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**USE OF LIBRARY INFORMATION RESOURCES BY UNDERGRADUATE IN UNIVERSITIES IN
KATSINA STATE, NIGERIA**

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Abstract

The study investigated use of library information resources in university libraries in Katsina State, Nigeria. Three (3) objectives and three (3) research questions form the bases of the study. Quantitative methodology with cross-sectional survey design was employed for the study. Questionnaire was used to collect data from the respondents. Three hundred and ninety-four (394) respondents were used as sample size for the study from a population of thirty-eight thousand, six hundred and twenty-one (38621) and were selected through simple random sampling technique. Additionally, descriptive statistics of frequency and percentage counts were used in analyzing the data. Out of the total number of three hundred and ninety-four (394) copies of questionnaire distributed. Only two hundred and seventy-two (272) were duly completed, returned and found usable for analysis, representing 79.6% response rate. The findings from the study revealed that majority of the respondents indicated availability of information resources in their libraries and further revealed that majority of the respondents indicated that they purposely use information resources on examination and assignment. The findings also revealed that there are challenges relating to lack of awareness, digital skills and current information resources, lack of adequate computer facilities, epileptic internet access and provision of standby generator to improve the utilization of library information resources. The management of the university libraries in Katsina State should try and make the information resources identified low (CD-ROM databases, printed magazines, year books, online reference materials etc). The university lecturers in the studied area should make more efforts to encourage students to use the available information resources in the library to expand what was learned in classroom. Lastly, the management of the university libraries in Katsina State

should try and create awareness, provide digital skills, provision of current information resources, provision of adequate computer facilities, provision of good internet access and provision of standby generator to improve the utilization of information resources by undergraduate students.

Keywords: Information Resources, Katsina State, Nigeria, University Libraries, Undergraduate

Introduction

Universities are characterized by teaching, learning and research and it is believed that, learning is a continuous process usually built upon earlier discoveries and findings aimed at achieving knowledge in a specific field of study. University libraries therefore play a crucial role in supporting their institutions' teaching, learning and research by acquiring current and relevant information resources such as textbooks, serial publication, reference sources and electronic resources among others necessary for supporting students learning, research and other academic activities like examination, assignment, project etc. According to Maidabino and Ladan (2015) asserted that the provision of standard information resources in form of print and non-prints such as books, journals, and audio-visual collection, e-books, e-journals and services will help academic libraries to attain their noble objective.

Information resources are simply referred to as anything that can provide intellectual stimulation to the reader and it can appear in both printed and electronic formats. Information resources in the University make students learning activities effective when they are rightly provided for effective access and use. Libraries therefore acquired different types of information resources to support students in research either for expansion of what was learned in class room, assignment, examinations or for written project which is mandatory as a partial fulfillment for the award of first degree. Abubakar, Ibrahim and Suleiman (2020) stated that "University libraries support universities in discharging their responsibilities by acquiring all the relevant information resources necessary for sustaining the teaching, learning, research and the academic activities of their universities".

The word utilization is derived from the verb use or utilize which connotes use and derivation of benefits from something. This term is commonly used in librarianship to refer to interaction and patronage of information resources provided by the library. The use of



information resources simply refers to the actual practice of exploiting printed and electronic resources. According to Bitagi and Oziokwo (2015) information resources are all the library materials or facilities which the librarian relies upon to provide information services that meet with the information needs of undergraduate students. Information resources are vital tool for effective and efficient learning as it oils the speedy, remote and timely learning activities such as examination, assignment, continues assessment test, students project etc. Anand (2014) noted that scholars and students use information resources for various purposes and usually they have access to universal information resources, mainly the Internet for their intellectual interaction.

Several studies have been conducted on uses made of both the print and electronic information resources in libraries. The use of print resources was well established in it's over 500 years of dominance as medium of communication. The initial skepticism about electronic information resources and its value for academic activities has gradually shifted to how to blend print information resources in digital age Manjack, Dangani and Fari (2019), further amplified that this has created a major shift from the traditional set-up of the library which focuses on the physical collection of information resources to a stage where information is predominantly stored in digital formats. Therefore, academic libraries like university libraries are expected to provide information resources both in print and electronic formats to support students, staff and faculty in their research and pursuit of education to enable the institution achieve its objectives. Furthermore, academic activities would be impossible to carry out without adequate, up-to-date, relevant and timely information resources, whereas the purpose of utilizing information resources by undergraduate students is be able to support their learning activities. Utilizing information resources in university libraries in Nigeria by users according to Onifade, Ogbuiyi and Omeluzor (2013) are to consult materials for research, prepare seminar presentation, study for examinations, follow up on lecture etc. Therefore, the need for university library users to satisfy their information needs drives them to utilize the libraries' information resources. Information resource utilization by library users in universities is to satisfy their various information needs which could be academic, social, religious etc and to ensure growth and development.



Use of information resources refers to the extent to which the available information resources are used by undergraduate students for the purpose of satisfying their information need which could be for examination, for assignment, for continuous assessment test, for note update, for general information and for the research. Many scholars have agreed that students use information resources for various reasons such as in a study conducted by Aladeniyi and Termitope (2018), measures the utilization of library information resources by undergraduate students of the University of Medical Sciences, Ondo State. Based on the analysis majority of the respondents have agreed that they use the library resources for the purpose of obtaining general information, for examination, for assignment and for the research.

Information resources in university libraries could be used by students to develop themselves. One of the main problems associated with utilization of information resources is the availability and accessibility to the information resources in the library. Odunewu and Omagbemi, (2011) maintained that, collection management is a problem to information resource utilization. The low level of commitment of administration is also a problem that indirectly affects the effective accessibility and utilization of information resources. This commitment includes ensuring continuous collection management, thus ensuring staff on a continuous basis, enhances accessibility and utilization of the collection by having knowledge and developing expertise in organization and maintenance of information resources in the information system. Accessing and using information resources in libraries is very much dependent on various factors which invariably portrays the image of the libraries. Accordingly, another study conducted by Gurikar and Gurikar, (2015) had identified factors responsible for low use of electronic information resources by students in academic libraries and posited that more users are eager to use electronic resources but were constrained by poor network connectivity and erratic power supply. The internet is the most preferred medium of access to electronic information resources.

The researchers observed that undergraduate students in Nigeria do not adequately exploit the opportunities of utilizing the different types of information resources available in their university libraries including the study area in particular. By implication, they could be lagging behind in their quest for improved learning and research, subsequently, slowing their



learning activities and hamper effective learning. It is against this background that this study is designed to examine the information resources available for use by undergraduate students in universities in Katsina State, Nigeria.

Statement of the Problem

The advantages of information resources to undergraduate students are enormous. However, despite the enormous advantages of information resources in learning and other similar academic endeavours as well as the widely accepted views regarding the significance and adoption of such resources in libraries, it is observed that many undergraduate students of university libraries in Katsina State may not have been exposed to information resources not to even talk of making good use of them. This is in spite of the fact that various types of information resources are available for use. Okorie (2012) highlighted some information resources that are useful in learning and research include among others: textbooks, serial publication, reference materials, e-books, e-journals, CD-ROM, database, theses, dissertations, indexes and abstracts. It is however not certain whether undergraduate students of university libraries in Katsina State make use of all these types of information resources properly. Meanwhile, the literature reviewed shows that little or no researches exist on the use of information resources in university libraries in Katsina State. It is in view of the above problem that the researchers seek to examine the information resources available for use by undergraduate students in universities in Katsina State Nigeria.

Objectives of the Study

The specific objectives of this study are:

1. To identify the types of information resources available for use by undergraduate students in universities in Katsina state, Nigeria
2. To find out the purpose of use of information resources available by undergraduate students in universities in Katsina state, Nigeria
3. To find out the challenges associated with use of information resources by undergraduate students in university libraries in Katsina State



Literature Review

Printed and electronic information resources are significant in the past and present day information access, storage, dissemination and use. They have additionally become important in the contemporary academic activities, particularly in tertiary institutions of learning. Jegede (2010) categorized information resources as those resources made up of books, audio-visual materials, software media, audio-visual hardware and other materials used in teaching and learning process. In view of the above, it is critical to note that information resources (printed and electronic) are greatly contributing to the success of teaching and learning in academic institutions, because they can be accessed even in their comfort home and provide up to date happenings in an area or beyond. Information resources are mainly provided in printed formats such as books, serial publication, reference materials etc and in electronic formats such as the Internet, CD-ROM databases, and other host of electronic networks. Consequently, the literature has shown that many academic libraries globally, are embracing both printed and electronic resources to sustain teaching, learning and research processes and activities. Specifically, information resources are in form of text books, newspapers, projects, index and abstracts, magazines, encyclopedias, CD-ROM databases, e-resources, video cassettes and microfilms among others (Adeoye & Popoola, 2011; Popoola, 2008).

Many university libraries acquired both printed and electronic resources for various purposes mainly for teaching, learning and research activities. These information resources have necessarily provided access to current, up-to-date, dependable and affordable information that are available at any point in time, because of the information needs of students. Several researches have been carried out on the use of information resources from diverse viewpoints. For example, MacColl (2010) noted that new generation students required libraries to 'procure print and electronic resources; providing access to the resources through well designed library websites and technical support; and by providing access to physical space in the library for intellectual and interactive work'. Crawford (2006) investigated the use of electronic information resources and information literacy at Glasgow Caledonian University and established that students used the resources mainly for their academic activities,



communication, current awareness and leisure. It was also found that majority of the respondents use the Internet, but e-databases were drastically underutilized.

From the Nigeria context, Alhassan and Macaulay (2015) in a study, availability and utilization of electronic resources by University students in Niger State, shows that electronic resources like the internet, e-mail, online databases, electronic databases and electronic journal were highly used by the respondents in the two universities, while others like CD-ROM databases, electronic journals, online public access catalogue (OPAC) and electronic books were rarely used.

Nicholas and Clark (2015) opined that, the utilization of information resources is faced with the problem of users bypassing information resources of the library—when which users no longer see the need to use the library to source for information. Alhassan and Macaulay (2015) reported in their study that, limited access to computer terminals, lack of IT knowledge to effectively utilize the services, non-assistance from library staff to facilitate easy access and network failure were some of the hindrances to effective use of EIRs in university libraries. Furthermore, Bhatt and Rana (2011) identified that the most common problems with e-resources are low speed connectivity, lack of awareness about statutory provision for accessing e-resources by the institutions, technical problems, unavailability of sufficient e-resources, doubts in permanency, high purchase price and lack of legal provision. Moreso, Dafagbor (2012) enumerated problems militating against the use of academic libraries information resources to include acquisition cost, maintenance cost, erratic power supply, inadequate information retrieval skills amongst others.

Methodology

Quantitative research method with cross-sectional survey design was adopted for the study. The population of the study was all the 38621 undergraduate students in universities in Katsina State, i.e. Federal University Dutsin-Ma 19738 (202%), Umaru Musa Yar'adua University



Katsina 12562 (127%) and Alqalam University Katsina 6321 (65%). Thus, simple random sampling was used to determine the sample size for the study. Each individual in the population had probability of being selected randomly. The sample size of 394 was drawn out of a population of 38621 undergraduate students in universities in Katsina State. Furthermore, the researchers used questionnaire to collect data while descriptive statistics of frequency and percentages score are used in analyzing the data. Out of the total number of three hundred and ninety-four (394) copies of questionnaire distributed. Only two hundred and seventy two (272) were duly completed, returned and found usable for analysis, representing 79.6% response rate.

Responses on each item on the questionnaires are based on a midpoint average of 3.0 at which response would be regarded as agreement or disagreement. A standard deviation of magnitude of 3.0 below would signify disagreement while above 3.0 indicates agreement. Similarly, low standard deviation results close to mean and high standard deviation results far away from the mean. The reason of the using mean and standard deviation was to confirm the result which was either important or not important.

Findings of the Study

This part presents the results of the study and discussions based on the applicable research objective that guided the study.

Table 1: Demographic Information of the Respondents

Age	Frequency	Percentage (%)
18-24	94	35
25-34	125	45.6
35-44	53	19.4
Total	272	100
Gender		
Male	193	71.0
Female	79	29.0
Total	272	100
Level of study		
100	51	19.0
200	131	48.0
300	22	8.0



400	68	25.0
Total	272	100

Table 1 shows the demographic information of the respondents. Based on gender, the table revealed that more than half were from the age range of 25-34 years, constituting 125 (45.6%), followed by 94(35.0%) 18-24 years. The findings also show that 35-44 years constituted 53(19.4%) of the respondents. Similarly, the data revealed that 193 (71%) of the respondents were male and 79(29.0%) were females. This shows that majority of the respondents who used information resources in the university libraries studied were males. Also, majority of the respondents were of the younger generation within the digital age. In terms of level of study of the respondents, the data shows that 131 (48.0%) were level 200, 68 (25.0%) were level 400 students; 51 (19.0%) of the respondents were level 100 students, while, 22 (8.0%) were level 300 students. This finding indubitably implies that majority of the respondents were level 200 students.

Table 2 Types of Information Resources Available for Use by Undergraduate Students

Information Resources	Available		Not Available	
	F	%	F	%
Printed text-books	220	80.9	52	19.1
Printed magazines	72	26.5	200	73.5
Printed journals	216	79.4	56	20.6
Printed news papers	155	57.0	117	43.0
Printed dictionaries	124	45.6	148	54.4
Printed encyclopedia	169	62.1	103	37.9
Printed almanacs	155	57.0	117	43.0
Printed year books	83	30.5	189	69.5
Printed maps	82	30.1	190	69.9
Online books	131	48.2	141	51.8
Online journals	84	30.9	188	69.1
Online thesis/dissertations	104	38.2	168	61.8
Online databases(Agora, Jstore, Hinari, Ebsco etc)	205	75.4	67	24.1
CD-Roms	84	30.9	188	69.1
Online past question papers	101	37.1	171	62.9
Online reference materials	67	24.6	205	75.4
Online magazines	124	45.6	148	54.4



Table 2 shows the results of the data collected and analyzed with the aim of determining the various types of information resources available in the studied area. The finding shows that a significant number of the respondents indicated printed textbooks (220 or 80.9%), printed journals ranked next with (216 or 79.4%) respondents. This is followed by online databases with (205 or 24.5%) respondents; printed encyclopedia had (169 or 62.1%). Others are e-magazines (124 or 45.6%); printed newspapers and printed almanacs (155 or 57.0%), online thesis/dissertations (104 or 38.2%), online past question papers(101 or 37.1) online journals and CD Roms (84 or 30.9%), printed magazines (72 or 26.5%); online reference materials (67 or 24.6%) respondents respectively. Based on the above results, it can be deduced that the respondents were aware about the existence of different types of information resources in their libraries which they used accordingly.

Table 3 Purpose of Use of the Information Resources Available by Undergraduate Student

Statements	NI		SI		I		VI		MEAN	STD
	F	%	F	%	F	%	F	%		
To use information resources on research/learning.	62	22.8	30	11.0	126	46.3	39	14.3	3.18	1.43
To use information resource on exam preparation.	32	11.8	41	15.1	107	39.3	92	33.8	3.39	1.16
To use information resources on assignment.	29	10.7	16	5.9	156	71	71	26.1	3.75	1.15
To use information resources on note update.	92	33.8	45	0	120	44.1	15	5.5	2.79	1.58
To use information resource on general information.	166	61.0	0	0	41	15.1	65	23.9	2.63	0.84

Key: NI= Not Important; SI= Slightly Important; I= Important; VI= Very Important

Table 3 presents data on the purposes for which students in university libraries use information resources, based on responses from 272 participants. The most common use is for completing assignments, with a high mean score of 3.75 and a majority (57.4%) rating this purpose as "Important" or "Very Important," indicating its centrality to academic tasks. Exam preparation follows closely, with 39.3% marking it as "Important" or "Very Important" and a



mean of 3.39. Using resources for research and learning is also significant (mean = 3.18), although 22.8% of respondents considered it "Not Important." Updating notes was rated lower in importance (mean = 2.79), and a notable 33.8% viewed it as "Not Important," suggesting it's a less prioritized activity. The least valued purpose is accessing general information, with a low mean of 2.63 and a striking 61% rating it as "Not Important," reflecting a strong academic focus in resource use rather than general knowledge-seeking. Standard deviations range from 0.84 to 1.58, indicating varying levels of agreement across different purposes.

Table 4: Challenges Associated with Use and of Information Resources

Statements	NI		SI		I		VI		MEAN	STD
	F	%	F	%	F	%	F	%		
There is a lack of awareness of information resources available	28	22.8	45	16.5	85	31.3	65	23.9	3.18	1.54
There is lack of knowledge on searching techniques to retrieve the information resources	47	17.3	30	11.0	75	27.6	120	44.1	3.70	1.54
There is inadequate information resources in the university library	107	39.3	59	21.7	53	19.5	39	14.4	2.47	1.51
There is lack of current information resources in the university library	60	22.1	73	26.8	57	21.0	52	19.1	2.89	1.46
There is lack of proper support from library personnel	62	22.8	30	11.0	87	32.0	78	28.7	3.33	1.5
Network failure in using 32online information resources	32	11.8	45	16.5	115	42.3	65	23.9	3.50	1.33
Unreliable power supply for the use of online information resources	60	22.1	43	15.8	86	31.6	83	30.5	3.33	1.57
Poor network/internet connectivity	124	45.6	45	16.50	77	28.3	28	9.6	2.91	1.46
Information overload	77	28.3	45	1650	124	45.6	28	9.6	2.91	1.46
Poor arrangement of information resources	65	23.9	0	0	77	28.3	89	32.7	3.75	1.98
Lack of reading facilities	39	14.3	45	16.5	98	36.0	77	28.3	2.92	1.49

Key: NI= Not Important; SI= Slightly Important; I= Important; VI= Very Important



From Table 4, it can be seen that there is lack of awareness of information resources available in the area under study. The responses in the Table revealed that 85 (30.6%) of the respondents indicated important and very important 65 (23.8%) that there is lack of awareness of information resources available. This is also reflected in a mean score of 3.18 and the standard deviation of 1.54. The responses showed that 85 (26.6%) of the respondents indicate important and very important 144 (45.0%) that there is lack of knowledge on searching techniques to retrieve the information resources. This is also reflected in a mean score of 3.71 and the standard deviation of 1.54. Moving further, responses regarding inadequate information resources in the university library, the data indicated that 64 (20.0%) of the respondents indicate important; 48 (15.0%) and very important. This is reflected in a mean score of 2.51 and a standard deviation of 1.67. However, 125 (39.1%) disagree and 67 (20.9%) strongly disagree that there are inadequate information resources in the university library with 16 (5.0%) of the respondents remain undecided.

Regarding to lack of current information resources in the university library, the above table highlighted 65 (20.3%) of the respondents indicate important and very important 64 (20.0%) that there is lack of current information resources in the university libraries. This is also reflected in a mean score of 2.89 and the standard deviation of 1.47. The table also showed that 72 (22.5%) of the respondents indicate not important and slight important 85 (26.6%) with the statement. For the lack of proper support from library personnel, the data in revealed 99 (30.9%) of the respondents indicate important and very important 90 (30.0%) that there is lack of proper support from library personnel. This is also reflected in a mean score of 3.34 and the standard deviation of 1.56. The table also showed that strongly disagree 74 (23.1%) of the respondents strongly not important and slightly important 34 (10.6%) with the statement. Also, network failure in utilizing online information resources, the data showed that 132 (41.3%) of the respondents agree and strongly agree 80 (30.0%) that there is network failure in utilizing online information resources. This is also reflected in a mean score of 3.51 and the standard deviation of 1.34.

Unreliable power supply for the use of online information resources, the data indicated



that 100 (31.3%) of the respondents important and very important 97 (30.3%) that there is unreliable power supply for the use of online information resources. This is also reflected in a mean score of 3.31 and the standard deviation of 1.58. The table also showed that strongly disagree 72 (22.5%) of the respondents not important and slightly important 51(15.9%) with the statement. Also poor network/internet connectivity, the data showed that 146 (45.6%) of the respondents indicate important and very important 32 (10.0%) that there is poor network/internet connectivity, thereby reflecting in a mean score of 3.93 and the standard deviation of 1.47. The table also showed that not important 91 (28.4%) of the respondents not important and slightly important 51 (15.9%) with the statement.

Information overload, the data indicated that 100 (31.3%) of the respondents indicate important and very important 97 (30.3%) that there is unreliable power supply for the use of online information resources. This is also reflected in a mean score of 3.31 and the standard deviation of 1.58. The table also showed that not important 72 (22.5%) of the respondents slightly important 51(15.9%) with the statement. Also poor arrangement of information resources, the data showed that 80 (22.6%) of the respondents 101 (31.6%) that there is poor arrangement of information resources, thereby reflecting in a mean score of 3.93 and the standard deviation of 1.47. The table also showed that strongly disagree 91 (28.4%) of the respondents and disagree 32 (10.0%) with the statement while 16(4.5%) remained undecided. Moving further, lack of reading facilities, the data indicated that 114 (35.6%) of the respondents not important and slightly important 48 (15.0%) that there is lack of reading facilities. This is also reflected in a mean score of 2.93 and the standard deviation of 1.50. The table also showed that strongly disagree 91 (28.4%) of the respondents strongly disagree and disagree 51 (15.9%) with the statement.

Discussion of Findings

This section interpreted and discussed the results. The findings showed that the types of information resources available in the libraries studied include textbooks, online databases, printed encyclopedia, online magazines, printed dictionaries, newspapers, online thesis/dissertations among others. This corroborates the findings of Abubakar, Ibrahim and



Suleiman (2020) on Availability and Accessibility of Information Resources in University Libraries for Students Academic Use. The findings revealed that majority of the respondents agreed that the dominant information resources available are books 54(98.2%), journals 52(94.5%) and online databases 48(87.3). On the use of information resources, the results revealed that more than half of the respondents used the resources sometimes. This could be attributed to the readiness of the undergraduate students to get current information that would aid them in writing their examination or research project. This corroborates the findings of Anand (2014), who noted that researchers and students use electronic information resources and have access to global information resources, particularly the Internet for their scholarly activities.

With respect to the purpose on the use of information resources, the findings of the research shows that more than half of the respondents purposely used the resources to prepare for the examination, to write assignment. This corroborates the findings of Foloruso and Njoku (2016) who had found that majority of the students utilized various information resources like textbooks and journal articles as many of them used it to search materials for assignment and to do research work.

Finally, in response to the challenges on the use of information resources, the study agreed with that of Onye (2016) which revealed that poor facilities are the major challenges that limited access to information resources. The occurrence of this factor was indicated by as much as 84.3% of the respondents. In the same study, another factor significantly limiting the access and use of information resources is lack of current information resources (63.3%). Possibility, it is connected with poor funding by the government, which results from low budget. Also, the study Dafagbor (2012) enumerated problems militating against the use of academic libraries information resources to include acquisition cost, maintenance cost, erratic power supply, inadequate information retrieval skills amongst others.

Conclusion

The findings from the study concluded that majority of the respondents indicated availability of information resources in their libraries and further revealed that majority of the respondents indicated that they purposely use information resources on examination and



assignment. The findings also revealed that there are challenges relating to lack of awareness, digital skills and current information resources, lack of adequate computer facilities, epileptic internet access and provision of standby generator to improve the utilization of library information resources by undergraduate students.

The following recommendations are offered

1. The management of the university libraries in Katsina State should try and make the information resources identified low (CD-ROM databases, printed magazines, year books, online reference materials etc) by some respondents, to be more available, by acquiring more copies and volumes, since some of the respondents said they were available while others said they were not. This could be as a result of insufficient quantity of information resources.
2. The university lecturers in the studied area should make more efforts to encourage students to use the available information resources in the library to expand what was learned in classroom.
3. The management of the university libraries in Katsina State should try and create awareness, provide digital skills, provision of current information resources, provision of adequate computer facilities, provision of good internet access and provision of standby generator to improve the utilization of information resources by undergraduate students.

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