University of Nebraska - Lincoln

# DigitalCommons@University of Nebraska - Lincoln

Library Philosophy and Practice (e-journal)          Libraries at University of Nebraska-Lincoln

November 2012

# Faculty Use of University Library Resources: A Study of Tai Solarin University of Education, Ijagun, Ogun State, Nigeria

A.O. Simisaye
*Tai Solarin University of Education Library*, ayibel65@yahoo.com

Follow this and additional works at: https://digitalcommons.unl.edu/libphilprac

🔴 Part of the Library and Information Science Commons

# Faculty Use of University Library Resources: A Study of Tai Solarin University of Education, Ijagun, Ogun State, Nigeria

**Ahmed Olakunle Simisaye**
**Tai Solarin University of Education, Ijagun**
**P.M.B. 2118, Ijebu- Ode**
**Ogun-State, Nigeria**
email: **ayibel65@yahoo.com**

**Abstract**

Tai Solarin University of Education (TASUED) former Tai Solarin College of Education (TASCE) was upgraded into first University of Education in Nigeria in 2005. when Tai Solarin University of Education was established in 2005, a library started with it with the mandate of providing, organizing and making available print and non-print information resources for students, and faculty, non-academic and academic community to aid teaching, learning and research. Since the establishment of the University and notable changes in the library status and efforts made so far in meeting information needs of its users (Students, faculty and non-academic staff and academic community), there has not been any study to assess the extent the library has done in providing information resources and services to the faculty staff of the University. The study seeks to ascertain the level of availability of library resources to faculty staff in this University, investigate the frequency of use by the faculty staff of this University library resources, determine the level of use of library resources by faculty members of this University, and to discover factors that hindered the use of library resources by faculty staff of this University.

**Introduction**

Tai Solarin University of Education (TASUED) former Tai Solarin College of Education (TASCE) was upgraded into first University of Education in Nigeria in 2005, its certificate of recognition as the 76th University in Nigeria was issued specifically in November, 2005 by the National Universities Commission (NUC). The University is owned and funded by Ogun State Government. The University has four (4) Colleges namely College of Applied Education Education and Vocational Technology (COAEVOT); College of Humanity (COHUM); College of Science and Information Technology (COSIT) and College of Social and Management Sciences (COSMAS). The University also has Center for part-time programmes (CEPEP), which runs part-time degree and Post Graduate Programmes. The university also has Vocational School that offer course vocational studies, Pre-Degree and Foundation Programme in Ososa annex. The University turned out its first set of graduates in December, 2009. Like any other Universities, its basic functions include teaching, research and community service. Right from the time immemorial, libraries have been seen as vital "engine" in realization of laudable objectives of Universities, hence, wherever Universities were established, and university libraries immediately took-off with them.

As a result of foregoing, when Tai Solarin University of Education was established in 2005, a library started with it with the mandate of providing, organizing and making available print and non-print information resources for students, and faculty, non-academic and academic community to aid teaching, learning and research.

1

"Faculty Use of University Library Resources: A Study of Tai Solarin University of Education, Ijagun, Ogun State, Nigeria," Ahmed Olakunle Simisaye. *Library Philosophy and Practice* **2012**

## Background Information

The university Library is located within the main campus at Ijagun, with a seating capacity of about 2,000 users and about 20,000 volumes of books and E-Library resources. It has College of Science and Information Technology (COSIT) library and library for pre-degree programmes at Ososa campus of the University. The library services an estimated 250 faculty staff and over 11,000 students (full time, part-time and pre-degree programmes).

There was problem of space with old library that were hitherto in use when the College was up graded to a University. The State Government built and commissioned a new library completed in year 2008 and the library moved to the new building in June 2008. In effort to build the library collocation to meet the challenges of its new status, majority of the old stock inherited from the former College of Education were withdrawn and transferred to Tai Solarin College of Education which was moved to Omu, Ijebu as a separate entity from the University in October, 2008 (Kadiri, 2009)

Availability of library resources and their utilization by library patrons has ever been a major concern to library and information centers world - wide. The reason is not far- fetched as the provision of information services has been the primary focus of libraries irrespective of types and clientele they served. Besides, the basic law of Librarianship as put forward by Raganathan (1931) emphasizes that the library resources are for use. It then follows, that any library, no matter how big and rich its collection is has failed in its entirety if its resources are not exploited by its users. Popoola (2001) added that information availability does not mean accessibility and utilization. This assertion further reinforced the reason why all libraries should endeavor to make sure that their resources are fully utilized by patrons.

User studies have ever been the interest of librarians. They become essential when a library has gone through significant change and need to assess how it affects users' views of service or significant change are contemplated and user input and support are critical.

Ugah (2001) added that the era when University libraries assumed that they were providing excellent resources and services to users is over. The traditional method of measuring the quality of an academic library only in quantifiable terms of its collection is being jettisoned and new ways to measure are emerging( Audaleeb & Simmonds, 1998) The University Community is not a static environment, but rather, one fraught with change and adjustment in realization of this fact, university libraries therefore need to brace up in evolving services and resource that would meet these diverse needs.

## Statement of the Problem

It is pertinent to say that since the establishment of the University and notable changes in the library status and efforts made so far in meeting information needs of its users (Students, faculty and non-academic staff and academic community), there has not been any study to assess the extent the library has done in providing information resources and services to the faculty staff of the University, hence there is need for this study.

## Objectives of the Study

The study seeks to achieve the following objectives:
1. To ascertain the level of availability of library resources to faculty staff in this University
2. To investigate the frequency of use by the faculty staff of this University library resources.
3. To determine the level of use of library resources by faculty members of this University
4. To find out factors that hindered the use of library resources by faculty staff of this University.

## Hypotheses

The following hypotheses were formulated to guide the study:
1. There is no significance relationship between library resource availability and utilization by faculty members.
2. College will not have significance influence on faculty members' utilization of library resources.

**Significance of the Study**

The study is worthwhile because faculty members constitute an important category of users of academic library. The study will show the level of availability of library resources needed by faculty staff and the extent of utilization of this important group of users. This will go a long way in assisting the library in meeting the challenges posed by the university status accorded the institution barely seven years ago.

**Literature Review**

Library use study as an aspect of user studies is a vital aid for effective planning and management in academic libraries (Ampka, 2000). Most evaluative studies on library use have always concentrated on students' use of academic libraries (Ampka, 2000; Ikokoh 1999, McCarthy 1995; Fowowe 1989; Unomah 1988). Though students are an important part of the setup of academic institutions and perhaps the major users of academic library facilities, nevertheless, the staff of academic institutions, particularly, faculty staff also used the library and they are very important users of university libraries. They engaged in teaching, research and community services and they need libraries in achieving desirable performance.

In evaluating libraries, the users are paramount as they justify the existence of libraries (Hermon and Calvert, 1996). Nitecki (1996) also echoed that that the assessment of how well a library succeeds depends on the user as a judge of quality. It is in line with this notion of users are great determinants in deciding the existence and survival that compel libraries to continuously adjust products and services in consonance with the dictates of their customers' expectations.

Today's academic libraries are confronted with challenges on several fronts. They now faced several challenges from Megabook stores, online information providers, multimedia products, document delivery service and other information providers. As a result of these developments, Audaeeb & Simmonds (1998) remarked that academic libraries need to adopt a more strategic orientation in which the creation and delivery of service satisfactions for their users play an important role.

It is very important for libraries to continuously evaluate their services because of benefits derivable from such exercise. According to Knightly (1979) as cited by Ugah (2007) is to gather information on how the library is accomplishing its objectives, with a view to improving the delivery of library services.

Several studies have been carried out on use of university libraries. Osinulu (1998) examined the use of a university library in Nigeria by analyzing user records and data, which show low use of library services because of lack of awareness, similar study was carried out by Adetoro (2008) and he found out that among other things that faculty staff patronage of Tai Solarin University of Education is low and recommended that the low patronage be investigated. Okiy (2000) investigated students and faculty use of academic libraries in Nigeria that she found out that respondents read books more than any other library materials, while Osinulu and Balogun (2003) examined the use of reference collection and service by faculty staff.

Popoola (2001) in his study of faculty awareness about library and information services universities in South-west, Nigeria, discovered that there was a significant difference in faculty awareness of available library information products and services. The study further revealed that the faculty members did not have sufficient knowledge of library products and services pertinent to their teaching and research activities. The survey also revealed that the level of knowledge of faculty staff had positive relationship with the frequency of use. Consultation with the librarians, User education programs coupled with planned public relations were recommended to improve faculty awareness of library products and services.

Ijirigho (2009) hinted that despite the increasing availability of online resources, faculty staff members do not want to part with a paper-based library as they preferred information in print format. She therefore advocated for the integration of traditional and modern librarianship through hybrid collections and that efforts should be made by academic libraries to intensify the teaching of information literacy.

3

"Faculty Use of University Library Resources: A Study of Tai Solarin University of Education, Ijagun, Ogun State, Nigeria," Ahmed Olakunle Simisaye. *Library Philosophy and Practice* **2012**

Awojobi (2004) similarly evaluated the use of Olabisi Onabanjo University library and other libraries by lecturers in the faculty of science and college of Agricultural sciences. The result showed that the socio- educational status, sex, marital status, academic qualification, academics rank and discipline have no significant relationship with the frequency of use. The study further revealed that only few respondents (31%) read for pleasure in the library and that the patronage of the faculty is considerably low, which is blamed majorly on paucity of current and relevant resources in relation to science based disciplines.

Singh (2002) also conducted a study on faculty members at the University of Delhi. He found that 36 percent visit the library to prepare notes for teaching, and that nearly 60 percent visit the library two- to- four times a week, while research cluster of the University wide libraries (2007) showed that faculty expects access to information 24/7. In the same vein, Mbasir and Adeoti (2008) studied the level of usage of the Kogi State University Library by faculty members. The study revealed adequate use of the library as the resources in the library meet the needs of faculty members. They however, hinted that not all faculty members registered with the University Library and respondents complained of inadequate current awareness service as hindrance to library usage among faculty members.

Lohar and Kumbar (2002) studied of the use of library faculties and information resources reveal that a majority of respondents consulted library textbook or reference book newspapers and popular magazine, while a comprehensive study by Rajagopal (1998) found out that 80% of users surveyed use the library more than once a week, with three quarters not satisfied with the arrangement of reading materials on the shelves, and 83% not satisfied with the collection.

Weber and Flatley (2006) made use on focus group methods of research to find out how faculty members information needs are met by library resources. The findings revealed that some faculty members are interested in face-to-face meetings with the librarians while almost all the faculty members noted the importance of providing information literacy to both students and faculty. They also advocated for development of a mobile librarians, who would be charged with bringing library to faculty measures and building up personalized service.
Neelamegan (1985) revealed that the scenario in many libraries in developing countries is under utilisation of information sources and services, partly due to inadequacies in relation to user needs and partly to lack of poor information marketing and user education efforts on the part of libraries. University libraries can stimulate primary demands for their products and services through functional library promotion programs. The most popular promotion programs adopted in African university libraries are study tours, orientation and user education. The inadequacy of these library promotion programs in many African universities has been noted by some authors Melun (1971); Ifidon (1988); and Zaki (1991).

Aina (2004) observed that users require different services; hence librarians are expected to provide a variety of services to them. Even within one type of library, users will demand different services. The serviced demanded are not static, as users' needs are dynamic, requiring different services at different times. In line with this notion, Kadiri (2000) also submitted that there is need for academic libraries to reappraise their service delivery capacity.
In view of above, librarians must recognize that, their primary product is the users' experience. The need to develop new service models that can help meet users' changing expectations in ways that add real value and reserve their role in the educational process become imperative. That is, librarians should learn how to maintain high patronage from their clientele by providing high quality service that meets their users' expectations. Expectations are the yardstick upon which service providers' programmes are judged. Faculty members have their expectations of the service they should receive from the academic library, especially with the continuous technological transformation in information environment (Ijirigho; 2007)

According to Williams (2005) faculty expect librarians to promote an atmosphere of collegiality and professional commitment and represent the libraries in a proactive way. Cooper eta'l (1998) similarly observed that faculty need a close relationship with library which will make room for personal contact and one-on-one help. They further remarked that with the information overload, faculty expects round the clock access to online databases that are mounted on user-friendly systems.

In another study, Schonfed and Guthrie (2007) revealed that faculty wants to be less dependent on the library and increasingly dependent on electronic materials, but need libraries to take leadership in helping academia's transition

to the technological environment. Steel (1986) however observed that there was also very little appreciation among the faculty of the skills applied by librarians and the high level of responsibility the job entails in the academic branch libraries in New York.

There are also complaints from faculty about library services. Kirkl (1992) criticized libraries for not seeking to understand the needs of service faculty. Manuel eta'l (2003) reported that faculty is dissatisfied with librarian – provided instruction. Librarians are also seen as busy and unapproachable. Holtze (2001) reported that librarians do not get out of the library to interact with faculty in other venues and as such their impacts are not felt by faculty members.

**Methodology**

Survey design is adopted for this study. The study population is made up of two hundred and fifty (250) faculty members in all the four (4) colleges in Tai Solarin University of Education (TASUED, 2008). A random sample of one hundred and twenty-four (124) faculty members, thirty (31) from each of the four colleges was selected. Questionnaire is the data collection instrument used to collect data from the respondents.

A total of one hundred and twenty (124) copies of questionnaire were administered to thefaculty that consulted the library in the first semester of 2010/11 session. Copies of questionnaire were administered to respondents at the circulation desk as they entered the library. The questionnaires were collected from them as they were leaving the library. The data collected were analysed using simple percentages, frequency counts, mean while hypotheses were tested using correlation analysis and Chi-square. A total of 124 copies of the questionnaire were administered to respondents. Out of these, 108 copies were returned and useful for analysis. By implication, the response rate was about 95.6%. The questionnaire were administered to faculty in all the four (4) colleges in the university namely COSIT, (31), COSMAS, (26), COAEVOT, (30) and COHUM, (26). This is presented in the table above. Table 1:

**Distribution of Questionnaire**

| COLLEGE | DISTRIBUTED | RETURNED |
|---------|-------------|----------|
| COSIT | 31 | 29 (26.9%) |
| COSMAS | 31 | 25 (23.14%) |
| COAEVOT | 31 | 28 (25.92%) |
| COHUM | 31 | 26 (24.07%) |
| TOTAL | 31 | 108 |

**Result and Discussion**

The result of the study showed that 64 (59.3%) of the respondents were female while 44 (40.7%) were male, 11.1% of the respondents were professors, 25 (23.1%) were senior lecturers, lecturer 1 (7.4%), lecturer 11 (13%), Assistant lecturers (35.2%) and graduate Assistants (10.2%).

In terms of teaching experience, 25% had 1815 years of experience, 16-25 years (39.8%), 26-35 years (24.1%) and 36 and above were ( 11.18%). The result further showed that 69 (63.9%) of the respondents were bonafide members of the library.

The finding revealed that 35 (32.4%) of the respondents indicated that Textbooks were relatively available in the library, 26 (24.1%) signified that textbooks are available, (12%) said they are Not available, Not readily available (12%) while Not available (31.5%). In respect of Journals availability in the library, the result is as follows: Readily available (30.6%), available (21.3%), not readily available (26.9%) and not available (21.3%). The levels of availability of other library materials are depicted in table 2 below:

Table 2: Level of availability of library resources

| Resources | RA | A | NRA | NA |
|---|---|---|---|---|
| Textbooks | 35 (32.4%) | 26 (24.1%) | 13 (12%) | 34 (31.5%) |
| Journals | 33 (30.6%) | 23 (21.3%) | 29 (26.9%) | 23 (21.3%) |
| Newspapers | 27 (25%) | 9 (8.3%) | 53 (49.1%) | 19 (17.6%) |
| Reference source | 20 (18.5%) | 24 (22.2%) | 47 (43.5%) | 17 (15.7%) |
| Govt. publication | 32 (29.5%) | 21 (19.4%) | 19 (17.6%) | 36 (33.3%) |
| Dissertation | 15 (13.9%) | 19 (17.6%) | 22 (20.4%) | 52 (48.1%) |
| E- book | 20 (18.5%) | 24 (22.2%) | 47 (43.5%) | 24 (22.2%) |
| Technical report | 2 (1.9%) | 6 (5.6%) | 20 (18.5%) | 80 (74%) |
| E-Journal | 8 (7.4%) | 10 (9.2%) | 20 (18.5%) | 70 (64.8%) |
| A/V | - | 3(2.8%) | 24 (13.2%) | 81 (75%) |
| Computer | 15 (13.9%) | 19 (17.6%) | 52(48.1%) | 22 (20.4%) |
| Fax- machine | - | - | - | 108 (100%) |
| Online-databases | 8 (7.4%) | 13 (12.03%) | 60 (55.6%) | 25 (23.1%0 |
| Internet | 13 (12%) | 15 (13.8%) | 55 (50.9%) | 25 (23.1%) |
| OPAC | - | - | - | 108 (100%) |
| Remote station | - | - | - | 108 (100%) |
| CD- Roms | 13 (12.03%) | 10 (9.25%) | 55 (50.9%) | 30 (27.8%) |
| E- library | 18 (16.7%) | 8 (7.4%) | 52 (48.1%) | 30 (27.8%) |

As depicted in table 3 below, the study revealed that 63 (58.3%) of the respondents signified that they always consulted library textbooks, (19.4%) said that they used textbooks weekly, Fortnightly (9.3%), Ones in month (2.8%), about (4.6%) used textbooks occasionally while (5.6%) indicated that they don't used the library textbooks at all. Moreover, the finding revealed that (62.9%) of the respondents signified that they consulted Journals in this university library fortnightly, (17.6%) consulted the Journals always in the library, (5.6%) of the faculty staff used them ones in a month and the same percentage(5.6%) was recorded for occasionally use while (5.6%) also claimed they never used journals in the library. The levels of utilization of available library materials are shown in table 3 below.

Table 3: Use of library resources by faculty members

| RESOURCES | AL | WK | FN | OM | OC | NAA |
|---|---|---|---|---|---|---|
| Textbooks | 63 (58.3%) | 21 (19.4%) | 10 (9.3%) | 3 (2.8%) | 5 (4.6%) | 6 (5.6%) |
| Journals | 19 (17.6%) | 68 (62.9%) | 6(5.6%) | 5 (4.6%) | 5 (4.6%) | 5 (4.6%) |
| Newspapers | 34 (31.5%) | 14 (12.9%) | 11 (10.2%) | 31 (28.7%) | 7 (6.9%) | 11 (10.2%) |
| Reference sources | 11 (10.2%) | 9 (8.3%) | 46 (42.6%) | 14 (13%) | 10 (9.3%) | 18 (16.7%) |
| Government publication | 25 (23.1%) | 11 (10.2%) | 11 (10.2%) | 31 (28.7%) | 6 (5.6%) | 24 (22.2%) |
| E-journals | 34 (31.5%) | 14 (13%) | 11(10.2%) | 31 (28.7%) | 7 (6.5%) | 11 (10.2%) |
| Computers | 91(84.3%) | 3 (2.8%) | - | - | 11 (10.2%) | 2 (1.9%) |
| On-line databases | 34 (31.5%) | 14 (13%) | 11 (10.2%) | 31 (28.7%) | 7 (6.5%) | 11 (10.2%) |
| E- library | 21 (19.4%) | 19 (17.6%) | 31 (28.7%) | 14 (13%) | 13 (12%) | 10 (9.3%) |
| CD-Roms | 15 (13.9%) | 12 (11.1%) | 7 (6.5%) | 17 (15.7%) | 8 (7.4%) | 49(45.4%) |
| Internet | 34(31.5%) | 14 (13.5%) | 11 (10.2%) | 31 (28.7%) | 7 (6.5%) | 11 (10.2%) |

The finding also shows that 8(7.4%) of the faculty members consulted the library occasionally, 64 (59.3%) visited the library weekly, 24 (22.2%) patronized ones in a month while 12 (11.1%) consulted the library on daily basis.

Table 4: Frequency of faculty library use

| PERIOD | FREQUENCY | PERCENTAGE. |
|---|---|---|
| Daily | 12 | 11.1 |
| Weekly | 64 | 59.3 |
| Ones in a month | 24 | 22.2 |
| Occasionally | 8 | 7.4 |
| TOTAL | 108 | 100 |

The study also revealed the ranked order of hindrances to the use of the library by faculty members. This is presented in table 5 below. Unpleasant library staff (90.7%) was ranked highest by faculty staff as hindrance to the usage of this university library, disturbance from other library users was ranked next with (89.8%), this is followed by inadequate library books (87.8%), coming after that is difficulty in locating books on the shelves (88%), inadequate information literacy (85.2%), inadequate computer and inadequate awareness had (82.4%), library physical (81.5%), unconducive environment(81.5%), difficulties in using the library catalogue (78.7%), unstable

6

power supply (73.1%), unfavorable library opening hours (61.1%), far location of the library (50%) while only (26.9%) of the faculty staff indicated that library furniture and library stringent rules are hindrances to library use.

Table 5: Hindrances to library usage of faculty members

| FACTORS | FREQUENCY | RANKED ORDER |
|---|---|---|
| Unpleasant library staff | 98 (90.1%) | 1 |
| Disturbance from other users | 97 (89.8%0 | 2 |
| Inadequate Books | 97 (89.8%) | 3 |
| Difficulty in locating books | 95 (88%) | 4 |
| Hot environment | 92 (85.2%) | 5 |
| Inadequate information literacy | 92 (85.2%) | 5 |
| Inadequate computers | 89 (82.4%) | 6 |
| Library physical arrangement | 88 (81.5%) | 7 |
| Unconducive reading environment | 88 (81.5%) | 7 |
| Difficulty in using lib. Catalogue | 85 (78.7%) | 8 |
| Unstable power supply | 79 (73.1%) | 9 |
| Insufficient ICT | 79 (73.1%) | 9 |
| Library opening hours | 66 (61.1%) | 10 |
| Non provision of separate reading areas for staff | 63 (58.3%) | 11 |
| Library far location | 54 (50%) | 12 |
| Library furniture | 29 (26.9%) | 13 |
| Library stringent rules | 29 (26.9%) | 14 |
| Mishelving of Books | 26 (24.1%) | 15 |

Table 6 below shows responses of faculty staff on how they could rate library resources in terms of adequacy to teaching and research. 44.4% of the respondents indicated that it is fair, (29.6%) poor, (16.7%) said it is very poor, (6.5%) signified it is good while only 2.8% agreed that it is very good.

Table 6: Assessment of library resources by faculty

| Responses | Frequency | Percentage |
|---|---|---|
| Very good | 3 | 2.8 |
| Good | 7 | 6.5 |
| Fair | 48 | 44.4 |
| Poor | 32 | 29.6 |
| Very poor | 18 | 16.7 |
| Total | 108 | 100 |

**Test of Hypotheses**

Hypothesis 1

There is no significant relationship between library resources availability and utilization by faculty members in Tai Solarin University of Education.

The study revealed that there is significant relationship between library resources availability and utilization by faculty members. The study showed correlation co-efficient value r= 0.919; p< 0.01. The hypothesis is hereby rejected. The result is presented in the table 7 below:

Table 7: Relationship between library resources availability and utilization by faculty members

| | LIBRARY RESOURCES | UTILIZATION OF LIBRARY RESOURCES |
|---|---|---|
| LIBRARY RESOURCES Pearson Correlation | 1.000 | .919** |
| Sig.(2-tailed) | | .000 |
| N | 108 | 108 |
| UTILIZATION OF LIBRARY RESOURCE Pearson Correlation | | |
| Sig. (2-tailed) | .919** | 1.000 |
| N | .000 | |
| | 108 | 109 |

**Correlation is significant at the 0.01 level (2-tailed)

r= 0.919, P<0.01, decision: significant.

Hypothesis 2:

There is no significant difference in the utilization of library resources of faculty members based on gender. The study found out that there is significant difference in the utilization of library resources based on gender. The study revealed a t= value of 26.714 while t- critical is 1.96 at degree of freedom of 107. The hypothesis 2 is also rejected since the t calculated (26.714) is greater than t- critical (1.96). The result is depicted in table 5 below. Hypothesis 2: College has no significant influence on faculty members' utilization of library resources. The hypothesis states that college will not have significant influence on faculty members' utilization of library resources are rejected. The findings revealed that college has significant influence on faculty members' utilization of library resources. This finding is buttressed by the fact that majority of faculty that used the library daily and weekly were from College of Science and Information technology (COSIT). The result is presented in the table 8 below:

Table 8: Testing for the significant influence of college faculty members on library resources utilization:

| RESPONSE | OBSERVED VALUE | EXPECTED VALUE | DF | X-CALCULATED | X-CRITICAL VALUE | P | DECISION |
|---|---|---|---|---|---|---|---|
| SA | 33 | 27.0 | | | | | Reject the null hypothesis |
| A | 45 | 27.0 | | | | | |
| SD | 7 | 27.0 | 3 | 28.741 | 7.814 | 00.5 | |
| D | 23 | 27.0 | | | | | |

Given P= 0.05 and 2 x 4 table, df = 3

Accept H3 if x2 < 7.814 (table value) otherwise reject

Therefore, X2 is 28.741 > than 7.814 9table value), H3 is hereby rejected

**Discussion**

The majority of the respondents were Assistants lecturers, only 11.1% were professors. This is understandable as the institution recently transformed to a university as most of the lecturers are still pursuing doctorate degrees. The result also revealed that good sizeable members of faculty surveyed (63.9%) were registered members of the library. The lack of registration by some might be due to lack of awareness of the benefits derivable from being bonafide member of the library. It could however be inferred that majority of the respondents wants to avail themselves with the library resources and services as they registered with the library.

On the level of availability of library resources, the finding reflected mixed feelings of the respondents as quite a number of them indicated that most library resources were not readily available. The finding showed that OPAC, remote work station and fax-machine were not available at all in the library. All these are indication that relevant materials were not available in the library and above all, only (2.8%) agreed that the library resources are adequate. This finding perhaps corroborates the studies of Haruna (2005), Ijirigho (2009), the study is however contrary to Mbashir & Adeoti (2008) who found out that material in terms of books and journals were adequate for faculty staff in the study carried out in Kogi State University, Nigeria.

The finding also revealed that majority of the respondents (59.3%) consulted the library ones a week, (11.1%) used it daily. This finding is similar to the study carried out by Olanlokun (1983); Awojobi (2004).The utilization of the library resources by the faculty members revealed that quite large number of respondents signified that they always used textbooks, newspapers, e-journals, computers, online and e-library while CD-Roms were rarely used as 45% claimed they never used them at all.

The result of the first hypothesis showed that there is significant relationship between library resources availability and utilization by faculty members. In other words, availability of library resources in this library will translates into utilization by faculty staff. It is then not surprising that utilization of materials by respondents is low. The reason is

not far-fetched as study revealed that materials are not readily available in the library. The non-availability of these resources perhaps is one of the factors responsible for low utilization by faculty members surveyed.

The impediments to the use of the University library by faculty staff as revealed by this study include not understanding the arrangement of resources in the library; this finding is in consonance with study carried out by Mbasir & Adeoti (2008); lack of awareness of library resources and services, this also concurs with the findings of Alemna (1980), Osinuli (1998) Popoola (2001) and Weber & Flatley (2006).

Inadequate relevant information resources are also prominent as reason for not consulting the library by the respondents. This tallies with the revelation of Awojobi (2004) Haruna (2005) Ijirigho (2009. Other hindrances to utilization of the library resources by the faculty surveyed included unpleasant library staff, disturbance from other users, hot environment, inadequate computers, un-conducive reading environment difficulty in using library catalogue, unstable power supply, unfavorable opening hours, insufficient ICT application, non- provision of separate reading areas for staff, library stringent rules, mishelving of books and faculty from COSMAS, COAEVOT and COHUM complained of long distance of the library. The proximity of the library might be one of the reasons accounted for the more frequent use of the library by faculty in COSIT than other faculty from other colleges. The hindrances are so numerous and perhaps explained reasons for the low utilization of the library resources by most of the respondents surveyed.

## Recommendations

Based on the findings of this study, the following are recommended:

- There is used for the library to re-orientate library staff on how to have good customer relations with the faculty members. This is necessary because the unpleasant library staff attitude was ranked highest by the faculty as hindrance to library use.
- The library needs to mount quite a number of awareness programmes/library marketing so that faculty would know what the library has in stock to support teaching, research as well as career of the faculty.
- The library can also designate some of the librarians as faculty librarians to all the four (4) colleges in the University. These librarians will be offering a sort of personalize out-reached library services to faculty in the Colleges. This will ensure that library is taking to the faculty and personal connection will be established between the librarians and the faculty. This option has been successfully applied in some University libraries as reported by Seaman and Metz (2002) Abubakar (2009) Rodwell and Fairbrairn (2008).
- There is also the need for the library to be teaching faculty information literary. This will enable them to exploit information resources maximally.
- It is also recommended that library should embark on massive acquisition of more relevant materials (both print and non-print) so that's the collection could measure up with the University status accorded the institution in 2005.
- The library has to seriously embark on automation of its services, more computers and e-resources needed to be acquired. The Internet services needed to be boosted up with high bandwidth and wireless internet services should be in the library and its environment 24/7 so that faculty members could be using their laptops to enjoy the internet services.
- The library needs to be air-conditioned, so that more conducive atmosphere could be ensured for the comfort of the users.
- It is also recommended that separate reading area needed to be created for the teaching staff within the library for serious research as they complained that other library users disturbed them while studying in the library.
- There is also the need for the provision of stand-by generating set for library. This will be powering the library because of epileptic power supply being suffered in Nigeria.
- The library should also consider extending its service hours. In doing this, logistic and security issues concerning staff should be considered in details.

**References**

Adetoro, N. (2008). Acquisition and use of Library resources in the Transition from a College to a University: A statistical record Assessment. *Library Philosophy and Practice*.

Aina, L. O. (2004). *Library and information science text for Africa*. Nigeria: Third World Information Service Ltd.

Alemna , A. A. (1990). User education in university academic libraries in Ghana. *Education Libraries Journal, 33* (1), 40-47

Amkpa, S.A (2000). Student use of University of Maiduguri Library: An evaluative study. *Gateway Library Journal 2 and 3*, 70- 80.

Altman, E., & Hernon, P. (2000). Service quality and customer satisfaction do matter. *American Libraries* (August), 53-54.

Andaleeb, S. S., & Simmonds, P. L. (1998) Explaining user satisfaction with academic libraries: Strategic implications. *College & Research Libraries*. March.

Awojobi, E. A. (2004). Determinants of library use by lecturers in the faculty of science and college of Agricultural sciences, Olabisi onabanjo University, Ago-Iwoye, Nigeria. *Nigerian Libraries, 38*(1), 34-47.

Fowowe, S. O. (1989).Students' use of an Academic Library: A survey at the University of Ilorin Libraries. *Nigerian Library and Information Science Review, 7* (1), 47-57.

Haruna, I. (2005). The role of libraries in information provision to legal practitioners in Lagos State, Nigeria. *African Journal of Education and Information Management*.

Hernon, P. & Altman, P. (1996). *Service quality in academic libraries*. Norwood, N.J: Ablex Publishing Co.

Hernon, P., & Calvert, P. (1996). Methods for measuring service quality in university libraries. *New Zealand Journal of Academic Librarianship, 22* (1) (Sept 1996), 387-91.

Holtze, T. L. (2001) 50+ ways to reach your faculty. Retrieved from:  http://louisville.edu/Hho/to2/present/acr/2001.htm

Ifidon. S. E. (1988). Measuring use and non-use of bibliographic resources in libraries. Paper presented at the Annual Seminar of the Academic Research Libraries Section of the Nigerian Library Association University of Jos. 31 Oct-Nov., 38.

Ijirigho, M. A. (2009). Faculty expectations of libraries: A comparative study of Covenant University and the University of Lagos. *Library Philosophy and Practice.*

Kadiri, J. A. (2000). Academic status for librarians in Ghanian universities: Challenges to stakeholders. *Gateway Library Journal* (2 & 3), 97- 103.

Kadiri J. A. (2009). Tai Solarin University of Education Library 2005-2010. In Oyesiku K., et al. Tai Solarin University of Education Growth and Development Ijebu-Ode; Tai Solarin University of Education Press, 138-150.

Neelameghan, A. (1985). User orientation in library and information studies curriculum: Some aspects with special reference to developing countries. *African Journal of Library, Archives and Information Science, 10* (1), 53-65

Nitecki, D. A. (1996) changing the concept and measure of service quality in academic libraries. *Journal of Academic librarianship,  22*(3), 181-90.

Lohar, M. S., & Kumbar, M. (2002). Use of library facilities and information resources in Sahyadri College, Shimogo (karnataka): A study. *Annals of Library and Information Studies, 49*(3), 73- 87.

Mbashir, A. L., & Adeoti, V. F.(2008). The usage of library by faculty staff: Kogi State University, Anyigba in perspective. *Nigerian Libraries, 41*, 41:54.

Manuel, K., et al. (2003). *What faculty want: A study of attitudes influencing faculty collaboration in library instruction*. United Kingdom: Browker Saur.

McCarthy, C. A. (1995). Students' perceived effectiveness using university libraries. *College and Research Libraries, 31* (192), 103 -119.

Melun , V.V. (1971). Library orientation in the college and university. *Wilson Library Bulletin, 46* (1), 29-38.

Okiy, R.B. (2000) Assessing students and faculty use of academic Libraries in Nigeria: The study of Delta State University, Abraka. *Frontiers in Information & Information Services, 1*(1), 65-75.

Osinulu & Balogun (2003) effectiveness of reference services to Faculty members: A case study of Olabisi Onabanjo University, Ago-Iwoye. *Gateway Library Journal, 6*(2), 98-105.

Osinulu; L. E. (1998). Library use in Ogun State University: A survey. *Gateway Journal,* 1
(2), 81-87

Rajgopal, B. (1989). User survey of Srikrishna Devaraya University Library. *Library Herald, 28* (1-2), 17-25.

Schonfeld, R. C., & Guthrie, K. M. (2007). Changing information science needs of Faculty. *EDUCAUSE Review, 42*(4), 8-9. Retrieved from: http://connect.edu/library/EDULAUSE+Review/the changing informationser/44598?Time=1208946154

Singh, G. (2002). Use of college libraries by faculty members of University of Delhi. *Library Herald, 40*(4), 263-270

Steel, R.A. (1996). Academic branch libraries relations with local faculty. In Simonton, W. (Ed.), *Advances in Librarianship, 14*. New York, NY: Academic Press.

Ugah, A.D. (2007). Evaluating the use of university libraries in Nigeria: A case study of Umudike. *Library Philosophy and Practice*

Unomah J.J. (1988). Students' utilization of academic libraries in Nigeria: The example of two universities. *Nigerian Library and Information Science Review, 6* (2), 51- 57.

Weber, M. A & Flatley, R. (2008) what do faculty want? A focus group study of faculty at a midsized public university. Library Philosophy and Practice. Retrieved from:

Williams, J. (2005). Library faculty work plan. Retrieved from: http://www.lib.umd.edu/groups/learning/samples work plan.pdf.

Zaki, N. (1991). User education in Nigerian universities: The need for new approaches. *International Library Movement, 13* (1), 27-43.

11

"Faculty Use of University Library Resources: A Study of Tai Solarin University of Education, Ijagun, Ogun State, Nigeria," Ahmed Olakunle Simisaye. *Library Philosophy and Practice* 2012