



A Study on The Usage of Information Resources and Services: Case Study of Undergraduates of Michael Okpara University of Agriculture, Umudike, Abia State, Nigeria

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ABSTRACT

This study investigated the use of information resources and services by undergraduates of Michael Okpara University of Agriculture Umudike, Abia State. To carry out this study, seven objectives and seven research questions were constructed to guide the study. The study adopted descriptive research design, to cover the levels/departments of undergraduate students in MOUUA. Two null hypothesis was also formulated which was tested at 0.05 level of significance. The population of the study is made up of 1836 registered undergraduate library users for 2017/2018 academic session. Simple random sampling technique was used for the study which is made up of 306. A validated Use of Information Resources and Library Services by Undergraduate Students Questionnaire (UIRLSUSQ) developed by the researcher were complemented with a check-list schedule. The instrument for data collection which yielded a correlation coefficient of 0.91 was used to collect data. Mean value analysis was used to answer the research questions, while Pearson Product Moment Correlation (PPMC) was used to test the two hypothesis at 0.05 level of significance. From the results obtained, availability of information resources for undergraduate students of MOUUA has significant influence in its utilization, and that availability of library services for undergraduate students of MOUUA has significant influence in its utilization. The study also revealed the types of information resources and services available in MOUUA library which includes books, periodicals, reference materials, electronic books, internet services, lending/circulation services, reference services etc. The study also found out the reason why undergraduate students make use of information resources such as to do research, for self-awareness, to do assignment/term paper, for examination, for general information, for leisure/pleasure, for skill acquisition, to develop reading habit and learn library search. Some of the challenges associated with the use of information resources and services include lack of current text, small sitting capacity, interrupted power supply; unreliable internet services etc. whereas some of the possible solutions to the identified challenges were provision of adequate reading space, reliable internet services, provision of current text and so on.

Keywords: MOUUA, Library, Information Resources, University Library, Library Services

INTRODUCTION

Background of the Study

The primary aim of every undergraduate student of the university is to graduate with a good degree at the expiration of the course duration. The consciousness of that fact propels students to seek for available information resources to deliver in their chosen field of study. In achieving this, the university library comes into focus because of the presumed role of ensuring that the needed information resources are selected, acquired, stored and disseminated for use. Availability, accessibility and utilization of information resources and services in university libraries are imperative to successful conduct of research by undergraduates. This is in line with the mandate of establishing university library which is to support teaching and learning, research and community service.

Over the years, research works have shown that many students don't really use university libraries. Some of them who make use of the library often come with their own reading materials such as their lecture notes and other personal reading materials. Even some resort to gist, discussions and use of cell-phones either to browse or do something else. One begins to wonder whether the attitude of students to the use of resources and services of the library is because the resources are inadequate, unavailable, and obsolete or that the services do not meet their information needs. It is against this background that this research seeks to find out the use of university library resources and services using Michael Okpara University of Agriculture Umudike as a case study.

Use of information resources refers to the extent to which users make use of the resources of a library to meet their information needs. The process of the use of information resources begins with coming into the library, perusing the stock (browsing), asking for assistance from library staff, actually finding information of value, taking out a book in the library, studying one's own material in the library and so on. Information resources comprises of all information or data-bearing resources available in the library such as books, journals, newspaper, magazine, research monographs, research report, file, electronic books, electronic journals, e-databases (scholarly) etc. Popoola, and Haliso (2009) describes information resources as those information-bearing materials that are in both printed and electronic formats, such as textbooks, journals, indexes, abstracts, newspapers and magazines, reports, CD-ROM, databases, the Internet/E-mail, video tapes/cassettes, diskettes magnetic disk, computers, micro forms and so on.

Apart from information resources provided by the university libraries, they also render effective library services to users. Some of the services include Online Public Access Catalogue (OPAC), public service, circulation/borrowing, Reference, library instruction/information literacy, room reservation, photocopying etc. According to Lisbdnetwork.com, library services comprise Online Public Access Catalogue (OPAC), reference, bibliographic, audio visuals; ICT based using electronic gate and search engines etc.

The university library is established, funded by a university to meet the information, research and curriculum needs of its students, faculty and staff (Reitz, 2004). University libraries of different types are established to satisfy the varied users need. Harrod (2000) defines a university library as a library or group of libraries established, maintained and administered by a university to meet the needs of students, members of the academic staff and other members of the university community to effectively carry out their administrative and executive responsibilities. Aina (2004) refers to a university library as a learning center and the heart of the intellectual system of a university. The university libraries are of different categories. There are federal, state, and private university libraries. University libraries are established by law under the umbrella of the parent institution and their funding and control equally emanate from the parent institution. The users of a university library are students, researchers, lecturers, non-teaching staff and members of local community.

Background Information on Michael Okpara University of Agriculture Umudike

The Michael Okpara University of Agriculture Umudike (MOUUAU) came into existence precisely on the 13th day of November 1992 when the federal government of Nigeria promulgated the federal university of agriculture decree 1992 (also cited as decree no. 48 of 1992). The university is situated in an axis along the road from Umuahia to Ikot Ekpene which is ten kilometers east of Umuahia, the Abia State capital.

The university is one of the three universities of agriculture established by the federal government of Nigeria that is charged with the central mandate and mission of imparting agricultural education in a scientific but practical way, coupled with applied research and such extension services as would assist in achieving national self-sufficiency in food and fiber production.

MOUUAU library came into being in 1994 when the academic activities of the newly established university took off. The library shared facilities and information resources with the then Federal College of Agriculture now relocated to Ishiagu, Ebonyi State. Like every other academic library, MOUUAU library was established to lend information materials support to the academic activities of the university in relation to teaching/learning, research, and community services, (<https://www.mouau.edu.ng>).

As at the time of this research, MOUUAU library has a total of 48 staff made up of 11 librarians (professionals), 16 library officers (para-professionals) and 22 non-professionals, including library assistants and porters. The library has 27, 371 volumes of books and 3,260 volumes of serials, with 65 journal titles. The MOUUAU library has 31 book shelves, 110 reading carrels/tables and 450 reading chairs. The Serials Department has 5 display racks. The library has a total of 325 set of computers made up of 122 desktops and 200 laptops, with Internet connections. The library also has the 2014 versions of The Essential Electronic Agricultural Library (TEEAL). This is a collection of three hundred and fifty (350) major agricultural journals, contained in four hundred and thirty-two thousand (432,000) articles. The library has over 220 laptops for students to borrow and use within the library, an ICT unit that is linked to the steady Internet network and subscribes to more than five hundred (500) print journal titles through online databases like AGORA, HINARI, OARE and Ebsco-Host. The University funds the library, supported with TETFund grants of the Federal Government of Nigeria.

The library offers hybrid services in lending, inter-library loan services, reference services, reprographic services, indexing, and current awareness services (CAS) etc. within the limit of available resources. It has 1836 registered library users for the 2017/2018 academic session

Statement of the Problem

University libraries are fundamental in providing library resources and services to undergraduates in universities. Adequate information resources enable the undergraduates to effectively search, evaluate and retrieve the required information as well as determine which resources that is authoritative and more useful. However due to the exponential increasing in scholarly publications, the problem of accessing and utilizing information resources by undergraduate library users have increased. Studies have shown that many students do not know how to go about searching for information to satisfy their information needs; they lack basic skills and competencies required for the utilization of library resources and services. Although, there are works on the use of library resources and services by undergraduate students of different university libraries in different parts of the world (Lasode, Yusuf & Koiki (2015), there is hardly any research work dealing with undergraduate students of Michael Okpara University of Agriculture, Umudike as concerns their use of information resources and services. As a result, issues relating to the undergraduate students of MOUUAU pertaining to their use of library resources and services remain empirically unknown and consequently speculative. It is for this reason that this research work is embarked upon.

Objectives of the Study

The overall purpose of this study is to examine the use of library resources and services by undergraduates of Michael Okpara University of Agriculture, Umudike.

The specific objectives of this study are to:

1. Find out the types of information resources and library services available for use by the undergraduate students of MOUAU;
2. Determine the extent of use of information resources and library services by the users;
3. Establish the reasons for the use of information resources and services;
4. Investigate the type of information resources and library services that are more frequently utilized by the undergraduates of MOUAU;
5. Ascertain the ways the students utilize the information resources and library service by the undergraduate students of MOUAU;

Research Questions

The following research questions were formulated in line with the specific objectives to guide the study:

1. What are the types of information resources and library services that are available to users in Michael Okpara University of Agriculture Umudike library?
2. To what extent do users make use of information resources and library services in MOUAU?
3. What are the reasons for the use of information resources and library services by the undergraduate students of MOUAU?
4. What types of information resources and library services that are more utilized by the undergraduate students of MOUAU?
5. What are the ways students utilize the information resources and services by the undergraduate students of MOUAU?

LITERATURE REVIEW

Library resources in universities are vital tools in enhancing academic success among students, lecturers, researchers and host community through purchase of relevant materials that is in line with the programs offered by the institution. These resources are usually spread across the branch libraries through the purchase of recommended text and subscription of relevant databases for research advancement among undergraduate students and staff. It is important to note that the quality of information resources in libraries helps to determine the output of research work, student's performance and placed the institution high on global ranking.

The print resources as its name suggest means materials that have been printed and are produced in hard copy (College of San Mateo Library, 2018). According to Onwubiko (2004) cited in Okai (2014), print materials are resources containing information in printed format. They include books, serials, periodicals, pamphlets, government publications, newspapers, magazines, technical reports and reference materials. With the advent of modern librarianship, users are being served faster using internationally accepted technologies.

The application of technologies in university libraries have resulted to the use of non-print and electronic resources in library services. Before the advent of electronic resources, university libraries and other libraries limited their resources to the print media.

Mohammed (2014) conducted a survey on print and electronic information services provided by the university libraries in Niger State for undergraduates. The study revealed that university libraries in Niger State provided more print information resources than electronic resources and services. The study also found that undergraduate students extensively patronized print information and services in these libraries. In the light of the above, Michelle (2005) concludes that libraries, as information brokers cannot reject data simply because it fails to comply with existing expectations or because its format of transmission is not fully developed into electronic resources. Instead, they must seek to harness its strengths and to educate users on its weaknesses.

Electronic resources are systems in which information is stored electronically and made accessible through electronic systems and computer networks. These resources include OPAC, CD-ROMs, Online-Databases, E-journals, E-books, Internet resources (Oak, 2016). Bajpai, Hada and Bajpai (2016) in an attempt to offer explanation to e-resources placed much emphasis on e-learning. They maintain that e-learning is a technique in which a user may use different technologies, Internet, computer technology, and multimedia to replace the conversational educational system. University libraries adopt modern technologies to make library resources available to users in electronic form. This explains why in this modern era of digital technology, e-books are occupying a prominent role in university libraries (Israel and Edesirie, 2016).

Dadzie (2007) writes that electronic resources are invaluable research tools that complement the print – based resources in a traditional library setting. Their advantages, according to the author include; access to information that might be restricted to the user due to geographical location or finances, access to more current information, and provision of extensive links to additional resources. The potentialities of the e-resources include the fact that they do not occupy physical space, elimination of time, space, cost limit, easy archiving of the content and organized subjectively and available 24 hours a day, 7 days a week, among others". These advantages of electronic resources have prompted university libraries to provide electronic resources in order for them to meet the users' needs (Madondo, Sithole and Christa, 2017).

Egberongbe, (2011) carried out a survey of the use and impact of electronic resources at University of Lagos Library. Her findings indicated that majority of the respondents were well aware of the e-resources and services and they frequently use these e-resources available at the university library. A study by Gakibayo, Ikoja-Odongo and Okello-Obura (2013) assessed the utilization of electronic information resources in Mbarara University Library, Kampala, Uganda by students by addressing four objectives namely identifying the availability of e-resources, determining the extent of use and the

relevance of e-resources in Mbarara University Library, Kampala, Uganda and lastly proposing strategies to promote the use of e-resources by students. Both quantitative and qualitative methods were employed to elicit data from library staff and undergraduate students from four faculties of Mbarara University. Two hundred and sixty-six respondents participated in the study. Data was collected by use of questionnaires, document analysis and interview guide. The study found that utilization of e-resources was not only affected by lack of computer skills and information literacy skills but also lack of enough computers and slow Internet connectivity. The frequency of use of the e-resources indicated that a lot needed to be done to increase e-resource use.

Population of the Study

The population of the study is 1836 registered undergraduate library users for 2017/2018 academic session in MOUAU. This population consists of undergraduates who are registered library users of different levels of study in 2017/2018 session. They are: 100 level, 200 level, 300 level, 400 level and 500 level. See Table 1 for details on the number of students that registered in the university library level by level.

Table 1: Population of Registered Library Users according to levels of study for 2017/2018

Level of Study	Registered Library Users in MOUAU
100	419
200	350
300	336
400	525
500	206
Total	1836

(Source: Field Survey Data, 2019)

DATA ANALYSIS AND DISCUSSION OF FINDINGS

A total of 320 copies of questionnaire were distributed to users of Michael Okpara University of Agriculture Umudike. Out of this 306 representing 96% returned. The remaining 14 or 4% did not return their own copies for reasons the researcher could not establish. The breakdown level by level is shown on Table 2 below:

Table 2: Distribution and Response Rate of the Questionnaire.

S/N	Level of Study	Number Administered	Number Returned	Not Returned	% of Returned
1	100	71	69	2	21.6%
2	200	63	60	3	18.8%
3	300	61	57	4	17.8%
4	400	90	87	3	27.2%
5	500	35	33	2	10.3%
Total		320	306	14	96%

The breakdown as shown on Table 2 indicates that 71 copies were given to 100 level students and 69 copies (21.6%) were returned, for 200 level students 63 copies were administered and 60 copies (18.8%) were filled and returned; 300 level students were given 61 copies and 57 (17.8%) were filled and returned while 400 level and 500 level students were given 90 copies and 87(27.2%) and 35 copies and 33 (10.3%) respectively were filled and returned.

ANALYSIS OF DATA BASED ON RESEARCH QUESTIONS

Research Question 1: What are the types of information resources and library services available to users in Michael Okpara University of Agriculture Umudike library?

Table 3: Checklist of types of information resources available to users in MOUAU Library

Types of information resources	A	NA	Remarks
a) Books	√		A
b) Periodicals such as Journals, Magazines, Newspapers, Bulletins, Newsletter etc.	√		A
c) Reference materials such as Dictionaries, Encyclopedia, Map, Atlas, Directories, Handbooks etc.	√		A
d) Government publications such as Reports, Fact Sheet, Evaluation Documents, Budget etc.	√		A

e) Technical reports such as Statistical Publications, Research Reports	√		A
f) Pamphlets	√		A
g) Electronic books such as Google Book, BookBoon, Wiki books, University for free books etc.	√		A
h) Electronic journals e.g. academic and non-academic	√		A
i) Electronic databases (scholarly) e.g. PubMed, Free Medical Journal, AGORA, Science Direct, Ebscohost, HINARI, JSTOR etc.	√		A
j) Internet gateways e.g. OSI model, Broadband Router	√		A
k) Search engines such as Bing, Yahoo, HotBot, AOL.Com, Lycos, Galaxy, Altavista, Ecosia etc.	√		A
l) CD/DVD	√		A
m) Bibliographies	√		A
n) Audio tape player	√		A
o) Video tape player	√		A
p) Card readers		√	NA

Table 3 shows the response rate from the checklist administered to librarians in MOUAU library. Out of 16 (sixteen) types of information resources itemized, only one of them was not available. The breakdown shows that books, periodicals (newspapers, journals, magazines etc.), reference materials (encyclopedia, dictionaries, maps, atlas etc.), government publications (reports, fact sheet, evaluation documents, budget etc.), technical reports (statistical publications, research reports), pamphlets, electronic books (google book, book boon, wiki books, university for free books etc.), electronic databases (pubmed, free medical journal, agora, science direct, ebscohost, hinari, jstor etc.), internet gateways (OSI model, broadband router), search engines (bing, yahoo, hotbot, aol.com, lycos, galaxy, altavista, ecosia etc.), CD/DVD, bibliographies, audio tape player and video tape player were all available, while card reader was not available. The checklist revealed the types of information resources that was acquired or subscribed in MOUAU for use which was used by undergraduate students to satisfy their information needs.

Table 4: Checklist of types of library services available to users in MOUAU

Types of library services	A	NA	Remarks
a) Circulation/lending services	√		A
b) Inter-library loan services	√		A
c) User education/orientation	√		A
d) Reference services	√		A
e) Selective Dissemination of Information (SDI)	√		A
f) Open Public Access Catalogue (OPAC)		√	NA
g) Online reserve system		√	NA
h) Current Awareness Service (CAS)	√		A
i) Referral services	√		A
j) Photocopying services	√		A
k) Internet services	√		A
l) Indexing and abstracting service		√	NA
m) Statistical data processing		√	NA

Table 4 shows the response rate of checklist administered to librarians in MOUAAU library. Out of 13 (thirteen) types of library services listed, 9 (nine) were available while 4 (four) were not available. The breakdown shows that circulation/lending service, inter-library loan service, user education/orientation, reference services, selective dissemination of information, current awareness services, referral service, photocopying and internet services were available, Open Public Access Catalogue, online reserve, indexing and abstracting and statistical data processing were not available. The checklist revealed the types of library services that were available for use in MOUAAU which satisfied the information needs of undergraduate students.

Research Question 2: To what extent do users make use of information resources and library services in MOUAAU?

Table 5: Mean rating on the extent of use of information resources in MOUAAU?

Extent of use of information resources	HE	E	LE	NU	Total	Mean	Decision
a) Books	108	90	87	21	897	2.9	Significant
b) Periodicals (Journals, Magazines etc.)	72	54	129	51	759	2.5	Significant
c) Reference materials (Dictionaries, Encyclopedia, Maps etc.)	78	87	84	57	799	2.6	Significant
d) Government publications such as Reports, Fact Sheet, Evaluation Documents, Budget etc.	42	66	138	60	701	2.3	Not significant
e) Pamphlets	48	51	123	84	675	2.2	Not significant
f) Electronic books	36	130	57	23	671	2.6	Significant
g) Electronic journals	65	160	69	12	890	2.9	Significant
h) Electronic databases (scholarly) e.g. AGORA, PubMed, Free Medical Journal, Science Direct	39	81	114	72	699	2.3	Not significant
i) Internet gateways	75	51	114	66	747	2.4	Significant
j) Search engines	63	66	99	78	726	2.4	Significant
k) CD/DVD	57	63	102	84	705	2.3	Not significant
l) Technical report	42	63	102	99	660	2.2	Not significant
m) Bibliographies	57	110	137	2	834	2.7	Significant
n) Audio tape player	33	81	90	102	657	2.2	Not significant
o) Video tape player	36	69	93	108	645	2.1	Not significant
Significant Mean Value=2.4							

Key: HE = High Extent, E= Extent, LE=Low Extent, NU=Not Used

With a significant mean value of 2.4 as shown on Table 5, undergraduate students of MOUAAU reported that the extent of use of information resources in their library, they often consult books ($\bar{x} = 2.9$), periodicals ($\bar{x} = 2.5$), reference materials ($\bar{x} = 2.6$), internet gateways ($\bar{x} = 2.4$), bibliographies ($\bar{x} = 2.7$), electronic journals ($\bar{x} = 2.9$), search engines ($\bar{x} = 2.4$) and electronic books ($\bar{x} = 2.6$). This is because their mean values were up to or more than the significant mean value of 2.4. The analysis also showed that students consulted other information resources in the library from government publications ($\bar{x} = 2.3$), pamphlets ($\bar{x} = 2.2$), electronic database (scholarly) ($\bar{x} = 2.3$), CD/DVD ($\bar{x} = 2.3$), technical report ($\bar{x} = 2.2$), audio tape player ($\bar{x} = 2.2$), and video tape player ($\bar{x} = 2.1$). They were insignificantly consulted because their mean values were less than the significant mean value of 2.4. The implication is that these information resources may not have the desired impact on students.

Table 6: Mean rating on the extent of use of library services in MOUAAU?

Extent of use of library services	HE	E	LE	NU	Total	Mean	Decision
a) Circulation/lending services	80	95	72	59	808	2.6	Significant
b) Inter-library loan service	60	45	132	69	708	2.3	Not significant

c) User education/orientation	90	93	66	57	828	2.7	Significant
d) Reference services	90	72	84	60	804	2.6	Significant
e) Selective Dissemination of Information (SDI)	78	63	108	57	774	2.5	Not significant
f) Online reserve system services	63	60	105	78	720	2.4	Not significant
g) Current Awareness Service (CAS)	103	88	64	38	842	2.8	Significant
h) Referral services	50	100	80	76	736	2.4	Not significant
i) Photocopying services	36	93	95	82	695	2.3	Not significant
j) Internet services	168	129	6	3	1074	3.5	Significant
Significant Mean Value=2.6							

Key: HE = High Extent, E = Extent, LE = Low Extent, NU = Not Used

With a significant mean value of 2.6 as shown on Table 6, undergraduate students of MOUAU reported that they often utilized circulation/lending services ($\bar{x} = 2.6$), internet services ($\bar{x} = 3.5$), reference services ($\bar{x} = 2.6$), user education/orientation ($\bar{x} = 2.7$) and current awareness services (CAS) ($\bar{x} = 2.8$). The utilization of these services were said to be significant because their mean values were up to or more than the significant mean value of 2.6. However, undergraduate students in MOUAU enjoyed other library services as referral services ($\bar{x} = 2.4$), photocopying services ($\bar{x} = 2.3$), online reserve system ($\bar{x} = 2.4$), inter-library loan service ($\bar{x} = 2.3$) and selective dissemination of information (SDI) ($\bar{x} = 2.5$) but they were insignificantly utilized because their mean values were below the significant mean value of 2.6. The implication is that these services may not have the desired impact on students

Research Question 3: What are the reasons for the use of information resources and library services by the undergraduate students of MOUAU?

Table 7: Mean rating on the reasons for the use of information resources in library

Reasons for the use of information resources	SA	A	D	SD	Total	Mean	Decision
a) Research	81	165	39	21	918	3.0	Significant
b) Do assignment/term papers	69	177	45	15	912	3.0	Significant
c) For examination	75	129	69	33	858	2.9	Significant
d) To develop reading habit	42	186	54	24	858	2.8	Significant
e) To learn library search	63	144	78	21	861	2.8	Significant
f) For general information	69	132	84	21	861	2.8	Significant
g) For self-awareness	66	129	90	21	852	2.8	Significant
h) For skill acquisition	66	129	90	21	852	2.8	Significant
i) For leisure/pleasure	57	114	108	27	813	2.7	Not significant
Significant Mean Value=2.8							

With a significant mean value of 2.8 as shown on Table 7, undergraduate students of MOUAU stated that the reason they made use of information resources in the library were for research ($\bar{x} = 3.0$), to do assignment/term papers ($\bar{x} = 3.0$), for examination ($\bar{x} = 2.9$), to develop reading habits ($\bar{x} = 2.8$), to learn library search ($\bar{x} = 2.8$), for general information ($\bar{x} = 2.8$), for self-awareness ($\bar{x} = 2.8$) and skill acquisition ($\bar{x} = 2.8$). This is because their mean values were up to or more than the significant mean value of 2.8. The analysis also showed that students do consult information resources for leisure/pleasure ($\bar{x} = 2.7$). The mean value was insignificant because it was less than the significant mean value of 2.8. The implication is that the reason for the use of information resources may not have the desired impact on students.

Table 8: Mean rating on the reasons for the use of library services in the library

Reasons for the use of library services	SA	A	D	SD	Total	Mean	Decision
a) For examination	87	132	80	27	931	2.9	Significant
b) Do class assignment	66	138	69	33	849	2.8	Significant
c) To do research	91	124	54	37	881	2.9	Significant
d) To understand literature search	69	132	78	27	855	2.8	Significant
e) To learn how to use ICT	69	123	84	30	843	2.8	Significant
f) Monitor political developments	40	99	89	69	704	2.4	Not significant
g) For pleasure/leisure	36	93	95	82	695	2.3	Not significant
h) To learn morals/ethics	55	114	78	59	777	2.5	Not significant
i) To learn how to do library network	69	125	83	29	846	2.8	Significant
j) For self-development	75	126	75	30	858	2.8	Significant
k) To acquire skill	57	153	72	24	855	2.8	Significant
Significant Mean Value=2.7							

With a cluster mean of 2.7 as shown on Table 8, undergraduate students of MOUAU stated that the reason they make use of library services are to prepare for examination ($\bar{x} = 2.9$), to do class assignment ($\bar{x} = 2.8$), to do research ($\bar{x} = 2.9$), to understand literature search ($\bar{x} = 2.8$), to learn how to use ICT ($\bar{x} = 2.8$), to learn how to do library network ($\bar{x} = 2.8$), for self-development ($\bar{x} = 2.8$), and to acquire skill ($\bar{x} = 2.8$). This is because their mean values were above the significant mean value of 2.7. The analysis also showed that students have more reasons for utilizing library services as to monitor political development ($\bar{x} = 2.4$), for pleasure /leisure ($\bar{x} = 2.3$) and to learn morals/ethics ($\bar{x} = 2.5$). They were insignificant because their mean values were less than the significant mean value of 2.7. The implication is that these reasons may not have the desired influence on students learning.

Research question 4: What types of information resources that are more utilized by the undergraduate students in the library?

Table 9: Mean rating on the types of information resources that are more utilized by undergraduate students in the library?

Resources	MU	U	LU	NU	Total	Mean	Decision
a) Books	126	93	72	15	742	3.1	Significant
b) Periodicals (Journals, Magazines etc.)	51	87	129	39	762	2.5	Significant
c) Reference materials (Dictionaries, Encyclopedia etc.)	66	78	114	48	774	2.5	Significant
d) Government publications	36	75	117	78	681	2.2	Not significant
e) Technical report	51	96	90	69	741	2.4	Significant
f) Pamphlets	72	69	81	84	741	2.4	Significant
g) Electronic books	60	90	84	72	750	2.5	Significant
h) Electronic journals	54	105	96	78	801	2.4	Significant
i) Electronic databases (scholarly)	89	97	58	62	825	2.7	Significant
j) Internet gateways	78	75	85	68	775	2.5	Significant
k) Search engines	78	72	81	75	765	2.5	Significant
l) Compact disk/digital video disc	54	69	102	81	708	2.3	Not significant
m) Bibliographies	62	89	130	25	800	2.6	Significant
n) Audio tape player	45	72	99	90	684	2.2	Not significant
o) Video tape player	42	60	93	111	645	2.1	Not significant
p) Card readers	36	69	93	108	645	2.1	Not significant
Significant Mean Value=2.4							

Key: MU = Moderately Utilized, U = Utilized, LU = Lowly Utilized, NU = Not Utilized

With a significant mean of 2.4 as shown on Table 9, undergraduate students of MOUAW reported the types of information resources that were more utilized by users. They were books ($\bar{x} = 3.1$), periodicals ($\bar{x} = 2.5$), reference materials ($\bar{x} = 2.5$), electronic books ($\bar{x} = 2.5$), electronic journals ($\bar{x} = 2.4$), bibliographies ($\bar{x} = 2.6$), electronic database ($\bar{x} = 2.7$), Internet gateways ($\bar{x} = 2.5$), pamphlet ($\bar{x} = 2.4$) and technical report ($\bar{x} = 2.4$). This is because their mean values were up to or more than the significant mean value of 2.4. The analysis also showed that students utilized other types of information resources in the library from government publications ($\bar{x} = 2.2$), compact disk/digital video disk ($\bar{x} = 2.3$), card reader ($\bar{x} = 2.1$), audio tape player ($\bar{x} = 2.2$) and video tape player ($\bar{x} = 2.1$). They were insignificant because their mean values were less than the significant mean value of 2.4. The implication is that these information resources may not have the desired impact of students.

Table 10: Mean rating on types of library services that are more utilized by undergraduate students in the library

Types of library services that are more utilized by students in the library	MU	U	LU	NU	Total	Mean	Decision
a) Circulation/lending services	78	75	99	54	789	2.6	Significant
b) Inter-library loan services	54	51	138	63	708	2.3	Not significant
c) User education/orientation	66	90	96	54	780	2.6	Significant
d) Reference services	84	78	99	45	813	2.7	Significant
e) Selective dissemination of information (SDI)	68	73	83	82	739	2.4	Significant
f) Online public access catalogue (OPAC)	45	72	99	90	684	2.2	Not significant
g) Online reserve system services	57	45	108	96	675	2.2	Not significant
h) Current Awareness Services (CAS)	63	78	78	87	729	2.4	Significant
i) Referral services	78	72	81	75	765	2.5	Significant
j) Photocopying services	66	147	75	18	873	2.9	Significant
k) Internet services	87	126	69	24	888	2.9	Significant
l) Indexing and abstracting service	0	0	2	304	308	1.0	Not significant
m) Statistical data processing	57	45	108	96	675	2.2	Not significant
Significant Mean Value=2.4							

Key: MU = Moderately Utilized, U = Utilized, LU = Lowly Utilized, NU = Not Utilized

With a significant mean of 2.4 as shown on Table 10, undergraduate students of MOUAW reported the types of library services that were more utilized by users to include circulation and lending services ($\bar{x} = 2.6$), user education/orientation ($\bar{x} = 2.6$), reference services ($\bar{x} = 2.5$), photocopying services ($\bar{x} = 2.9$), selective dissemination of information ($\bar{x} = 2.4$), referral services ($\bar{x} = 2.5$), current awareness services ($\bar{x} = 2.4$) and Internet services ($\bar{x} = 2.9$). This is because their mean values were up to or more than the significant mean value of 2.4. The analysis also showed that students utilized other types of library services such as inter-library loan services ($\bar{x} = 2.3$), online public access catalogue ($\bar{x} = 2.2$), online reserve system services ($\bar{x} = 2.2$), indexing and abstracting ($\bar{x} = 1.0$) and statistical data processing ($\bar{x} = 2.2$). They were insignificant because their mean values were less than the significant mean value of 2.4. The implication is that these information resources may not have the desired appeal and relevance to the needs of the students including having less impact on their learning.

Research Question 5: What are the ways students utilize information resources and services in the library?

Table 11: Mean rating on ways students make use of information resources and services in the library

Ways students make use of information resources and services in the library	SA	A	D	SD	Total	Mean	Decision
a) By consulting materials myself	57	114	108	27	813	2.7	Significant

b) going through the library staff	66	90	96	54	780	2.6	Significant
c) Using my fellow students	78	75	99	54	789	2.6	Significant
d) Paying someone to do it for me	78	72	81	75	765	2.5	Not significant
e) Make enquiries in the library	90	70	74	72	790	2.6	Significant
f) Call on phone for assistance	51	96	90	69	741	2.4	Not significant
g) Using internet gateways/platforms	66	90	96	54	780	2.6	Significant
h) Using online services/resources	84	78	99	45	813	2.7	Significant
Significant Mean Value=2.6							

Key: SA = Strongly Agree; A = Agree; D = Disagree; SD = Strongly Disagree

With a significant mean of 2.6 as shown on Table 11, undergraduate students of MOUAW reported that they make use of information resources and services by consulting materials themselves ($\bar{x} = 2.7$), by going through library staff ($\bar{x} = 2.6$), by using fellow students ($\bar{x} = 2.6$), by making enquiries in the library ($\bar{x} = 2.6$), using internet gateways/platforms ($\bar{x} = 2.6$) and by using online services/resources ($\bar{x} = 2.7$). This is because their mean values were up to or more than the significant mean value of 2.6. The analysis also showed that students made use of other information resources and services through paying someone to do it for them ($\bar{x} = 2.5$) and calling on phone for assistance ($\bar{x} = 2.4$). They were insignificant because their mean values were less than the significant mean value of 2.6. The implication is that these information resources and services may not have the desired relevance to the needs of the students.

CONCLUSIONS

From the result obtained, it can be conclusively drawn that availability of information resources for undergraduate students of MOUAW has significant influence in its utilization.

It has also been established that availability of library services for undergraduate students of MOUAW has significant influence in its utilization.

Undergraduates in MOUAW were engaged in various types of information resources and services such as books, periodicals, pamphlets, electronic resources, electronic databases, lending/circulation services, reference services, compact disk/digital video tape, bibliographies, government publications, audio tape player etc.

The reason for the use of information resources and services in the library were for research, for self-awareness, to do assignment/term paper, for examination, for general information, for leisure/pleasure, for skill acquisition, to develop reading habit and learn library search.

The way undergraduates make use of information resources and services in the library include consulting materials themselves, going through the library staff, using fellow students, paying someone to do it for them, using online services/resources, call on phone for assistance, make enquires in the library and use internet gateways/platforms.

Some of the challenges faced by undergraduate students in utilizing information resources and services include poor network, interrupted power supply, lack of reading space, lack of trained personnel and inexperienced computer knowledge.

Some of the proffered solutions to the identified challenges are that there should be provision of relevant and current textbooks for users, library facilities should be in good condition at all times and there should be a robust broadband of internet connectivity for users to effectively handle their information curiosity.

RECOMMENDATION

Based on the findings and conclusions of this study, the following recommendations were made:

1. Undergraduate users should be aware of the available information resources and library services in their libraries.
2. Information resources should be made up to date and available in university libraries.
3. Electronic resources should be made an open source in such a way that students may use with ease.
4. Library services in universities should be improved to meet the standards of the current generation of students.
5. Universities and government should encourage good blend between the different formats of information resources.
6. Libraries should update to the required standard for 21st century learners use of library.

7. Resources in the library should be updated as often as possible to meet the required standards of Nigerian Universities Commission (NUC)
8. Affordable and robust internet broadband should be provided for students
9. Internet broadband should be reliable and effective for students use in the libraries.

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