

**Library Resources Availability and Accessibility as Determinants of Undergraduates**

**Library Use in Lagos State University, Nigeria**

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### **Library Use in Lagos State University, Nigeria.**

#### **ABSTRACT**

This study assessed library resources availability and accessibility as determinants of library use in Lagos State University Library. The study employed survey research design while data collection was done by means of questionnaire administration. The findings revealed a statistically significant positive correlation between library resources availability and students' use of library ( $r = 0.433$ ,  $P < 0.05$ ). The study also showed a strong significant positive correlation between library resources accessibility and students' use of library ( $r = 0.668$ ,  $P < 0.05$ ). It revealed a significant positive correlation between library resources accessibility and availability ( $r = 0.440$ ,  $P < 0.05$ ). The study further revealed that both information availability ( $\beta = 0.170$ ,  $P < 0.05$ ) and accessibility ( $\beta = 0.646$ ,  $P < 0.05$ ) significantly predicted undergraduate students' library use. The study recommended that library online materials should be made available for undergraduate students' accessibility and usage.

**Keyword:** Library Resources' Availability, Library Resources' Accessibility, Undergraduate Library Use, Lagos State University, Library Use.

## **INTRODUCTION**

The need for library resources availability and accessibility in academic libraries has long been recognized. Academic libraries foster information literacy and provide resources to students, researchers and staff. These Libraries provide numerous services to users, addressing their diverse needs, characteristics, and interest (Andaleeb, 2001). In view of this, it is expected that librarians and information professionals create a balance between specific research and information needs and a usable collection of information materials to meet the needs of the institutions and that of the users. According to Mason (2010), an academic library has the mission to build and maintain a collection that will support and enhance the instructional needs of the institution. He also posited that academic libraries are to provide access to all sources of information.

Information resources availability, accessibility and use are important factors in knowledge acquisition, learning and research. Indeed, every academic library regardless of size is expected to have adequate information resources available for its community for reading, learning and research. Aina (2011) stated that accessibility determines the speed at which an information output in any format is obtained. Therefore, good information resources should be received and retrieved to meet the desired need. University libraries support universities in discharging their responsibilities by acquiring all the relevant information resources necessary for sustaining the teaching, learning, research and the academic service functions of their universities.

Popoola and Haliso (2009) define library information resources as those information bearing materials in both printed and electronic formats, such as textbooks, journals, indexes, abstracts, newspapers and magazines, reports, CD-ROM databases, Internet/E-mail, video tapes/cassettes, diskettes, magnetic disk, computers, micro forms e.t.c. These information materials are the raw materials that libraries acquire, catalogue, stock, and make available to their patrons, as well as use to provide various other services.

An understanding of library use would not only aid the planning of future services but will also encourage increased patronage among students and scholars. Frascotti, Levenseler, Weingarten, & Wiegand (2007) established that students will use more of the library if they can do their homework, access information, listen to music, watch movies and use the internet.

#### **STATEMENT OF THE PROBLEM AND OBJECTIVE OF THE STUDY**

The aim of every academic library is to support the academic programmes of the institution by providing relevant information with a view to respond to the ever-increasing information demands of the users which comprised the students and the academic staff of the university. Most academic libraries acquire, organize, store and disseminate information with a view to improve information availability, accessibility and use. However, in recent time, there has been increase decline in the level of library resources' utilization because of the internet. This study therefore sought to investigate the level of information availability and accessibility and how this has affected library use among undergraduate students in Lagos State University, Nigeria.

The purpose of the study is to assess the relative influence of library resources availability and accessibility on library use among undergraduate students in Lagos State University. The specific objectives were to:

1. Find out the types of resources consulted by undergraduate students of Lagos State University;
2. find out the adequacy of the library resources in LASU for studying, learning and research;
3. determine the accessibility of the library resources among undergraduate Students of LASU;
4. determine users' purpose for using the library;
5. find out the relationship between library resources availability and undergraduate students' use of the library;
6. determine the relationship between library resources accessibility and undergraduate students' use of the library;
7. determine the relationship between availability and accessibility of library resources; and
8. establish the influence of library resources availability and accessibility on library use among undergraduate students of Lagos state university (LASU).

Questions were posed along the stated objectives. Four null hypotheses were tested at 0.05 level of significance as follows:

**H<sub>01</sub>:** There is no significant relationship between library resources availability and undergraduate students' use of LASU library;

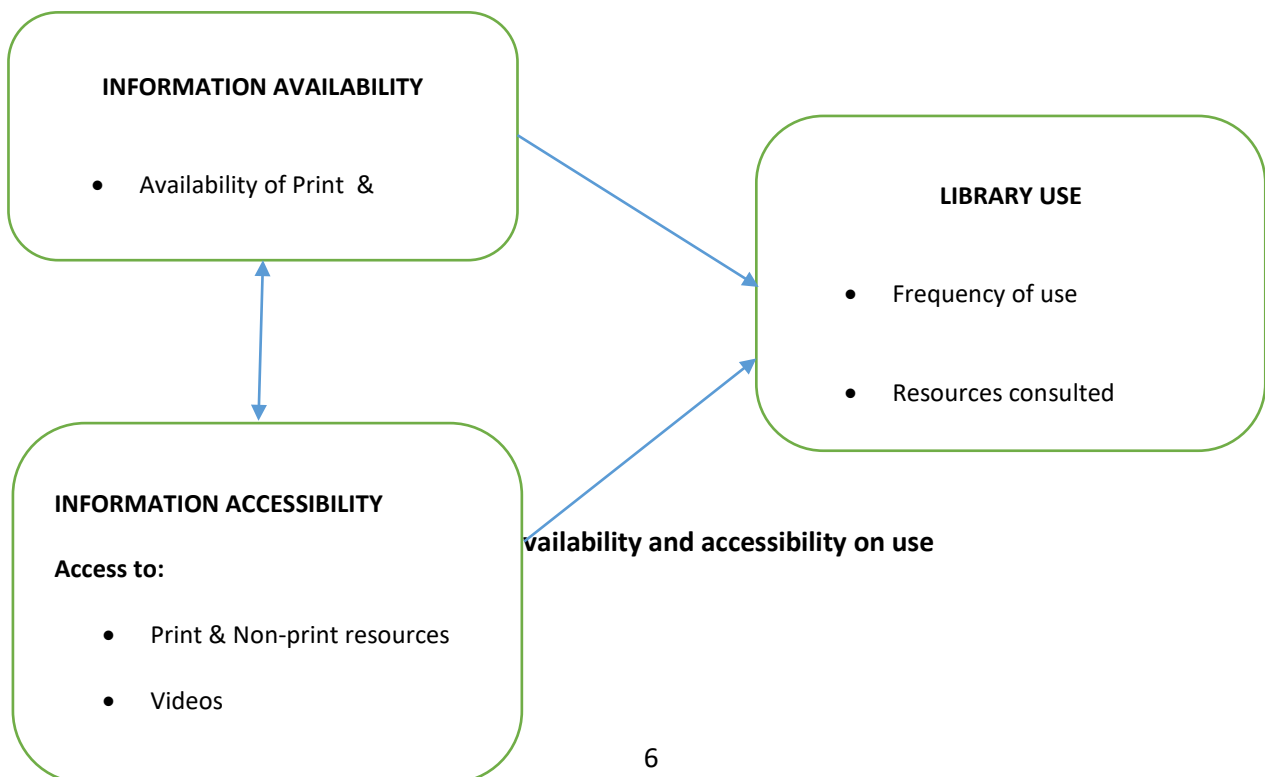
**H<sub>02</sub>:** There is no significant relationship between library resources accessibility and undergraduate students' use of the library;

**H<sub>03</sub>:** There is no significant relationship between library resources availability and its accessibility;  
and

**H<sub>04</sub>:** There is no significant influence of library resources availability and accessibility on undergraduates' library use.

Yusuf & Iwu (2010) established in their statistical study in Covenant University that students utilize the online academic access catalogue more than the manual catalogue. In related studies, Onuoha, Ikonne, & Madukoma (2013) while studying library use and research productivity of postgraduate students, concluded that postgraduate students place more importance on books (print) followed closely by internet provision and electronic journals. Udo-Anyanwu, Jeff-Okafor & Mbagwu (2012) compared the use of library resources between students at Imo State University and Alvan Ikoku Federal College of Education. They grouped library materials into three broad categories namely: oral information; printed information and digitized information. The study established that in both libraries, students utilized printed information more than digitized information and oral information was never used in any of the libraries. The study also identified insufficient library space as the greatest problem facing the use of both libraries.

**Conceptual model of library resources availability and accessibility on library use in Lagos State**



The model presents the interconnection between information availability, accessibility and library use. It shows that library use among undergraduate students in LASU depends to a large extent on information availability in the library and its accessibility to students. The model argues that all kinds of information resources regardless of formats belong to two categories namely print and non-print information resources. On the other hand, information accessibility involves not only print and non-print resources but also includes videos, magazines and other resources that should be available for different user groups.

## **METHODOLOGY**

This study adopted a survey research design that involved the collection of data using self-constructed and self-administered questionnaire. The study population was 21, 000 undergraduate students in the different faculties of the University. The sample size was 200 (1.2%) randomly selected. The questionnaire had 6 sections each with a 4-point Likert type scale with a binary option of “yes” or “no” in some instances. Face and content validity were carried out on the questionnaire to enhance accuracy and validity of the instrument even though it was adopted from Fasae, Aladeniyi, Arikawe and Ayodele’s (2015) questionnaire. Reliability test was carried out using Cronbach’s alpha section by section analysis. The results are presented below. A minimum score of 0.60 was accepted to be valid for each of the sectional analysis of the instrument.

**Table 1: Reliability test of the instrument**

Parameters	Cronbach's Alpha	No. of Items
frequency of library use	.941	7
Purpose of library use	.953	8
Availability/adequacy of library resources	.895	7
Accessibility of library resources	.845	7
undergraduate students use of library	.735	12

Data collected from the primary survey were analyzed using a Statistical Package for Social Sciences (SPSS) version 20. Both descriptive and inferential statistics such as simple percentage, mean and standard deviation as well as correlation and regression where appropriate were carried out on most of the objectives of the study.

**DATA PRESENTATION AND ANALYSIS**

Below are the analysis, results, interpretation and hypotheses testing of the data collected beginning with the socio-demography of the respondents. One hundred percent return rate was achieved because the researchers waited on the respondents and collected the questionnaires.



**Table 2: Respondents' socio-demographic characteristics**

<b>Parameters</b>	<b>Classification</b>	<b>Frequency</b>	<b>Percentage</b>
Age	15-18	54	27.0
	19-22	109	54.5
	23-26	32	16.0
	27-30	5	2.5
	Total	200	100.0
Gender	Male	95	47.5
	Female	105	52.5
	Total	200	100.0
<b>Religion</b>	Christian	111	55.5
	Muslim	86	43.0
	Traditions	3	1.5
	Total	200	100.0
<b>Level</b>	100 level	101	50.5
	200 level	83	41.5
	300 level	2	1.0
	400 level	13	6.5
	500 level	1	.5
	Total	200	100.0

Table 2 shows that majority of the respondents (54.5%) were in the ages of 19-22 years followed by 15-18 years accounting for 27%. The table shows that respondents between the ages of 23-26 years accounted for 16% while those greater than 26 years accounted for 2.5%. The table is self explanatory on other parameters.

**Table 3: Type of library resources consulted by students**

<b>Library Resources</b>	<b>Frequently consulted</b>	<b>consulted</b>	<b>Rarely consulted</b>	<b>Not consulted</b>	<b>Mean</b>	<b>SD</b>
Special Collections	33(16.5)	83(41.5)	63(31.5)	21(10.5)	2.4	0.9
Emails	48(24.0)	72(36.0)	62(31.0)	18(9.0)	2.3	0.9
Online newspapers	53(26.5)	67(33.5)	57(28.5)	23(11.5)	2.3	1.0
Students Long Essays	38(19.0)	79(39.5)	60(30.0)	23(11.5)	2.3	0.9
Journal (print)	28(14.0)	118(59.0)	40(20.0)	13(6.5)	2.2	0.8
Newspapers	48(24.0)	86(43.0)	49(24.5)	17(8.5)	2.2	0.9
Projects	53(26.5)	72(36.0)	58(29.0)	15(7.5)	2.2	0.9
e-journals	55(27.5)	62(31.0)	70(35.0)	13(6.5)	2.2	0.9
e-books	58(29.0)	57(28.5)	69(34.5)	16(8.0)	2.2	1.0
Social media	63(31.5)	60(30.0)	61(30.5)	16(8.0)	2.2	1.0
Magazines	52(26.0)	75(37.5)	51(25.5)	21(10.5)	2.2	0.9
Novel	74(37.0)	66(33.0)	35(17.5)	25(12.5)	2.1	1.0
Electronic Online Resources	63(31.5)	72(26.0)	44(22.0)	21(10.5)	2.1	1.0
Lecture notes	74(37.0)	66(33.0)	43(21.5)	17(8.5)	2.0	1.0
Textbooks	125(62.4)	64(32.0)	7(3.5)	4(2.0)	1.5	0.7

Table 3 showed that in addition to special collections, the next most consulted materials in the library was emails, online newspapers and students long essays with the means of 2.3 on the 4points scale. However, it is somewhat interesting to note that textbooks were the least consulted.

**How adequate are the library resources in Lagos State University Library?**

**Table 4: Library Resources Adequacy**

Library Resources	Very adequate	Adequate	Fairly adequate	Inadequate	Don't know	Mean	SD
Special Collections	39(19.5)	50(25.0)	35(17.5)	26(13.0)	50(25.)	3.0	1.5
Students Long Essays (Projects)	46(23,0)	50(25.0)	34(17.0)	17(8.5)	53(26.5)	2.9	1.5
Newspapers	56(28.0)	45(22.0)	40(20.0)	10(5.0)	48(24.0)	2.8	1.6
Magazines	45(22.5)	57(28.5)	39(19.5)	13(6.5)	46(23.0)	2.8	1.5
Journals	40(20.0)	71(35.5)	37(18.5)	11(5.5)	41(20.5)	2.7	1.4
Electronic Online Resources	58(29.0)	52(26.0)	31(15.5)	19(9.5)	40.(20.0)	2.7	1.5
Text Books	94(47.0)	57(28.5)	15(7.5)	2(1.0)	32(16.0)	2.1	1.4

Table 4 shows that the most available information resources in the library were special collections with a mean of 3 on the scale of 5points followed by students' long essays and or past projects (mean = 2.9). Others include newspapers and magazines mean =2.8, journals and e-

resources mean = 2.7 while the least available was textbooks mean = 2.1. The analysis helps to understand that library use is a function of resources availability in the university.

**How accessible are library resources in the university library?**

**Table 5: Accessibility of the library resources**

Library Resources	Very Accessible	Accessible	Fairly Accessible,	Never accessible to students	Don't know	Mean	SD
Special Collections	35(17.5)	53(26.5)	39(19.5)	12(6.0)	61(30.5)	3.1	1.5
Newspapers	53(26.5)	55(27.5)	39(19.5)	15(7.5)	38(19.0)	2.7	1.4
Students Long Essays (Projects)	43(21.5)	70(35.0)	36(18.0)	5(2.5)	46(23.0)	2.7	1.4
Magazines	51(25.5)	64(32.0)	34(17.0)	17(8.5)	34(17.0)	2.6	1.4
Electronic Online Resources	54(27.0)	57(28.5)	36(18.0)	19(9.5)	34(17.0)	2.6	1.4
Journals	51(25.5)	81(40.5)	29(14.5)	6(3.0)	33(16.5)	2.4	1.3
Text Books	118(59.0)	55(27.5)	12(6.0)	1(.5)	14(7.0)	1.7	1.1

As shown in Table 5, the most accessible materials were special collections followed by newspapers and students' long essays. The accessibility of magazines and e-resources was not as high as expected. Lastly, accessibility of textbooks had the least mean of 1.7. It implied that the university has paucity of e-resources, journals and textbooks when compared with other resources. Students' long essays and special collections might be free to the library.

## Why do undergraduate students use the library?

**Table 6: Students' purpose for using the library**

Purposes	SA	A	D	SD	Mean	Std.Dev
To watch movie/listen to music	44(22.0)	70(35.0)	60(30.0)	26(13.0)	3.0	1.0
To check my e-mails	68(34.0)	73(36.5)	33(16.5)	26(13.0)	2.6	1.0
To use social media	38(19.0)	52(26.0)	65(32.5)	45(22.5)	2.6	1.1
To read newspapers	45(22.5)	71(35.5)	66(33.0)	18(9.0)	2.3	0.9
To use e-journals	81(40.5)	55(27.5)	42(21.0)	22(11.0)	2.3	1.0
To consult journals	58(29.0)	72(36.0)	63(31.5)	7(3.5)	2.1	0.9
To prepare for practical classes	26(13.0)	27(13.5)	77(38.5)	79(35.0)	2.1	1.0
To use e-books	41(20.5)	44(22.0)	60(30.0)	55(27.5)	2.0	1.0
To consult projects	96(48.0)	71(35.5)	17(8.5)	16(8.0)	1.8	0.9
To read for examination	131(65.5)	41(20.5)	23(11.5)	5(2.5)	1.5	0.8
To do assignment	128(64.0)	66(33.0)	6(3.0)	0(0.0)	1.4	0.5
To consult reference materials	151(75.5)	45(22.0)	4(2.0)	0(0.0)	1.3	0.5

Table 6 showed that the main purpose for undergraduate students' visit to the library was to watch movie or listen to music from their ear piece (mean = 3.0 on the scale of 4 points) followed closely by checking of personal e-mails and using social media resources. Other reasons for visiting the library include reading of newspapers and e-journals. The least reason for visiting the library by the majority was to consult reference materials, next to carrying out school assignment respectively. It is obvious from the above that the main purpose of visiting the library by the undergraduate students was merely to enjoy themselves.

## TESTING OF HYPOTHESIS

The following null hypotheses were tested at 0.05 level of significance:

$H_{01}$ : There is no significant relationship between library resources availability and students' use of LASU library.

**Table 7: Relationship between library resources availability and students' use of library**

	Mean	Std. Deviation	N	R	P value	Remarks
Library resources availability	32.6600	7.92771	200	0.433	0.000	Significant
Use of library	24.9450	5.49755	200			

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

The analysis in Table 7 revealed a statistically significant positive correlation between library resources availability and students' use of library ( $r = 0.433$ ,  $P < 0.05$ ). This implied that library resources availability determines library use.

$H_{02}$ : There is no significant relationship between library resources accessibility and students' use of the library;

**Table 8: Correlation analysis of the relationship between library resources accessibility and students' use of library**

	Mean	Std. Deviation	N	r	P value	Remarks
Use of library	22.6450	8.54777	200	0.668	0.000	Significant
Accessibility	18.8050	7.91519	200			

The analysis in Table 8 showed a strong statistically significant positive correlation between library resources accessibility and students' use of library ( $r = 0.668$ ,  $P < 0.05$ ). This meant that

library use has a lot to do with materials accessibility. Where the reverse is the case, then the level of use will drastically reduce.

$H_{03}$ : There is no significant relationship between library resources availability and its accessibility

**Table 9: Correlation analysis of the relationship between library resources availability and accessibility**

	Mean	Std. Deviation	N	r	P value	Remarks
Resources Accessibility	18.8050	7.91519	200	0.440	0.000	Significant
Resources availability	32.6600	7.92771	200			

The analysis in Table 9 showed a statistically significant positive correlation between library resources availability and accessibility ( $r = 0.440, P < 0.05$ ). This could be interpreted to mean that availability guarantees to a large extent resources accessibility.

$H_{04}$ : There is no significant influence of library resources availability and accessibility on library use.

**Table 10: Regression analysis of the relative influence of library resources accessibility and availability on library use**

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	4.951	1.907		2.596	.010
Accessibility	.646	.063	.598	10.316	.000
Availability	.170	.063	.157	2.713	.007

The analysis above showed that the model for this study accounted for ( $R^2 = 0.466\%$ ) of the variance that is explained by the independent variables (information provision) with (F ratio = 85.864,  $p < 0.05$ ). The analysis as shown in the table above shows that both information availability ( $\beta = 0.170$ ,  $P < 0.05$ ) and accessibility ( $\beta = 0.646$ ,  $P < 0.05$ ) significantly predicted undergraduate students library use. This implies that for the university library to experience increase library patronage among the undergraduates, they not only need to make the materials available but accessible to users.

### **CONCLUSION AND RECOMMENDATIONS**

Based on the findings of this study, the following conclusions were drawn from the outcomes of the study. The undergraduate students in Lagos State University have very little interest in the physical library resources. They have preference for electronic resources than the print resources in the library.

The following recommendations are suggested based on the findings of the study:

1. The study identified inadequate book collections as a major barrier to library use, hence, the university authority needs to provide more fund for the purchase of more library materials.



2. The study shows a poor library organization, hence the university librarian need to urgently develop a strategy for effective organization of library resources for increase library use among undergraduate students
3. The findings revealed a dark library internal environment, hence, the library management in collaboration with the university authority need to urgently address and install sufficient lighting for effective library use among undergraduate students
4. Library materials should be made available for undergraduate students' accessibility thereby enhance library patronage among undergraduates.
5. Electronic resources should be acquired since the undergraduate students were eager to use the internet.

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