Access, Management and Usage of Electronic Resources

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Foreword

The developments in Information and Communication Technologies (ICT) have induced revolutionary changes in all fields of knowledge, and libraries being "the reservoirs of knowledge" are no exception. The shift to technology-driven library operations and the advent of information and knowledge resources in electronic form has re-invented the library services. The librarians, until a decade back, have been the custodians of library resources, providing traditional library services to their clienteles. They, now, have modern tools at their disposal to accomplish the objectives enshrined in Ranganathan's Five Laws of Library Science.

The modern libraries are witnessing mind-boggling and astonishing changes in the methods of collection, organization, archiving, and dissemination of knowledge. There is a tremendous shift from the print to the electronic media in terms of number and variety in the past decade. The advantages offered by electronic information like exhaustive, pin-pointed and instantaneous access, up-to-dateness, interactivity, economical storage and maintenance, and ease of usability make them an obvious choice in the libraries. The librarians, therefore, need to be more technology savvy and good information managers to exploit full potential of the ICT for the benefit of their patrons—the library users.

The present book, organized in four sections, focuses on electronic resources and the impact they have on the library services.

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An Assessment of the Collection and Use of Electronic Resources in University Libraries in Kwara State, Nigeria

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INTRODUCTION

The library in academic institutions, like the colleges of education, polytechnics, and as well as universities, is the soul or heart of that institution; given its central and critical place and role in the realization of the core mandates of the institutions viz: teaching, research and community service. The central place of the library has never been in doubt, which explains why every such institution had its library created almost the same time with the parent institution.

In a similar vein, it follows that no programme of study in this institution is accredited without the existence of a functional and functioning library; pointing still to its critical role to its parent institution. However, the back bone of the library itself is the variety of resources in its holding, without which it cannot lay any claim to providing the services required of it. This means that the functioning and functionality of the academic library, or any library for that matter, is largely determined by the size, range, depth and currency of its collection holdings, such as books, newspapers, journals and audio-visuals (i.e. microforms). Meanwhile, the recent advances in science and technology have introduced a new dimension to library collections as well as their building process.

Though, the general principle behind the collection development process (CDP) had remained essentially the same, building the library's e-resources has certainly introduced a new perspective. The term e-resources is taken to refer to library's information bearing materials that are in electronic form, which include the electronic books (e-books); the electronic newspapers (e-newspapers); the electronic journals (e-journals) as well as the internet resources. Given the fact that the introduction of e-resources in libraries was a by-product of scientific and technological advances, libraries certainly stand to gain a lot from embracing them in their holdings for such reasons as ease and multiplication of access by the users, better, faster and more accurate services delivery by the library personnel to users, as well as greater efficiency in performance of the staff, among others. Thus, library and information resources are central to the provision of services to their users; without which libraries cannot meet their users' information needs. Our present age is characterized by the proliferation of print and non-print resources and information professionals are increasingly required to use various hardware to provide resources and services to users. This has in turn, necessitated the information professionals to possess adequate knowledge of resources, technologies and services in order to meet the attendant challenges of services provision in this age (Adomi, 2009).

Library resources are the information bearing materials

acquired, processed, and made available in the library to the users, to enable the library fulfil its aim of meeting the users; information needs. Indeed, beautiful buildings, well trained library staff and modern information storage and retrieval systems can only be appreciated if excellent services are rendered to users, services that could not be provided without live collections. Libraries now provide a broad range of resources to meet the needs of their users, collect resources in various sizes and formats over a period of time. These resources include manifestation of the printed words, audio and video recordings, microforms, visual and electronic resources, and generations of requisite equipment for accessing, viewing or listening to data stored on them. Adomi (2009) observed that library collections are changing rapidly as more and more e-resources become available, even though their proliferation does not means that print resources will disappear; as indeed, while some resources always will be best in print format; others will be in e-format. But this does pose certain challenges to librarians as to comparing similar materials in different formats and deciding which formats are best for their libraries and selecting the best materials available.

Library resources are broadly categorized into print and non-print materials where the print resources are described as those information bearing materials with characters produced either mechanically or electronically usually texts/documents in hard copies. Print resources are also grouped into reference and non-reference materials with examples such as encyclopedias, dictionaries, biographical sources, maps, atlases and gazetteers, manuals, indexes and abstracts. Some examples of non-reference materials are textbooks, periodicals, light readings, reports, theses, dissertations and ephemerals. The second broad class of information bearing resources in the library is the non-print or electronic or better still, the digitized materials, most of which required the use of equipment, such as the computers, microfilm readers, video/CD players, to access their contents. Some examples of these are video, audio, graphic materials, microforms (microfiche/microfilm), CD-ROM, DVD, e-books and e-journals as well as internet resources.

These are mainly the products of the advances that science and technology has brought onto the present age, necessitating their integration into the existing framework of library collection building. In most cases, they serve as a good complement to the printed library collections by providing for areas of patrons' needs yet to be met by the former. This is to the extent that library collections today remained largely incomplete and therefore unsatisfactory if a good number of e-resources are not included. There is also the wave of automation and/or computerization of libraries, especially the academic libraries, the world over. The justifications for this could be premised on the far-reaching benefits derivable from the trend and practice.

PROBLEM STATEMENT

Because academic libraries have remained a main forerunner in the application of modern technology to their practice worldwide, it became imperative for research attention to be directed at investigating the extent to which university libraries in the developing countries, such as Nigeria, have caught up with this positive trend. This is against the backdrop of the fact that observations have revealed that in spite of the global trend in this positive direction of automation/ computerization, some academic libraries in Nigeria have very little to show in this regard with direct implications for the building of e-resources in these libraries. To confirm or refute the above observations, therefore, this study sets to investigate the current state of the collection building of electronic resources in university libraries in Kwara State, with a view to determining their current practices in these regards. Thus, the study determines the state of their collections- print, electronic; as well as the use of these resources by their communities of users.

To achieve these set objectives, the study seeks answers to such research questions as:

(i)   What is the present state of university libraries' collections in Kwara State?

(ii)   What amount of print and e-resources do the libraries hold presently?

(iii)   How are the e-resources acquired, organized and made accessible to users?

(iv)   What challenges do e-resources posed in the above regards?

(v)   What is the perception of e-resources users in these libraries?

REVIEW OF RELATED LITERATURE

Collection management is a broad term for collection development (CD) and collection building, including planning and funding, collection development, book selection, acquisitions, provision of access, use, organization, maintenance, evaluation, preservation and weeding of materials (Awoyemi, 2011). Collection management can also be conceived of as those activities traditionally associated with CD (from selection to acquisition); more all-embracing to include the systematic maintenance of library collections, covering resource allocation, technical processing, preservation and storage, weeding and discarding of stock and the monitoring and encouragement of collection use. Collection management is important because it leads to the provision of library resources for library patrons as the quality and the various types of resources, selected and acquired in the library make for effective service delivery. This is why librarians are enjoined to be more interested in collection management as a fundamental responsibility.

Today, more than ever before, economic meltdown, decreasing library budget, rising global inflation and cost of publication, information explosion, limitless scholarly information needs and government economic policies, have all had tremendous effects on the book trade with more far-reaching implications for collection management in Nigeria, as elsewhere in the world, especially in the developing countries. Moreover, today's economic climate has necessitated demands that attention be paid to the varying needs of the library in formulating the criteria for selection and the method of acquisition of relevant library resources. This must be the concern of library authorities and the collection management librarians (Awoyemi, 2011). Thus, effective book selection is now more imperative in libraries in order to match material acquisition with

available funds while also making the collectors more cost effective and balanced. This remained the one sure way out of the present exponential growth in publications in all disciplines.

The advent of ICT and increasing popularity of the Internet, has made more and more information resources hitherto available only in books and journals to be available electronically. Libraries are no longer restricted to their buildings as they now have access to a wide range of databases, digitize their resources and mount them on the network thereby providing broader access to their holdings. And because e-resources operations take place mainly in an automated, computerized, digitized or even virtual library environment, they have great potentials to remove many of the constraints associated with paper library, such as the effective limitation to local collections the tendency for desired materials to be unavailable, delays in service delivery and limited opening hours. Users now have more effective, faster access to the information required.

Electronic resources refer to those materials requiring computer access, whether through microcomputer, mainframe, or other types of computers, accessible locally or from a remote location. Ibenne and Durodolu (2011) opined that the provision of e-based resources and services to library patrons has become a new duty for librarians; insisting that the virtual libraries are the only way Nigerian university libraries can meet future challenges in a world of exponentially increasing information resources output that also offers increasingly networked and digitized information. The future of virtual library service is bright for Nigerian universities due to an evolving global integration of virtual libraries, encouraging resource sharing and cooperative efforts in training and research through data connectivity. This evolution will serve as empowerment to build capacity, innovate and cultivate a new service paradigm that will affect the institutions' fundamental functions and operations of teaching, learning and research positively. This is because virtual libraries have come to stay as part of the information provision efforts in universities to support teaching, learning and research since universities thrive on the provision of the right information, to the right personal group, at the

right time in the right way.

Challenges affecting collection management in Nigerian libraries include: government attitude towards library development; inadequate and mismanagement funding and personnel; high foreign exchange; poor bibliographic control; underdevelopment of publishing industry and the book trade; problem of shipping/clearing; conservation and preservation issues.

University Libraries and their Collection Usage

Information in all subjects and disciplines from different sources are available in the university libraries. Information is a vital ingredient needed by every student in all academic institutions of higher learning. The provision of relevant teaching, learning and research material in diverse formats to users is one of the major duties of the University Library. Anafulu (1992) identified some characteristics of efficient library and information services to include that it must have collections, which are appropriate for work in the subject, including the range of divisions and subdivisions within the disciplines of the faculties in the universities; providing adequate storage for the collections and access to the collection through arrangement that will facilitate easy retrieval; aside from creating strategies for access to documents and other formats not available in its collection as well as training staff to organize the services in the widest possible sense. In general, libraries are established to support the institutional objectives, through the acquisition of both information resources on their mandate, which determines the library's objectives and resources (Fagbemi, Ogunjobi and Ibe, 2011).

Parts of the objectives of academic libraries include: acquiring and making accessible a collection of electronic resources to support the instructional programs of the university, and supplementing the existing main library collections; creating an open and caring environment that encourages self-motivated and life-long learning. The university library is a repository of knowledge, but the manual library services are not adequate for processing, storage and retrieval of information in recent time due to such things as bulk growth rate

of information and users as well as the difficulties in coping with updating of information. Thus, it is a must to meet up with the needed standard of efficient, effective services to users in academic libraries (Ifukor, 2012).

Access to information is no longer restricted to print resources in libraries since the advances in technology have made possible access to wide range of e-information sources and getting distant users at convenient time frame. Thus, ICT has made information access, retrieval and dissemination much easier and available irrespective of location, time, package and users. It is the most potent force that is shaping the 21st century librarianship, helping to achieve greater access to and utilization of information and knowledge. Recently, the amount of e-resources in libraries and the diversity of tools to locate and access them have increased exponentially, influencing users' information behavior. The world, including Nigeria, had continued to shift from traditional information resources to the e-based resources and services provision.

Imam, Adedoyin, Jegede and Adesanya (2008) defined library resources as the totality of acquired materials gathered together by a library for its users in print or non-print formats while electronic library resources are materials and services in e-organized format. Mostly, e-resources could only be made available to users through internet or intranet services unlike the former that are readily available to users. Thus, libraries are now being redefined as places to get unrestricted access to information in many formats and from various media. Fagbemi et al (2011) noted users' high acceptance of e-resources and unwillingness to return to print-only versions because in general Electronic Information Sources (EIS) have been rapidly adopted in academic spheres. Libraries need modern technology, tools and resources to realize their full potentials. It is now common to find various EIS in modern-day libraries, providing access to quality scientific journal articles and other information materials suitable for research.

Evans (2000) defined library collection development as the process of meeting the information needs of the people (a service

population) in a timely and economical manner using information resources locally held, aside from other organizations. The collections, grouped into print and non-print, include books (text, fiction and reference), audio and/or video including microforms and transparencies, all deployed by the library to satisfy the diverse information needs of the library users. These collections are built by the library through a number of methods like purchase, subscription, exchange, and donation/gift, based on assessment of the information needs of the library users. E-books and e-periodicals are now in the forefront of library collection development concern. Given the vast resources available on the Web, librarians need to approach it deliberately and scientifically to access the resources most relevant to the needs of their users.

Studies on Library Resources Availability and Use

University libraries are indispensible agents for information gathering, organization and dissemination across the world. A university library is an academic institution that has always made information available to the academic community to support teaching, learning and research. Fasae (2011) in a study of Use of Library Resources and Services of Federal University of Technology, Akure, by postgraduate students, identified that print journals has the highest consultation (97%) followed by textbook/monographs (92%); theses and dissertations (86%), reference materials (75%), international organization publications (71%) while e-journals had (50%) followed only by conference/seminar papers (46%) and government publications (36%). Oyadonghan and Eke (2011) found that the Federal University of Technology Owerri (FUTO) library provides access to internet services, EBSCO host, e-Granary, AGORA portal, and AGORA/TEEAL while the Niger Delta University library had 18 computers with internet connectivity, which the staff and students make free use of.

Thanuskodi (2010) in a study of the use of the internet and electronic resources by the final students of the Agricultural University of Coinbatone, found that majority (52.7%) respondents use internet, e-databases and e-journals on a weekly basis mostly. Ani and Edem (2011) found that the frequency of usage of online databases by

academic staff of the University of Calabar, Nigeria, for teaching and research was low, only occasionally and the databases most highly used are Science directory, EBSCO Host, AGORA and HINARI. Okello-Obura and Ikoja-Odongo (2010) reported that Makerere University subscribed to a number of full-text databases like Emerald, EBSCO host, AGORA, HINARI, OUP etc while their LIS students used Emerald and EBSCO host monthly even as 44% used HINARI and none using AGORA for their academic work. Lakeru (2008) found that all the libraries and information centres at ABU, Zaria subscribed to various CD-ROM and online databases like CAB abstract, Medline, Vet CD, Beast CD, AGRICOLA, AGRIS, TEEAL, AJOL and Internet portals like AGORA and HINARI. The study also found that these resources were highly used by the staff of the agricultural complex at the university.

Lwoga, E. T., Chiniwaza, G., Aronson, B & Vent, O. (2007) found that the TEEAL, AGORA, HINARI and OARE now provide free or low cost journals to developing countries to improve information access to science scholarship-African librarians and researchers. Similarly Salam and Aderibigbe (2010) found that 57.8% of academic staff of the university indicated awareness whereas 33% used it when necessary. Lwoga et al (2007) found that almost 80% of TEEAL users in Africa, Asia and Latin America indicated that this has improved their production and quality of their work. Muinde and Gorman (2009) affirmed that Kenyan research institutes' users lacked specialized information skills, so they could not manipulate ICT tools effectively to access information. Liu and Luo (2011) identified "difficulty to use (not user friendly) and no human help (reference librarians) were factors responsible for not using digital library by both undergraduate and graduate students in China. Wang and Wu (2011) found that research use of Internet ICT in China and the US by 59 Computer and Engineering Faculty is becoming more important over the last decade and they use email, web, digital library OPAC, e-journals and d-bases on a daily basis and are satisfied with the EIS than print.

Oladele (2002) found that there is little awareness and little patronage of agricultural databases among agricultural researchers in Nigeria. He recommended the provision of EIS and the facilities to

enhance their usage in Nigerian Agricultural Research Institutes. But Salau and Saingbe (2008) found that both the agricultural researchers and extension workers in Nasarawa State, Nigeria had over 70% usage of EIS; a position strengthen by Owolabi and Agboola (2010) who reports that majority of academic staff of University of Agriculture, Abeokuta, Nigeria use the Internet facilities for research, teaching and learning, while usage has helped to improve users' professional competencies, expedited their research activities and made them less dependent on conventional document for research and teaching. Okiki and Asiru (2011) found that 49.93% masters' programme students' use EIS, 79% used it for research and 47.8% for writing paper and completing course assignment. Obaseyi (2012) reported that in Nigeria, various EIS found in libraries include: The essential Electronic Agricultural Library (TEEAL), Internet www, Access to Global Online Research in Agriculture (AGORA), Health Internetwork Access to Research Initiative (HINARI), Online Access to Research in Environment (OARE).

METHODOLOGY

This is a survey research design focusing the case of academic libraries in Kwara State regarding their e-resources building and use. A total of four universities are involved in the study including University of Ilorin (established in 1975), Al-Hikmah University (established in 2005), Kwara State University, Malete (established in 2009) and Landmark University, Omu-Aran (established in 2011) all in Kwara State, Nigeria. Given a total of 12,100 estimated real, as against the potential users of the four libraries, constituting the population of the study, a sample of 2,500 was drawn in which the University of Ilorin contributed 100 to the sample size, while the others had 50 each, relative to their status and students' population.

While the interview schedule was used to collect data from the university librarians, the users were served with the questionnaire, which has an almost 100% return rate, on account of the physical presence of the researchers in the four places, notwithstanding the use of research assistants in all the places. The data analysis was

based on the number of the completed and returned questionnaire found usable.

THE RESULTS

Table 1: Questionnaire Return Rate

University Libraries	Number Administered	Number Returned	Percentage
University of Ilorin Library	100	98	98
Al-Hikmah University Library	50	30	60
Kwara State University Library	50	48	96
Landmark University Library	50	48	96
Total	250	224	89.6

Table 1 presents the breakdown of the questionnaire administration in which the University of Ilorin (UI) had 100 with a return rate of 98% in comparison with the remaining three having 50 each. Aside Al-Hikmah University (AU), which returned 60%, both Kwara State University (KWASU) and Landmark University (LU) returned 96% each. Thus, of the 250% copies of the questionnaire administered, 224 copies were completed, returned and found usable for the data analysis, representing 89.6%.

DATA ANALYSIS AND PRESENTATION

Table 2: Frequency of Library Visits

Library Visits	University of Ilorin Library	Al-Hikmah University Library	Kwara State University Library	Landmark University Library
Daily	57(58.2)	23(76.7)	9(18.6)	9(18.6)
Weekly	31(31.6)	2(6.7)	1(2.1)	4(8.3)
Monthly	0(0.0)	3 (10.0)	33(68.8)	33(68.8)
Rarely	10(10.2)	1(3.3)	5(10.4)	1(2.1)
Not at all	0(0)	1(3.3)	1(2.1)	0(0)
Total	98(100)	30(100)	48(100)	48(100)

Table 2 provides the details of the frequency of the respondents' visit to the library in which majority (58.2%) and (31.6%) from the UI claimed daily and weekly visits respectively. However, the "not at all" claim was quite insignificant as others from KWASU and LU indicated monthly visits amounting to 68.8% each. This response pattern may be linked with new status of the two universities. This implies that respondents from these two universities do not consider library visit as central to their studies.

Table 3: Purpose of Library Visits

Information Materials	University of Ilorin Library	Al-Hikmah University Library	Kwara State University Library	Landmark University Library
Textbooks	61(62.3)	23(76.7)	33(68.8)	33(68.8)
Notebooks	33(33.7)	2(6.7)	9(18.6)	9(18.6)
Newspapers	2(2.0)	3 (10.0)	1(2.1)	4(8.3)
E-books	1(1.0)	0 (0)	5(10.4)	1(2.1)
E-journals	0(0)	1(3.3)	0(0.0)	0(0)
Accessing the Internet	1(1.0)	1(3.3)	0(0.0)	1(2.1)
Total	98(100)	30(100)	48(100)	48(100)

When asked of the purposes of their library visits, 62.3% respondents from the UI go there to read library/own textbooks and 33.7% their notebooks. Both KWASU and Landmark had 68.8% each for textbooks as their purpose of library visits even as AU had 76.7% for the same purpose. Visiting the library for purposes such as reading newspapers, e-books and journal as well as for accessing the Internet were not generally indicated by the respondents. A plausible reason for this response pattern may be the separation of the e-library or e-collections from the Main Library as it is the case with the UI and KWASU as well as AU which has no e-collections. Also, the lack of visit to the library to read newspapers may not be unconnected with the general availability of Internet access on mobile phones.

This finding relates to that of Ani and Edem (2011) which found that the frequency of usage of online databases by academic staff of

the University of Calabar, Nigeria, for teaching and research was low and only used occasionally. Fasae (2011) also found that print journals has the highest consultation (97%), textbook/ monographs (92%); theses and dissertations (86%), reference materials (75%), international organization publications (71%), e-journals (50%) followed only by conference/seminar papers (46%) and government publications (36%).

Table 4: What Respondents Enjoyed Most during Library Visits?

Information Materials	University of Ilorin Library	Al-Hikmah University Library	Kwara State University Library	Landmark University Library
Textbooks	57(58.2)	20(66.7)	32(66.7)	33(68.8)
Notebooks	33(33.7)	5(16.7)	13(27.0)	10(20.8)
Newspapers	4(4.0)	4(13.3)	2(4.2)	4(8.3)
E-books	1(1.0)	0(0.0)	0(0.0)	1(2.1)
E-journals	0(0.0)	0(0.0)	0(0.0)	0(0.0)
Accessing the Internet	3(3.1)	1(3.3)	1(2.1)	0(0.0)
Total	98(100)	30(100)	48(100)	48(100)

The data presented in Table 4 sought to know what excites respondents more during library visit where their responses were very akin to that in Table 3. All the four universities had good response rate for enjoying the reading of textbooks and notebooks respectively on their library visit, as UI had 58.2%, AU (66.7%), KWASU (66.7%) and LU (68.8%) for textbooks.

Therefore, Table 5 revealed that respondents' frustration in their use of library materials tie very closely to the use of textbooks, 73.5% for the UI; 64.6% (KWASU), 56.2% (LU) and 46.7% (AU).

Table 5: My frustration whenever I visit the library relates to finding needed

Information Materials	University of Ilorin Library	Al-Hikmah University Library	Kwara State University Library	Landmark University Library
Textbooks	72(73.5)	14(46.7)	31(64.6)	27(56.2)
Notebooks	0(0.0)	0(0.0)	2(4.2)	1(2.1)
Newspapers	0(0.0)	1(3.3)	0(0.0)	3(6.3)
E-books	6(6.1)	0(0.0)	3(6.3)	4(8.3)
E-journals	1(1.0)	1(3.3)	1(2.1)	0(0.0)
Accessing the Internet	11(11.2)	10(33.3)	8(16.6)	10(20.8)
Un-conducive library environment	8(8.2)	4(13.3)	3(6.2)	3(6.3)
Total	98(100)	30(100)	48(100)	48(100)

Table 6 : I find the library most exciting because I do always find my needed:

Information Materials	University of Ilorin Library	Al-Hikmah University Library	Kwara State University Library	Landmark University Library
Textbooks	58(59.2)	18(60.0)	38(79.1)	31(64.5)
Notebooks	16(16.3)	8(26.7)	5(10.4)	1(22.9)
Newspapers	4(4.1)	2(6.7)	2(4.2)	0(0.0)
E-books	1(1.0)	0 (0.0)	0(0.0)	3(6.3)
E-journals	1(1.0)	1(3.3)	2(4.2)	0(0.0)
Accessing the Internet	0(0.0)	1(3.3)	1(2.1)	3(6.3)
Un-conducive library environment	19(19.4)	0(0.0)	0(0.0)	0(0.0)
Total	98(100)	30(100)	48(100)	48(100)

The data presented on Table 6 were meant to crosscheck for authentication of the above by seeking their sources of excitement in the libraries as opposed to their frustration. The data thus revealed that finding and using needed textbooks constitute their primary

sources of excitement with KWASU having 79.1% response, LU (64.5%), AU (60.0%) and UI (59.2%).

Table 7: The library should have more of

Information Materials	University of Ilorin Library	Al-Hikmah University Library	Kwara State University Library	Landmark University Library
Textbooks	75(76.5)	19(63.3)	37(77.0)	34(70.8)
Newspapers	2(2.0)	0(0.0)	1(2.1)	1(2.1)
Journals	1(1.0)	0(0.0)	1(2.1)	0(0.0)
e-books	1(1.0)	2(6.7)	3(6.3)	2(4.2)
e-journals	0(0.0)	1(3.3)	0(0.0)	1(2.1)
e-newspapers	0(0.0)	0(0.0)	0(0.0)	0(0.0)
Accessing the Internet	19(19.4)	8(26.7)	6(12.5)	10(20.8)
Total	98(100)	30(100)	48(100)	48(100)

These results probably informed the data presented on Table 7, where the majority 77.0% (KWASU); 76.5% (UI); 70.8% (LU) and the 63.3% (AU) indicated their desire to have more textbooks than anything else in their respective libraries.

Table 8: How satisfied are you with the library print resources (i.e. books, newspapers and journals)?

Satisfaction Level	University of Ilorin Library	Al-Hikmah University Library	Kwara State University Library	Landmark University Library
Very satisfied	8(8.2)	15(50.0)	7(14.6)	9(18.8)
Satisfied	67(68.4)	14(46.7)	29(60.4)	33(68.7)
Unsatisfied	23(23.4)	1(3.3)	10(20.8)	5(10.4)
Very unsatisfied	0(0.0)	0(0.0)	2(4.2)	1(2.1)
Total	98(100)	30(100)	48(100)	48(100)

Regarding their satisfaction with their libraries' print resources, only an insignificant proportion indicated "very satisfied" even though "satisfied" represented the major response here. Even then, about a

half of the respondents indicated that they are "unsatisfied" in this regard. But these results were unable to locate the non-satisfaction within a particular context such as inadequate volume, irrelevant or dated holdings. Fagbemi et al (2011) had a similar finding pointing in the direction of a high acceptance of e-resources and unwillingness to return to print-only versions by users because in general EIS have been rapidly adopted in academic spheres.

Table 9 : Satisfaction with the library's e-resources (e-books, e-newspapers, e-journals, internet access)?

Satisfaction Level	University of Ilorin Library	Al-Hikmah University Library	Kwara State University Library	Landmark University Library
Very satisfied	11(11.2)	15 (50.0)	5(10.4)	9(18.8)
Satisfied	46(47.0)	12(40.0)	15(31.3)	30(62.5)
Unsatisfied	36(36.7)	3(10.0)	21(43.7)	6(12.5)
Very unsatisfied	5 (5.1)	0(0.0)	7(14.6)	3(6.2)
Total	98(100)	30(100)	48(100)	48(100)

Surprisingly, this response patterns also reflected in the data contained in Table 9 where majority laid a similar claim for their satisfaction with the e-resources in their libraries. And just as there are for the print resources, e-resources also attracted some degree of non-satisfaction. This implied that there is a substantial room for improvements in both categories. This finding is, however not supported by Fagbemi et al (2011) as reported in Table 8.

Table 10: Suggest ways for the Improvement for the Library

Suggestions	University of Ilorin Library	Al-Hikmah University Library	Kwara State University Library	Landmark University Library
Provision of more print resources	50(51.0)	14(46.7)	22(45.8)	33(68.8)
Provision of more e-resources	4(4.1)	1(3.3)	3(6.3)	0(0.0)
Provision of steady internet access	17(17.3)	3(10.0)	15(31.3)	6(12.5)
Creating more awareness on the advantages of e-resources	1(1.0)	2(6.7)	0(0.0)	0(0.0)
Ensuring steady power supply	4(4.1)	0(0.0)	4(8.3)	0(0.0)
Others	22(22.4)	10(33.3)	4(8.3)	9(18.7)
Total	98(100)	30(100)	48(100)	48(100)

When asked to suggest ways of improvement for their libraries, respondents largely did so in the direction of provision of more print materials; 68.8% (LU); 51.0% (UI); 46.7% (AU) and 45.8% (KWASU). Other suggestions were made in the direction of more provision of steady Internet access, creating more awareness on the advantages of e-resources and the provision of more e-resources; in that order.

REPORT OF THE INTERVIEW WITH THE UNIVERSITY LIBRARY AUTHORITIES

A total of 18 questions were raised in interview schedules which were personally conducted by the researchers on the four university librarians within a range of one and a half weeks. From their responses, the four university libraries were established at times closely related to the establishment of the universities themselves viz: University of Ilorin (UI) established in 1976; Al-Hikmah University (AU) in 2005; Kwara State University (KWASU) in 2009 and Landmark University (LU) in 2011. Arising from this historical perspective, it is not surprising that only the UI is presently occupying a purposefully

built accommodation. Others are in different stages of having such a desired state of accommodation. Others are in different stages of accommodation. In terms of staffing, the UI has 10 professionals, and 13 each of professionals/non-professionals; followed by KWASU, 9 professionals, 1 para-professionals and 5 non-professionals. As for LU, there are 3 professionals, 2 para-professionals and 9 non-professionals, while AU has only 1 professional, 4 para-professionals and 3 non-professionals.

At the UI, professional staff members are in ranks ranging from Assistant Librarian up to the University Librarian; para-professionals ranging from Library Officers to Chief Library Officers and non-professionals ranging from Library Assistants to Assistant Library Officers. This pattern cuts across the rank composition in these libraries except for LU, which has a Director in place of the University Librarian. Their qualifications, alongside the cadres include BLS, BLIS, MLS, MLIS AND PhD for the professionals, DLS, BLS, BLIS, MLS and MLIS for the para-professionals as well as SSCE for the non-professionals. The UI however has a slightly varied situation whereby some BLIS, MLIS holders are still occupying the Library Officer cadre awaiting their appropriate upgrade.

On the advantages of e-resources in the libraries, all the interviews agreed that they save space, allowed prompt, simultaneous, remote and multiple access and retrieval and more comfort with less efforts. They are also said to be less prone to theft/mutilation and are cheaper to maintain. These agreed with the findings of Muinde and Gorman (2009) which confirmed the increased widespread realization of how useful these e-resources become in agricultural and scientific research communication, though at a slow pace owing to infrastructural problems. Similarly, Salaam (2007) found that users preferred the CD-ROM database especially TEEAL in her study on the use and the most preferred among printed journals, CD-ROM databases and online database available to researchers at the University of Agriculture, Abeokuta Library. Wang and Wu (2011) found that research use of Internet ICT in China and the US had become more important...using email, web, digital library OPAC, e-

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