

**Awareness, accessibility and use of library resources by faculty members of Landmark University, Nigeria****Information Impact:**

Journal of Information and Knowledge Management  
2017, Vol. 8 (2) Pg 118 - 128  
ISSN: 2141 – 4297 (print)  
ISSN: 2360 – 994X (e-version)  
[www.informationimpact.org](http://www.informationimpact.org)

**Toluwani A. Eyiolorunsh***Landmark University, Omu-Aran, Nigeria.***Oluwadamilola A. Eluwole***Obafemi Awolowo University, Ile-Ife, Nigeria.***Abstract**

This study examined awareness, accessibility and use of library resources by faculty member of Landmark University in Nigeria. It is aimed at finding out the level of awareness, accessibility and use of library resources by faculty members. Stratified sampling technique was used to select faculty members from various units within the university. A structured questionnaire was used to collect data from a sample of 102 academic staff. Frequencies and percentages were used for data analysis. Findings revealed that faculty members of Landmark University were fully aware of the resources the library holds and that the resources were utilized mainly for academic activities. It was also revealed that respondents easily accessed print resources than electronic resources. In addition, resources were underutilized by the faculty members despite their high level of awareness and easy accessibility to the resources available in the library. The study recommended that the library should make its webpage visible as well as carry out user education on a regular basis in order to increase usage of its resources especially the electronic resources.

**Keywords:** awareness, accessibility, use, faculty member, library resources**Introduction**

Libraries play an important role in the intellectual development of an individual as well as the total development of a society. The Library is the most enduring and flexible agency for learning and has been in existence for over two millennia transcending even the first universities (Bundy, 2004). The University library has been described by ALA (2010) as the “heart of the University”. It is the brain and the centre point of intellectual activities. Yusuf and Iwu, (2010) refer to it as the nerve centre for scholarship. The purpose of establishing academic libraries is to support the tripartite objectives of teaching, learning and research which are fundamental to academia. Apart from this main function, the library is also expected to provide resources for recreation, entertainment and general knowledge for the people within the host community (Aina, 2004). To establish the importance of academic libraries, the Librarian Registration Council had set a minimum standard and guidelines for academic libraries in Nigeria, in which 5% of the capital budget of the institution must go to the library for adequate stockings of relevant resources that will ensure maximum satisfaction of patrons’ information needs (LRCN 2014).

The functionality of a university library lies in the robustness of its collections which should cater for information needs of the members of the university community and beyond.

These collections include print and non-print resources. Non-print resources became popular with the advent of digitization which exploded in the 21st century and has unequivocally affected every aspect of library routines - the readers' services, references services and acquisitions. The academic library has gone beyond the four walls of a building to virtualization, in which library users do not need to be physically present in the library before accessing the resources they need at any point in time when they are connected to the internet. The emergence of virtual or digital library has helped to save the time mostly wasted in the course of searching for materials and has also increased usability as users can access resources remotely with the aid of the internet.

The bottom-line of all the activities and collections in the library is quick accessibility and use of the resources by library patrons. To achieve this, responsibility rests on the librarians to continually create an awareness of the resources in the library to patrons especially the academic staff. Aina (2014) explained that awareness of electronic resources means users of the library have information and knowledge of e-resources been subscribed to. When users of a library have adequate information on the resources that are available in the library, they are encouraged to use them as the need arises. Library resources should be packaged and marketed in such a way that will attract patronage. Academic librarians should regularly organise orientation and training programmes for library users in order to create awareness of the resources in the library since information availability does not necessarily equate to information accessibility and use (Popoola, 2001). Therefore, there is need for academic libraries/librarians to facilitate accessibility to their resources and services to attract patronage. This is very crucial so as to achieve their objectives especially in this age of information explosion.

University academics are the people in the university community whose duty is to increase the frontiers of knowledge through teaching, learning and research. They constantly engage in research activities in order to proffer solutions to the problems at hand or make new discoveries that will enhance growth and development in the society. For these to be effectively achieved there is need for academic staff to constantly search for resources. It is therefore important that academic librarians create an awareness of the resources in the library and also evaluate usability of such resources on a regular basis.

Although many research works have been conducted on the use of resources in academic library, none has been conducted in Landmark University, Omu-Aran viz-a-viz the awareness, accessibility and the use of all the resources in the University Library by Faculty staff. Therefore, it is important to carry out this research to serve as a guide to future developments.

**Objectives of the study are to:**

- ascertain the level of awareness of library resources by faculty
- Investigate means by which faculty get awareness of library resources
- Determine the level of accessibility of library resources by faculty
- Find out reasons for the use of library resources by faculty
- Determine frequency of use of library resources
- Investigate the challenges of accessing/using library resources by faculty

- Measure the level of faculty satisfaction of library resources

### Research Questions

- What are the levels of awareness of library resources by faculty?
- What are the means of awareness of library resources by faculty?
- What are the levels of accessibility of library resources by faculty?
- What are the reasons for the use of library resources by faculty?
- What are the frequencies of the use of library resources by faculty?
- What are the challenges faculty members encounter when accessing/using library resources?
- What are the levels of satisfaction of faculty members using library resources?

### Literature review

Extensive study has been carried out on awareness, accessibility and use of library resources by faculties but in recent years scholars and researchers have focused on studying the changing electronic environment on libraries. Most recent studies are on electronic resources, use of internet and other electronic sources of the library (Thanuskodi & Ravi, 2011; Okiki, 2012; Aina, 2014). Ifijeh (2011) conducted a study on faculty use of library collection and services in Nigeria. Findings from the study revealed that majority of the academic staff visit the library once or twice a month to borrow textbooks or use facilities at the library's media centre. The study indicated that faculty makes use of the library resources for personal research and classroom teachings, stating that majority of the respondents are not fully aware of the available resources the library holds.

In a related study, Simisaye (2012) reported that majority (59.3%) of the faculty of Tai Solarin University of Education visit the library once a week while 11.1% visit daily. Textbooks, e-journals and newspapers are the major library resources consulted by the faculties. Faculty's use of library resources is mainly to aid teaching, learning and research activities. Yusuf and Iwu (2011) examined the use of academic library and found that faculty visits the library twice or thrice a month to access and use library resources. The findings established that print and electronic library resources are valued by the faculty more than any other library resources while faculty's main purpose of patronizing the library is to engage in active research as well as to extend the frontiers of knowledge.

Furthermore, Thanuskodi and Ravi (2011) investigated the use of digital resources by faculty and research scholars of Manonmaniam Sundaranar University, Tirunelveli. The results of the study revealed that majority (67.14%) of the faculty are familiar with the use of digital resources and are using it for research purpose. It was further established that quite a large number of the faculty members are learning the required skills for the usage of digital resources through self-study. In addition, Aina (2014) carried out a study on the level of awareness and utilization of electronic resources among academic staff of Babcock University Business School.

The findings ascertain low level of awareness on the available electronic resources the library subscribed to. He concluded that information on awareness is inadequate which affects the accessibility and use of electronic resources by academic staff of Babcock University Business School. Similarly, Okiki (2012) carried out a survey on electronic information resources awareness, attitude and use by academic staff members of University of Lagos. The study reported that 55% of the faculty members indicated that their level of awareness of the subscribed electronic resources by the library management is rather low. Reasons for use of e-resources he further noted were; research activity, paper writing for publication and teaching. Boakye (1999) in a survey examined the level of awareness and use of Science and Technology collections by students, lecturers and research fellow of the University of Science and Technology libraries, Ghana. The result of the study shows that 24.9% of students and 7.4% of lecturers and research fellows were not aware of some available collections to their studies, teaching and research. Also, 21.6% of the students and 14.8% of lecturers and research fellows did not use the library at all.

It is obvious that quite a lot of studies have been carried out on awareness, accessibility and use of libraries by academic staff members of university. Findings have however revealed low level of awareness on faculty's use of library resources. Effective use of library information resources lies solely on awareness. Information sources which users are not aware of will be underutilized (Popoola, 2008). Once they are aware of it, they tend to use it. It is on this note that this study seek to examine the level of awareness, accessibility and use of library resources by Landmark University academic staff.

### **Methodology**

The population of study covered all faculty members in Landmark University Omu-Aran, Nigeria. The study adopted questionnaire-based survey method for data. As at the time this research was carried out there were 3 colleges and a unit for University Wider Courses in the University. The three colleges are: College of Agricultural Sciences, College of Science and Engineering, and College of Business and Social Sciences. A stratified random sampling technique was used in selecting the number of academic staff from each college within the university. Faculty members were chosen as the target sample in the study because they are expected to constantly engage in teaching and research. Out of the total number of 203 academic staff in Landmark University as at May, 2015 (Establishment, Landmark University), 50% (102) of the total population were randomly sampled cutting across all colleges and academic units. For face validity, the questionnaire was circulated to faculty members at the Centre for Learning Resources, Landmark University for their comments and observations. Their observations and comments were considered in designing the final copy of the questionnaire before they were personally distributed to the faculty members in June 2015. Frequencies and percentages were used for data analysis.

### **Findings and discussion**

Table 1 below shows the demographics of the respondents

**Table 1: Demographic characteristics of the respondents**

<b>Gender</b>	<b>Frequency</b>	<b>Percentage (%)</b>
Male	83	83
Female	17	17
<b>Total</b>	<b>100</b>	<b>100</b>
<b>Respondents' college</b>	<b>Frequency</b>	<b>Percentage (%)</b>
CSE	56	56
CBS	7	7
CAS	18	18
UWC	9	9
<b>Total</b>	<b>100</b>	<b>100</b>
<b>Academic status of respondents</b>	<b>Frequency</b>	<b>Percentage (%)</b>
Professor/Associate Professor	4	4
Senior lecturer	10	10
Lecturer I	20	20
Lecturer II	30	30
Assistant lecturer	36	36
<b>Total</b>	<b>100</b>	<b>100</b>

A total number of 102 questionnaires were distributed, 100 (98%) copies were properly completed and found useful for this study. Result shows that 83 (83%) of the respondents were male while 17 (17%) were female. This gender distribution further explains the high interest of male in academics as a career. Additionally, findings further showed that most of the respondents were from College of Science and Engineering (CSE) 56 (56%). This might be because CSE comprised of two fields of studies i.e. Science and Engineering. The least figure 7 (7%) were from College of Business and Social Sciences (CBS). On the academic status of respondents, the results of statistics revealed that 4 (4%), of respondents were Professors/Associate, 10(10%) were Senior Lecturer, 20(20%) were Lecturer I, 30(30 %) were Lecture II and 36 (36%) were Assistant Lecturer. This could imply that lecturers in lower cadres are more easily accessible compared to those in higher cadres.

**Table 2: Level of Awareness of the availability of library resources**

Items	Very much Aware	Partially Aware	Not Aware	Mean	S.D
Textbooks	92%	6%	2%	2.90	.36
Newspapers and Magazines	87%	10%	3%	2.84	.44

Reference Materials (dictionary, encyclopedia, handbook, e.t.c.)	82%	15%	3%	2.79	.48
Journals	80%	18%	2%	2.78	.46
E-books	73%	21%	6%	2.67	.59
Online Public Access Catalogue (OPAC)	66%	25%	9%	2.57	.66
Online Databases (Ebscohost, Jstor, Science Direct, e.t.c.)	73%	21%	6%	2.57	.59

On the level of awareness, result shows a high level of awareness of library resources by the faculty members of Landmark University, Omu-Aran. Textbooks 92 (92%), Magazines 87 (87%), Reference materials 82 (82%), Journals 80 (80%), E-books 73 (73%), Online databases 73 (73%), OPAC 66 (66%).

**Table 3: Means of Awareness**

Items	Agree	Disagree	Mean	S.D
Online Public Access Catalogue (OPAC)	78%	22%	2.96	.92
Current Awareness Services (CAS) e.g. list of library resources through webmail	71%	29%	2.71	.88
Colleagues	67%	33%	2.68	.92
Periodic training of faculty	62%	38%	2.60	.90
Selective Dissemination of Information (SDI) e.g. current information on Agriculture through webmail	66%	34%	2.58	.85
Library web page	59%	41%	2.50	.87
All of the above	29%	71%	1.69	1.06
None of the above	8%	92%	1.24	.71

The table established the various means of awareness of library resources by faculty members of the university. OPAC has the highest value which is 78 (78%), this is not surprising because OPAC serves as the first point of call in any world-class university. Others are: Current Awareness Services 71 (71%), Colleagues 67 (67%), Selective Dissemination of Information 66 (66%), Training 62 (62%), and Library webpage 59 (59%). The results show further that most of the avenues of awareness were well utilized.

**Table 4: Level of Accessibility**

Items	Easily Accessible	Not Easily Accessible	Mean	S.D
Textbooks	83 83%	17 17%	3.23	.98
Newspapers and Magazines	83 83%	17 17%	3.22	1.00
Reference Materials (dictionary, encyclopedia, handbook etc.)	82 82%	18 18%	3.12	1.00

Journals	71 71%	29 29%	2.95	1.05
Online Public Access Catalogue (OPAC)	73 73%	27 27%	2.93	1.08
Online Databases (Ebscohost, Jstor, Science Direct, e.t.c.)	67 67%	33 33%	2.77	1.05
E-books	65 25.0%	35 17.0%	2.73	1.02

Table 4 showed that the most accessible information resources were: Textbooks 83 (83%), followed by Newspapers and Magazines percentage 83 (83%), Reference materials 82 (82%), Journals 71(71%) than the e-resources Online Databases 67(67%) E-books 65 (65%).

**Table 5: Reasons for using Library Resources**

Items	Agree	Disagree	Mean	S.D
For updating knowledge	92%	8%	3.45	.78
For research (Publications)	91%	9%	3.42	.84
To develop competence	92%	8%	3.34	.79
For preparing lecture notes	89%	11%	3.29	.77
For writing and presenting papers	86%	14%	3.18	.88
Workshop and seminars presentations	78%	22%	2.89	.94
For entertainment	34%	66%	2.08	.85

Table 5 revealed various reasons given by respondents for using library. 92(92%) used the library resources for updating knowledge and to develop competence each, for research 91 (91%), preparing lecture notes 89 (89%) meanwhile 66 (66%) of them also disagreed on using the library resources for entertainment. This finding is not at variance with the research of Simisaye (2012) and Yusuf and Iwu (2011) which reported that faculty's main reason of using library resources is to achieve the tripartite objective of learning, teaching and research.

**Table 6: Frequency of using library resources**

Items	Once in Several Months	Monthly	Twice a week	Once a week	Daily	Mean	S.D
Serials (Journals, newspapers, magazines, etc.)	35 35.0%	17 17.0%	9 9.0%	15 15.0%	24 24.0%	2.76	1.63
Textbooks	33 33.0%	16 16.0%	15 15.0%	20 20.0%	16 16.0%	2.70	1.50

Online Databases (Ebscohost, Jstor, Science Direct, e.t.c.)	46 46.0%	7 7.0%	16 16.0%	15 15.0%	16 16.0%	2.48	1.57
E-books	41 41.0%	14 14.0%	18 18.0%	15 15.0%	12 12.0%	2.43	1.45
Reference Materials (dictionary, encyclopedia, handbook e.t.c.)	45 45.0%	16 16.0%	12 12.0%	13 13.00%	14 14.0%	2.35	1.50
Online Public Access Catalogue (OPAC)	51 51.0%	14 14.0%	13 13.0%	11 11.0%	11 11.0%	2.17	1.44

On the frequency of using library resources as shown in Table 6, it was found that 24 (24%) used serials materials on a daily basis, 16 (16%) used textbooks and Online Databases each. Others were Reference 14 (14%), E-books 12 (12%) and OPAC 11 (11%). However, OPAC 51 (51%), Online Databases 46 (46%), Reference materials 45 (45%), E-books 41 (41%) Serials 35 (35%), Textbooks 33 (33%) were used once in several months.

**Table 7: Challenges of accessing/using library resources**

Items	Agree	Disagree	Mean	S.D
It takes much time to search for materials needed in the library	30 30%	70 70%	2.03	.88
Office is far to the library	26 26%	74 74%	1.95	.90
Materials are not available	25 25%	75 75%	1.92	.95
Inadequate knowledge in the use of ICTs	25 25%	75 75%	1.92	.869
Library staff are not willing to render service/help	4 4%	96 96%	1.49	.58

Table 7 showed that 30 (30%) of the respondents agreed that ‘it takes much time to search for materials needed in the library’ which is the highest figure on the challenges of accessing/using the library followed by ‘office is too far to the library’ 26 (26%). Findings further revealed from that 96 (96%) of the respondents disagreed that ‘library staff are not willing to render services/help’.

**Table 8: Level of satisfaction**

Items	Very satisfied	Satisfied	Never satisfied	Mean	S.D
Textbooks	48 48.0%	41 41.0%	11 11%	2.30	.66

Newspapers and Magazines	50 50.0%	38 38.0%	12% 12	2.26	.66
Online Public Access Catalogue (OPAC)	55 55.0%	30 30.0%	15 15%	2.15	.66
Reference Materials (dictionary, encyclopedia, handbook e.t.c.)	60 60.0%	26 26.0%	14 14%	2.12	.62
Online Databases (Ebscohost, Jstor, Science Direct, e.t.c.)	54 54.0%	25 25.0%	21 21%	2.07	.70
E-books	56 56.0%	22 22.0%	22 22%	2.03	.69
Journals	52 52.0%	24 24.0%	24 24%	2.00	.70

Table 8 revealed respondents' levels of satisfaction of library resources. Findings revealed high level of satisfaction by the respondents with the library resources: Reference materials 60 (60%), E-books 56 (56%), OPAC 55 (55%), Online Databases 54 (54%). However, 24 (24%) of the respondents were never satisfied with Journals, followed by 22 (22%), E-books and 21 (21%) online databases.

### Conclusion

Academic libraries are storehouses of knowledge and have been described as the nerve centre for scholarship (Yusuf & Iwu, 2010). However, to achieve an effective use of the library resources, users need to be aware that they are available and accessible. This is why Popoola (2001) asserted that information availability does not necessarily equate information accessibility and use and that information sources which users are not aware of would be underutilized. However, Findings from this research revealed that faculty members were very much aware of the resources in the library and could easily access them yet results showed that the frequency of usage was low compared to the level of awareness. This finding is similar to the study conducted by Ademodi (2015) on awareness and frequency of use of reference resources. The question is, why would faculty not make use of the resources despite their level of awareness? Further studies are recommended to unravel the reasons for this. It is however suggested that further promotion and marketing strategies of library resources should be engaged in order to enhance users' awareness and increase usage of all library resources as buttressed by Namugera (2014) and Ademodi (2015). Faculty members should be made to know what they stand to gain when they form the habit of using library resources.

Having established that faculty members were very well aware of the resources in the library, it is important to note that all the available means of awareness were well utilized except the library web page. This may be because the University library had not fully integrated its webpage on the University website as at the time this research was carried out.

On the level of accessibility, results showed that faculty members were able to access all resources easily. However, the result further showed that they were able to access print resources

easily compared to e-resources. Despite the fact that faculty members were fully aware of the e-resources the accessibility percentage was low compared to that of print resources. This could be as a result of one challenge or the other such as network failure as earlier observed by Aina (2014). On the level of reasons for using library resources, the reasons given by faculty members were mostly 'for academic purpose,' only a few of them used the resources for entertainment reasons. The reason for this is not far-fetched as this should be expected in an academic environment.

Result from this study revealed that there were no particular challenges to accessing the resources in the library. Particularly, study showed that a large percentage of respondents disagreed that "library staff are not willing to render services/help." This is in contrast with the study carried out by Simisaye (2012). Finally, the level of satisfaction of faculty members on library was generally high; this is in line with the findings of Yusuf and Iwu (2010).

### **Recommendation**

Based on the findings from this study, the following suggestions are put forward to improve and maximize the use of library resources by faculty:

1. The library should make its webpage more visible as a means of providing a guide to the use of its resources especially the electronic resources.
2. The library should be more proactive in the area of awareness of its resources to faculty members by employing proactive marketing strategies such as the use of flyers, newsletters and brochures which could be widely distributed to their offices and also information on library resources could be publicized during university's ceremonies.
3. The library should improve on the periodical training of faculty members. The strategy of 'moving out of the library and going to the people' should be adopted as this can serve as an encouragement to faculty members who would ordinarily not want to attend the training if the venue were to be in the library.

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**EYIOLORUNSHE**, Toluwani A. is of the Centre for Learning Resources, Landmark University, Omu-Aran, Nigeria. She can be reached at: [toluadebotu@gmail.com](mailto:toluadebotu@gmail.com)

**ELUWOLE**, Oluwadamilola A. is with Hezekiah Oluwasanmi Library, Obafemi, Awolowo University, Ile-Ife, Nigeria. E-mail: [damelu4us@yahoo.com](mailto:damelu4us@yahoo.com)