilities of the polytechnic library. Oguntuase and Falaiye in Anande, Isaiah and Tondo (2015) agree with this view by observing that, the most effective way to mobilize people is through the provision of required information in the most useable form and that such information should be provided for the benefit of a large number of people. This entails availability and accessibility of information resources.

Based on the above background, this study seeks to investigate how available and accessible are information resources to students of Gboko Polytechnic, Gboko, Benue State Nigeria.

1.2   Statement of the Problem

The ability of the academic library to provide the available learning resources is being continually undermined and called into question. In spite of the fact that library is the supportive input for any academic institutions for teaching, learning and research. It is observed by various researchers that, institutions' management are not providing adequate library and information resources for their institutions for the benefit of both academic staff and students. It is equally observed that, in some places where these resources are available, they are not put into maximum used by the students of various institutions. In the light of this, this study would examine the availability and

accessibility of information resources by students in tertiary institutions: A case of Gboko Polytechnic Gboko, Benue State, Nigeria in order to identify the problems affecting the availability and accessibility of information resources with a view to suggesting the strategies that would be adopted to improve availability and accessibility of information resources by the students.

1.3   Purpose of the Study

The main purpose of the study is to investigates the availability and accessibility of information resources by students of Gboko Polytechnic, Gboko, Benue State, Nigeria. The specific purposes of the study are to:

1.   Find out the types of information resources available in Gboko Polytechnic library

2.   Investigate the extent of accessibility of information resources by the students of Gboko Polytechnic, Gboko

3.   Identify the problems affecting the availability and accessibility of information resources.

4.   Suggest the strategies that will be adopted to improve the availability and accessibility of information resources.

1.4   Research Questions

The study seeks to answer the following research questions:

1. What are the types of information resources availability in Gboko Polytechnic library?

2. What is the extent of accessibility of the available information resources by the students of Gboko Polytechnic, Gboko?

3. What are the problems that affect the availability and accessibility of information resources by students of Gboko Polytechnic, Gboko?

4. What are the strategies that will be adopted to improve the availability and accessibility of information resources?

1.5   significance of the Study

This study will be of great benefit to school managements, library authorities, students and scholars in library and information science profession.

To school managements, the findings of this study will help to properly establish and place the library in its rightful position within the set-up of the polytechnic. It will also help to identify availability or non-availability, accessibility or inaccessibility and inadequacies of the information resources in Gboko Polytechnic library with a view to alerting the authorities on its implications.

Furthermore, the findings will constitute a useful tool to library authorities with particular regards to polytechnic library development.

To students, the findings of the study will provide opportunities for students to develop proactive approach towards the use of library and its resources and services.

Finally, the findings of the study will be of great significant to scholars or researchers in library and information science profession as it will contribute significantly to the growing number of literature in the field of librarianship and serve as a bedrock for further researcher.

1.6   Scope of the Study

The study investigates the availability and accessibility of information resources by students in tertiary institutions. The study is restricted to Gboko Polytechnic Gboko and it does not cover all the tertiary institutions in Benue State. The study intends to investigate the following variables; types of information resources available, accessibility of information resources, problems affecting availability and accessibility of information resources and strategies to overcome the problems.

1.7   Operational Definition of Research Concepts

Library: Is a collection of sources of information and similar resources principally print and non-print professionally, made accessible to a defined community for reference, reading or borrowing. It provides physical or digital

access to materials, and may be physical building or room, or a virtual space, or both.

Information Resources: Are those information bearing materials that are both in printed and electronic formats. They are the raw materials that the library acquires, catalogue, stock and make accessible to users as well as use to provide various other services. They include, textbooks, newspapers, magazines, journals, encyclopedia, internet, CD-ROM technology, diskettes, tapes/cassettes, computers, etc.

Availability: The quality or state of being available. This is a situation whereby a needed information resource is ready for use or at hand.

Accessibility: It refers to the ability for everyone, regardless of disability or special needs to access, use and benefit from every information resources within the library.

Tertiary Institution: This is an institution of learning beyond the secondary school level. For example, university, college, polytechnic, etc.

Student: A person who formally engaged in learning at a school, university, polytechnic.

CHAPTER TWO

LITERATURE REVIEW

2.1   Introduction

This chapter reviews the available literature related to the topic under study. The review will be under the following headings:

- Conceptual framework

- Types of information resources available in libraries in tertiary institutions

- Accessibility of information resources

- Use of information resources

- Problems affecting availability and accessibility of information resources.

- Strategies to overcome the problems

- Empirical studies

- Summary of the reviews

2.2   Conceptual Framework

The main variables of the study as shown on purpose of the study are reviewed as shown below.

2.2.1 Types of Information Resources Available in Libraries in Tertiary Institutions

The concept of information resources is used to mean anything that can provide intellectual stimulation to the reader/learner and it includes books periodicals, newspapers, pamphlets and ephemeral materials audio materials, films materials, graphic computers, etc. as well as individuals and objects in the community (Elaturoti, 1977). Information resources according to Gana (1992) in Anande, Isaiah and Tondo (2015) include everything that is used in providing the required services to the clientele. Fayose (2000) identifies library resources as those materials which enable libraries to carry their functions out effectively. They are made up of books and other information bearing media. Information resources can be divided into groups according to their functions and levels of scholarship or according to their different formats. In tertiary institutions for example, the resources fall in to two major categories according to the level of scholarship and their function. These include study/teaching materials and research materials.

Study/teaching materials are the resources required by students for their study. They consist of recommended textbooks, books to support class texts, journals, past examination papers, reference books, monograph, etc. While the research materials are used by higher degree students and lecturers. These are made up of periodicals, documents of different kinds, treaties, manuscripts, pamphlets, government publications, conference proceedings ad papers, etc (Fayose, 1995).

Apotiade (2002) in Anande, Isaiah and Tondo (2015) defines information resources as the stock in trade of the librarian. A polytechnic is an institution of higher education offering courses at Diploma and Higher National Diploma (HND) especially in vocational/technical subjects. Most polytechnic library learning resources are acquired to enable students and lecturers to prepare for learning, teaching and research in accordance with the basic functions of the institution. The polytechnic library provides information resources that cut across science, education, technology, commercial, administration and vocational education.

Popoola (1998) affirms that the provision and efficient use of information resources are central to any meaningful research and teaching in Nigeria. The important information resources in tertiary institutions' library are books, magazines, journals, encyclopedias, research papers and dictionaries. Another important information resource is Information and Communication Technology

(ICT). According to Elikahmenor as cited by Olumide (2007), information technology is defined as the acquisition, processing, storage and dissemination of information by means of computer, office machine and telecommunications. Computer provides the processing, storage and retrieval facilities for the transfer of data and information. Proper use of ICT will help the growth and development of libraries in different directions especially in polytechnics where library resources are costly. Information technology allows easy integration of various activities in the library for the benefit of users.

It eliminates duplication of effort within a library and between libraries in a network. It eliminates some uninteresting and repetitive work. It also helps to increase the range of services offered. Information technology ultimately may save and/or generate income and it increases efficiency and effectiveness.

Omekwu (2005) pointed out that information technology can be effectively used to integrate the apparently complex systems into coordinated functional and effective network. Agba (2004) opines that it is not an exaggeration to say that information technology availability and its effectiveness may facilitate its use. His reason is that a user friendly types of information technology available increases effective use.

2.2.2 Accessibility of Information Resources

Accessibility of information sources is an important recurring theme in the literature. According to Aguolu (2002) resources may be available in the library and identified bibliographically as relevant to one's subject of interest, but the user may not be able to lay hands on them. The more accessible information sources are, the more likely they are to be used. Readers tend to use information sources that require the least effort to access these observations have been validated by empirical studies such as Slater (1963, Allen (1968) and Rosenberg (1967). The user may encounter five possible types of inaccessibility problems. These are conceptual, linguistics, critical, bibliographic and physical inaccessibility. Aguolu and Aguolu (2002) notes that availability of an information source does not necessarily imply its accessibility, because the source may be available but access to it prevented for one reason or the other.

Olowu (2004) identifies natural and artificial barriers to free access to information. The library's poor reputation was attributed to lack of accessibility of information resources. Ayoro (2004) examines the impact of serial publications in the promotion of educational excellence among information professionals receiving further training at the University of Ibadan. The study looks at the perception of how serial accessibility has contributed to students' learning process. Serials were found to play significant role in the acquisition of knowledge, because the serial collection was easily and conveniently accessible.

In a similar study by Oyediran-Tindings (2004) at Yaba College of Technology, Lagos, low use of the library by students were observed. This was attributed to expressed accessibility problems. Neelameghan (1981) in Fayose (2000) had identifies accessibility as one of the prerequisites of information use while Kuhlthau (1991) argues that the action of information seeking depends on the needs, the perceived accessibility, sources and information seeking behaviour.

Aguolu and Aguolu (2002) reveal that efforts are being made worldwide to promote access to information in all formats, they lament the attendants of underdevelopment such as power failure, machine breakdowns, and lack of spare parts and technicians, which intermittently stall the performance of the modern gadgets of information storage and transfer in developing countries.

2.2.3 Use of Information Resources in Tertiary Institutions

Information is of paramount importance to the development of an individual and for the growth of the nation. Information can be put into several uses and for various purposes. Hawkin cited in Anande, Isaiah and Tondo (2015) noted that knowledge and information have become the most important currency and increased wealth and prosperity. The library is the store house of knowledge and information, it provides both access to information resources and information itself. Library helps tertiary institutions to achieve the objectives of producing professionals that are information literate and are

prepared for life long education. Ubogu (2006) stated that libraries should provide access to information resources, expert professional support to facilitate thorough and accurate use of all library resources, access to library materials and services to the community. Therefore, libraries are important in helping academics generate information for the purpose of effective teaching, learning and research.

Lacas in Ayoro (2004) lamented the valuable information generated from educational research is not widely applied to the benefits of the Nigerian people due to the fact that many educationists are not aware of the current scientific information. Many people do not have regular access to current literature that academic libraries can acquire. The absence of current relevant literature has resulted in students, teachers, faculty, practitioners and policy makers who have failed to take notice of current ideas on best teaching methods, indigenous practice or take advantage of experience from other parts of the world in practice of learning and teaching.

Studies of student's use of printed materials show differences in awareness of research and availability of information resources, both which are often limited in polytechnic library. Most students in polytechnics read technical and vocational journals rather than research journals and rarely visit libraries. Royle (1997) in Fayose (2000) further find out that students that

engaged in further reading or research use library resources as well as indexes and computerized databases.

2.2.4 Problems to Availability and Accessibility of Information Resources

Experts have identified various obstacles to information access and use. Uhegbu (2002) as cited by Ugah (2007) identified economic, social, environmental, occupational and infrastructure. Etim (2000) lists seven including physical infrastructure, technical and managerial capabilities among others. Some of the problems that affect the availability and access to information resources as identified by Ugah (2007) are:

Lack of awareness: Information seekers and users may not know about the resources available. The role of libraries has not always been made clear to information seekers, particularly in developing countries. Olagbonsaiye (2004) identifies and discusses this problem.

Some libraries and librarians have concentrated on traditional resources and services, which may in itself be an obstacle to information access and use. The library is not performing its role to notify the library users the available information resources in the library that are ready for use. The library supposed to notify its users once newly acquire information resources arrived the library. This the library makes it possible through Current Awareness Services, Selective Dissemination of Information, display and lots more.

Inaccessibility of information resources: A library's success depends upon the availability of information resources. It is not enough that they are available, or even bibliographically accessible, they must be physically accessible to those who need them. The growth of knowledge especially in science and technology, have turned attention to the problem of bibliographical or intellectual access to recorded knowledge.

There are generally two kinds of failure in library use according to Ugah (2007), they are stock failure and reader's failure. The former is a library's failure to acquire or produce the material needed by the patron. The reader's failure has two aspects: bibliographical and physical. The bibliographical aspects involve the reader's inability to find the item sought in the library catalogue. The physical aspect is the failure to locate the materials housed in the library. Reasons for inaccessibility have been identified by Aguolu and Aguolu (2002). They are:

- Users do not know precisely what they want; if they do, they cannot articulate their needs accurately to the library staff.

- The bibliographic or intellectual access; the content of the library is inadequate owing to poor indexing system in the library catalogue or the library collection itself.

- The circulation policy of the library is inefficient; shelving methods are inadvertent, and guides to the library arrangement are lacking.

- Unnecessary physical and administrative barriers are imposed upon the use of the library materials by the library management.

Failure to locate on the shelves what has been bibliographically identified in the library catalogue is a common frustration and a challenge to library management. This can be because there is no indication on the library catalogue that an item is lost, sent to the bindery for repairs, weeded, or stolen. Items may be miss helved. Library staff may have removed materials for their private use or that of their relatives, friends and associates. Other significant variables are discussed by Aguolu and Aguolu (2002). Those included restrictive circulation policies and an inefficient loan system, among others.

Information explosion: the explosion of information is obviously a challenge to libraries. Recognizing its importance, information is increasingly sought in an increasing number of situations by an increased number of people (Ugah, 2000). This has increased the volume of available information. The advancement of knowledge is made possible by research by scholars in all fields. Coupled with this is the fusion and fragmentation of disciplines and knowledge. As these breakdowns into smaller segments, the scholarly literature becomes more specialized. In addition, there are thousands of other information packages, e.g. journals, magazines and newspapers, being turned out by an ever-expanding publishing industry. The electronic media also produce vast volume of information. The growth of knowledge related to the growing number, size

and diversity of information transfer packages such as books, journals, technical reports, etc. as the literature continues to expand, there is a corresponding proliferation of secondary sources such as indexes and abstracts, which are produce to help control the flood of primary literature. An information seeker now has difficulty navigating the vast ocean of information, much of which he does not need.

Bibliographic obstacles: bibliographic obstacles take various forms. In some cases, adequate bibliographic description is lacking, while others, the bibliographic description is complete or incorrect. In many cases, information retrieval devices themselves are lacking. Those devices vary in sophistication and usefulness. They include indexes, abstracts, bibliographies, and catalogues. Their objective is to save the user's time and simplify searching (Banjo, 1984). Lack of information retrieval devices is more serious in developing countries like Nigeria creating a serious obstacle to information access and use. Even when they exist, they lack continuity, are outdated and do not give a true picture of available current information.

Poor infrastructure: Infrastructure is the basic framework of any information organization. Effective information access and use depends of communication facilities such as telephones, internet, telefax, computers and even postal service, as well as an adequate supply of electricity.

Declining budgets and rising costs: Faced with declining budgets and increasing demands from users, libraries are finding it difficult to acquire both primary and secondary publications to meet such demands. Worldwide inflation and economic recession have drastically increased the cost of publications. Printing and publishing businesses have become extremely capital-intensive. The cost of publication increases at a faster rate than the general rate of inflation. Many publications have been priced out of the reach of individual subscribers and many libraries with only large libraries able to afford them. This reduced access to information. Aguolu and Aguolu (2002) state that, the high rate of inflation in Nigeria and abroad undermines the acquisition capacity of libraries. Library materials are ordered from countries of higher standard of living, and prices of books and journals are fixed for societies with high level of income. Foreign exchange restrictions, bureaucratic procedures with import licenses and customs regulations are among the challenges facing libraries.

Costs for users: There are a number of costs for users in obtaining access to information. Most government information sources are classified as "secret" and may require large sums of money to obtain. Many users cannot afford to travel from one place to another to obtain information. They may not be able to afford photocopying services. Some information is located in rural areas, and obtaining it is expensive logistical problem, while some is abroad and also

expensive to reach. Because of the expenses some information seekers resort to mutilation and theft. These create more obstacles to information access and use.

Lack of qualified staff: Library staff are the means by which service is provided. Quality of service depends on quality of staff. Ifodon (1995) posits that some library staff lack a clear perception of their service mission. Dipeole (1992) states that some librarians refuse to "soil their hands", casting themselves as administrators, while secretaries, clerks, and messengers minister to library patrons. When professional librarians and other employee fail to make adequate use of the knowledge and skills, access to information is affected.

Crime: Criminal activities are a formidable obstacle to information access and use. They include theft and mutilation of information resources and assault on staff. This is a serious problem that needs urgent attention (Ugah, 2007). Writing on crime and security in libraries Ratchiff (1992) finds the situation alarming, not simply because thefts cost money, but because their cost to scholarship and information access. There has been concern about this issue for some time.

2.2.5 Strategies to Overcome the Problems

Experts have suggested solutions. There are no ready-made solutions for every library that can be applied to the problems. Information workers must examine the problems to information access that are present and put in place

solutions that will help eliminate or overcome such problems, so that users can have access to information they require. Some of the strategies that would be adopted to overcome the problems to information availability and accessibility include:

Proper organization of library materials and adequate preparation of retrieval tools such as catalogue, abstracting services, etc. capable of locating each resource available in the library. According to scholars this will give access to library and information resources.

Organization of user education programme has also been identified in the literature as one of the strategies that can improve access to library resources. Scholars maintain that organization of user education programme will help libraries to inculcate information utilization skills into the students or users. The teaching of this programme should focus on how to make effective use of library materials in the library, how to use the library catalogue and how to locate a book or library material on the shelve and how to utilize internet resources, etc. With this in place, students will be able to make proper use of library resources with little or no difficulties.

Anande, Isaiah and Tondo (2015) suggested better funding. To the author, if libraries are well funded, they will have all/enough materials required for library and information services. These could be done through proper annual

budgetary allocation or provisions to libraries by government, parent organizations, foundations and assistance from non-governmental organizations.

Improvement in basic infrastructure: Basic communication infrastructures such as telephones, internet, computers, electricity and many more can improve access to information in this information era. Thus, improving on their availability in the library may help library users to gain access to the vast information available on the net.

Training and development of library staff: Library services require professionally component staff to meet the needs of its community. Greater emphasis should be laid on the appointment of trained staff. But one thing professionals must know is that even training staff is appointed, there is need for on-the-job training to build on the knowledge acquired to meet with the jet age of information technology and current trends in librarianship for effective service delivery. Therefore, training and retraining of staff will solve the problem of unqualified staff.

2.3   Empirical Studies

Empirical studies carried out by other researchers similar to the topic under study are reviewed under this sub-heading.

Adeoye and Popoola (2011) carried out a study of teaching effectiveness, availability, accessibility and use of library and information resources among

teaching staff of Schools of Nursing in Osun and Oyo state, Nigeria. The study adopted a survey research design. The population of the study comprises eight Schools of Nursing in Osun and Oyo states. A simple sampling technique was used to select 156 respondents as the sample size for the study. Questionnaire was used to collect relevant data for the study. Simple percentages were used to analyze the collected data.

The findings of the study revealed that textbooks, journals, dictionaries, encyclopedias, handbooks, newspapers/magazines, manuals, atlases/maps were readily available to the respondents, whereas internet facilities, CD-Rom facilities were not available. The study equally revealed that the information resources available in the library were highly accessible.

Ugah (2007) studied obstacles to information access and use in developing countries. He identified so many problems to information access and use which include lack of awareness, inaccessibility, information explosion, bibliographic problem, environment, poor infrastructure, declining budgets and rising costs, costs for uses, staff and crime.

2.4   Summary of the Reviews

While reviewing the literature, the researcher makes use of textbooks, journals, internet and research works carried out by other scholars similar to this one. The reviews highlighted various types of information resources available in libraries in tertiary institutions which includes, books, journals, newspapers/magazines, CD-ROM technology, internet, electronic resources such as e-books, e-journals, etc, computers and many more. The literature review equally describes accessibility of information resources. It is evident in the literature that, information resources may be available in the library and identified bibliographically as relevant to one's subject of interest, but the user may not be able to lay hands on them. The more accessible information sources are, the more likely they are to be used. The literature reviewed also discussed the use of information in tertiary institutions. Information resources in tertiary institutions are generally used for teaching, learning and research by teachers, students and researchers.

The reviews identified problems to availability and accessibility of information resources to include lack of awareness, inaccessibility of library resources, information explosion, bibliographic obstacle, poor infrastructure and many more. Strategies to overcome the problems are equally highlighted by the reviews as presented by scholars. The literature finally reviewed other research works conducted by different scholars similar to the topic under study.

CHAPTER THREE

METHODOLOGY

3.1   Introduction

This chapter describes the research design, area of the study, population of the study, sample technique, instrumentation, validation of instrument, method of data collection and method of data analysis.

3.2   Research Design

This study will adopt a survey research design. This method will be used because it allows the investigator to gather information about the targeted population without a complete enumeration. It also helps to save the researcher's time and money.

3.3   Area of the Study

Gboko Polytechnic is the area of the study. Gboko Polytechnic is located in Gboko town which is the headquarters of Gboko Local Government Area of Benue State, Nigeria.

3.4   Population of the Study

The population of the study comprises all the 567 students of Gboko Polytechnic Gboko.

3.5   Sample and Sampling Technique

The representative of the population was selected to form the sample population. One hundred and twenty (120) respondents was selected at random for this study in order to make generalization about the responses of the whole population of the study, without making a complete enumeration. A simple random sampling technique was used to draw the samples from the population.

3.6   Instrumentation

Questionnaire was used to collect data for this study. A self-develop questionnaire will be made titled "availability and accessibility of information resources by students of Gboko Polytechnic Gboko". The questionnaire was divided into five sections namely A,B,C,D and E. Section "A" sought collect personal information on the respondents. Section "B" sought to find out the types of library resources available in Gboko Polytechnic, library. Section "C" sought to find out how accessible the available information resources are to the students. Section "D" sought to identify the problems to availability and accessibility of information resources and section "E" will find out the strategies that will be adopted to overcome the problems.

3.7   Validation of Instrument

The questionnaire will undergo face validation. The questionnaire was validated by three experts. Necessary corrections will be effected on the items before they will be administered to the respondents.

3.8   Method of Data Collection

The researcher will go across the polytechnic in each department and select respondents at random; the questionnaire will be administered to them. The researcher will immediately collect the questionnaire after completion (personal administration).

3.9   Method of Data Analysis

Descriptive statistical analysis was used to generate frequencies and percentages in order to answer the research questions formulated for the study.

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS, INTERPRETATION AND DISCUSSION OF FINDINGS

4.1 Introduction

This chapter deals with data presentation, analysis, interpretation and discussion of findings.

4.2 Response Rate

Table 1: Response Rate

Respondent group	No. of questionnaire administered	No. of useable return	% of usable return
Students	120	80	66.7%

Source: Field survey, 2016

Table 1 above shows the response rate. The table revealed that 120 copies of questionnaire were administered to students in various departments and 80 were returned and found usable, representing 66.7%.

Research Question 1:

What are the types of information resources available in Gboko Polytechnic Library?

Table 2: Types of information resources available

S/N	Information resources	Frequency	Percentage
1	Books	35	43.8
2	Journals	10	12.5
3	Dictionaries	12	15
4	Encyclopedia	11	13.8
5	Handbook	0	0
6	Newspaper/magazines	72	90
7	Manuals	0	0
8	Reports	0	0
9	Atlases/maps	0	0
10	Directories	0	0
11	Biographies	0	0
12	Bibliographies	0	0
13	Almanacs	0	0
14	Computers	0	0
15	Gazettes	0	0
16	Abstracts/indexes	0	0
17	Internet facilities	0	0
18	CD-Rom technology	0	0

Source: Field survey, 2019

Table 2 above shows the students response to the types of information resources available in Gboko Polytechnic library. The table revealed the availability of Newspapers/Magazines (90%), books (43.7%), dictionaries (15%), encyclopedia (13.8%) and journals (12.5%). This implies that the information resources in the library are very

inadequate. In this information age the library does not have computer and internet facilities.

Research Question 2:

What is the extent of accessibility of the available information resources?

Table 3: Accessibility of information resources

S/N	Information resources	VEA		EA		A		NA	
		F	%	F	%	F	%	F	%
1	Books	-	-	-	-	-	-	50	62.5
2	Journals	-	-	-	-	-	-	20	25
3	Dictionaries	-	-	-	-	-	-	13	16.3
4	Encyclopedia	-	-	-	-	-	-	16	20
5	Handbooks	-	-	-	-	-	-	-	-
6	Newspaper/Magazine	-	-	-	-	-	-	-	-
7	Manuals	-	-	-	-	-	-	-	-
8	Reports	-	-	-	-	-	-	-	-
9	Atlases/maps	-	-	-	-	-	-	-	-
10	Directories	-	-	-	-	-	-	-	-
11	Biographies	-	-	-	-	-	-	-	-
12	Bibliographies	-	-	-	-	-	-	-	-
13	Almanacs	-	-	-	-	-	-	-	-
14	Computers	-	-	-	-	-	-	-	-
15	Gazettes	-	-	-	-	-	-	-	-
16	Abstracts/Indexes	-	-	-	-	-	-	-	-
17	Internet facilities	-	-	-	-	-	-	-	-
18	CD-Rom technology	-	-	-	-	-	-	-	-

Source: Field survey, 2019

Table 3 above shows the students response on accessibility of information resources available in the library. The table revealed that the available information resources in the library are not accessible with the following percentages: Newspapers and magazines (88.8%), books (62.5%), Journals (25%), Encyclopedia (20%) and dictionaries (16.3%). This implies that if at all the students are using the library, they might be bringing their books to come and read. This means the students only use the library as reading room because the library's little available resources are not accessible.

Research Question 3:

What are the problems that affect availability and accessibility of information resources?

Table 4: Problems to availability and accessibility of information resources

S/N	Problems	Frequency	Percentage
1	Lack of money to acquire library resources	32	40
2	Inadequate information materials in the library	80	100
3	Lack of qualified library staff	15	18.8
4	I don't know how to make use of some library materials like encyclopedia	25	31.3
5	No library catalogue in the library	74	92.5
6	I am not aware of the information materials available in the library	80	100
7	Lack of internet facilities	80	100

Source: Field survey, 2019

Table 4 above shows the students response to problems to availability and accessibility of information resources. The table indicates that the students attests to inadequate information materials in the library (100%), lack of awareness of the information materials available in the library (100%), lack of internet facilities (100%), no library catalogue in the library (92.5%), lack of money to acquire library resources (40%), lack of knowledge on how to use some information materials (31.3%), and lack of qualified library staff (18.5%).

Research Question 4:

What strategies can be adopted to overcome the problems?

Table 5: Strategies to overcome the problems

S/N	Strategies	Frequency	Percentage
1	Money should be made available	80	100
2	Employment of more qualified library staff	32	40
3	Organization of intensive user education programme to teach Students how to use library materials	25	31.3
4	Information retrieval tools such as catalogue, abstracts, etc should be prepared to ease accessibility	74	92.5
5	Proper awareness should be created by the library on the information resources they have	80	100
6	Provision of computers and internet facilities	80	100

Source: Field survey, 2019

Table 5 above shows response on the strategies to overcome the problems to availability and accessibility of information resources. The table reveals that the respondents attested the following strategies, money should be made available for the procurement of library materials (100%), provision of computers and internet facilities (100%), proper awareness should be created by the library on the information resources they have (92.5%), information retrieval tools such as catalogue, abstracts, etc. should be prepared to ease accessibility (31.3%) and organization of intensive user education programme to teach students how to use library materials (18.8%).

4.4 Discussion of Findings

The findings of this study are based on the analysis of the research questions. The findings of the study revealed that, the information resources in the library under study are grossly inadequate. The library has few books, newspapers/magazines which are not even current and few dictionaries. The finding is not in agreement with the findings of Adeoye and Popoola (2011) who reported that, libraries of tertiary institutions in Oyo State, Nigeria have adequate information resources. Besides the findings agrees with that of Ogwu (2012) who reported that, libraries lack information resources such as computers and internet facilities.

The study also revealed that, the available information resources in the library understudy are not accessible. This finding is consistent with that of Aguolu (2002) who revealed that, resources may be available in the library and identified bibliographically as relevant to one's subject of interest, but the user may not be able to lay hands on them.

The study equally revealed the problems to availability and accessibility of information resources to include inadequate information resources in the library, lack of awareness of the information materials available in the library, lack of internet facilities, no library catalogue in the library, lack of money to acquire library resources, lack of knowledge on how to use some information materials and lack of qualified library staff. This finding affirms that of Etim (2000), Ugah (2007), Aguolu and Aguolu (2002) who identified problems to availability and accessibility of information resources.

The study finally suggested some strategies that will be adopted to overcome the problems to availability and accessibility of information resources. The strategies are money should be made available for the procurement of library materials, provision of computers and internet facilities in the library, proper awareness should be created by the library on the information resources they have, employment of more qualified library staff, information retrieval tools such as catalogue, abstracts, etc.

should be prepared to ease accessibility and organization of intensive user

education programme to teach students how to use library materials.

CHAPTER FIVE

SUMMARY, CONCLUSION, RECOMMENDATIONS AND SUGGESTIONS FOR FURTHER STUDIES

5.1   Introduction

This chapter presents summary, conclusion, recommendations and suggestions for further studies.

5.2   Summary of Findings

The study was designed to investigate the availability and accessibility of information resources by students in tertiary institution: A case study of Gboko Polytechnic Gboko. The study employed a survey research design and questionnaire was used to collect data for the study. The collected data was analyzed using simple percentages.

The study revealed that information resources in the library under study are grossly inadequate. The library has few books, newspapers/magazines which are not even current and dictionaries.

The study also revealed that the available information resources in the library understudy are not accessible.

The study identified the problem to availability and accessibility of information resources to include lack of awareness of the information

materials available in the library, lack of internet facilities, no library catalogue in the library, lack of money to acquire library resources, lack of knowledge on how to use information materials and lack of qualified library staff.

The study finally identified strategies that will be employed to overcome the identified problems to include money should be made available for the procurement of library materials, provision of computers and internet facilities in the library, proper awareness should be created by the library on the information resources they have, employment of more qualified library staff, information retrieval tools such as catalogue, abstracts, etc. should be prepared to ease accessibility and organization of intensive user education programme to teach students how to use library materials.

5.3   Conclusion

Students require quality information resources in order to learn effectively and undertake research. The global growth of information resources in print and electronic formats means that students also need quality information resources that could help them identify, access and use the required information resources. Libraries are expected to provide such resources which when used effectively by students would translate into improve learning effectiveness and quality products. Therefore,

information resources should be made available and access should be created to enable students utilize the resources effectively.

5.4   Recommendations

Based on the findings of the study, the following recommendations are made:

1.   The library should ensure proper organization of library materials and adequate preparation of retrieval tools such as catalogue, and abstracting services, etc. capable of locating each resource available in the library.

2.   The library should organize user education programme to inculcate information utilization skills into students. This should focus on how to make effective use of library materials in the library, how to use the library catalogue, and how to locate a book on the shelves as well as how to use the internet.

3.   Library services require professionally competent staff to meet the needs of the community. Greater emphasis should be laid on the appointment of trained staff, training and re-training of the staff to build on the knowledge acquired to meet with their duty.

5.5 Suggestions for further Studies

1. Problems of availability and accessibility of information resources by students of Gboko Polytechnic Gboko.

2. Utilization of information resources by students of Gboko Polytechnic Gboko

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Availability and Accessibility of Information Resources by student of Ashi Polytechnic Anyiin Questionnaire

Section A: Personal Data

1.   Department: ………………………………………………………..

2.   Level of Study: ……………………………………………………….

3.   Gender: ………………………………………………………………

Section B: Types of Information Resources available.

What are the types of information resources available in Ashi Polytechnic Library?

S/N	Information resources	(√) Tick as appropriate
1	Books	
2	Journals	
3	Dictionaries	
4	Encyclopedia	
5	Handbook	
6	Newspaper/magazines	
7	Manuals	
8	Reports	
9	Atlases/maps	
10	Directories	
11	Biographies	
12	Bibliographies	
13	Almanacs	
14	Computers	
15	Gazettes	
16	Abstracts/indexes	
17	Internet facilities	
18	CD-Rom technology	

Section C: Accessibility of Information Resources

Key:
VEA - Very Easily Accessible\
EA - Easily Accessible
A - Accessible
NA - Not Accessibly

What is the extent of accessibility of the available information resources?
Tick (√) as appropriate.

S/N	Information resources	VEA	EA	A	NA
1	Books				
2	Journals				
3	Dictionaries				
4	Encyclopedia				
5	Handbooks				
6	Newspaper/Magazine				
7	Manuals				
8	Reports				
9	Atlases/maps				
10	Directories				
11	Biographies				
12	Bibliographies				
13	Almanacs				
14	Computers				
15	Gazettes				
16	Abstracts/Indexes				
17	Internet facilities				
18	CD-Rom technology				
19	Others specify				

Section D: Problems to availability and accessibility of information resources

What are the problems do you think affect the availability and accessibility of information resources?

S/N	Problems	Tick as appropriate
1	Lack of money to acquire library resources	
2	Inadequate information materials in the library	
3	Lack of qualified library staff	
4	I don't know how to make use of some library materials like encyclopedia	
5	No library catalogue in the library	
6	I am not aware of the information materials available in the library	
7	Lack of internet facilities	

Section E: What strategies do you think will overcome the above problems?

S/N	Strategies	Tick as appropriate
1	Money should be made available	
2	Employment of more qualified library staff	
3	Organization of intensive user education programme to teach Students how to use library materials	
4	Information retrieval tools such as catalogue, abstracts, etc should be prepared to ease accessibility	
5	Proper awareness should be created by the library on the information resources they have	
6	Provision of computers and internet facilities	