USE OF LIBRARY RESOURCES BY UNDERGRADUATE STUDENTS' IN THE NIGERIAN FEDERAL UNIVERSITIES

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Abstract

Students' use of university library resources is essential in order to achieve their educational objectives in the universities. This paper, therefore, assessed the level of the use of library resources in Nigerian federal universities by the undergraduate students. The study also ascertained which of the library resources the undergraduate students use most in the university libraries. The survey research method was used for the study and the study population was 1,453 undergraduate students from across Arts, Education, Engineering, Law, Science and Social Science faculties in the selected universities. The main instrument used for the data collection was a questionnaire. Descriptive statistics such as frequency and percentage tabulation were used in analyzing the data. Results revealed that the level of students' use of library resources in Nigerian federal universities is low. The study also revealed that students frequently visit the federal university libraries in Nigeria in order to use resources to support class work activities. To increase the level of library use by the undergraduate students in Nigerian federal universities, majority of the respondents indicated the need for provision of electronic resources/Internet connected computers and provision of improved conducive atmosphere among others that would attract the students to effectively use the university libraries.

Key words: Use, libraries, Undergraduate students, federal universities, Nigeria

Introduction

Universities are established for the reading, learning, research and community development. They are usually regarded as institutions where knowledge is transferred from one individual to the other for high level manpower in the nation. To effectively accomplish this, universities usually embark not only in teaching and learning exercises but also encourage research activities. For universities to achieve these objectives the university libraries have enormous roles to play. According to Aguolu (2003) these roles of the universities cannot be achieved without the presence of a vibrant university library. Put differently, these goals of universities can adequately be attained when stakeholders are involved in undertaking some academic work such as class assignments, writing of term papers, projects and research. However, these assignments would effectively be achieved, by the undergraduate students when they accustom

themselves to using the university libraries.

A university library is regarded as a house of knowledge where various information materials are stored. They are therefore, expected to provide information resources (print and non-print) in order to support and sustain teaching, learning and research functions of their universities. Thus, the university libraries according to Idiodi and Igbinosa, (2003) and Aliyu (2004) support the academic programmes of the universities through the provision of relevant reading materials and making them accessible to readers. That is, university libraries encourage teaching, research, conservation and dissemination of knowledge within the university academic community, thereby supporting the objectives of the universities. This is because, Knowledge enhancement is at the root of all the functions of the university libraries.

Aina (2003) indicated that the main goal of a university library is to support the objectives of the parent institution which are mainly; teaching, research and service provision. Adewale, Obadare, Akunniyi & Iweha, (2006) stressed that "the library is the heart of any academic institution and its objectives revolve round the mother institution's objectives." Therefore, the basic purpose of libraries, according to Buckland (2000) is "to provide access to information". Asemota (2001) also stated that it is because of the significant roles which libraries play in educational institutions at various levels that Elliot, the first President of Harvard University, was quoted by Maigari (1984) as saying that: "if he were to start a new university he would first build up a good library, then admit students and if there were any money left, he would employ some professors." To support this, Kuh & Gonyea (2003) emphasised that, it is hard to imagine a college without a library. They argued that the library is the physical manifestation of the core values and activities of academic life.

Roles of Libraries in the Universities:

The roles of libraries have generally been regarded necessary for the educational needs of students, the research needs of scholars and the leisure reading needs of the literate.

i. Library moulds students' information gathering behaviour for the future and prepares them to participate in some adult roles in the society. To achieve this, Ochogwu (2007) stated that libraries and other information related organizations provide a variety of information to society in different physical formats ranging from printed sources such as audio-visual materials, films to electronic materials.

ii. Libraries in the universities worldwide play crucial role in the attainment of educational objectives of the institutions. Aina (2003) opined that, full and effective utilization of university libraries by the students at all levels to ensure effective learning demands that these libraries give serious attention to such issues as:

   a. acquisition and processing of information;
   b. provision of adequate library materials such as books, journals, encyclopedias, monographs, etc. of all the courses offered in the parent institution;
   c. provision of individual and group assistance to readers in the use of library, either directly or indirectly ;
   d. maintenance of information sources, services and systems;
   e. processing and management of materials through such processes as cataloguing, classification, indexing, binding, shelving, book loan etc.

However, in spite of the fact that university libraries provide information and other numerous services to the users, the pertinent question one might ask is, "do undergraduate students of federal universities in Nigeria effectively make use of university libraries?"

Essence of Establishing Libraries:

Libraries generally are expensive to establish and manage. The cost of providing a library building, furniture and fittings, library resources such as print and electronic resources

and cost of paying the library staff is tremendous. Prytherch (1988) emphasised that the essence of establishing a library is "use." He further stated that if a library is put into proper use, the cost of establishing and managing it would be justified.

"Use" as a concept has to do with value or appreciation and where an item or object has no value it cannot be put to use. On the other hand, as generally believed, if something is valuable it is likely to be highly utilised. "Use," in relation to journals was defined as physical selection of a journal and the act of leafing through the pages (Kent, 1983). Thus, the use of university library could be described as the physical selection of any library resources and the act of reading through the pages. The implication of this is that in every academic institution, adequate use of the library should be made by all categories of students so that the learning objectives of library can be achieved (Oyedum, 2005).

Importance of Library Use

Generally, it is believed that the interactions between the students and lecturers alone would not satisfy the information sought by the students in achieving their academic goals. Hence, it is expected that in most universities the urge of the undergraduates to acquire knowledge in their various disciplines would be attracting them to effectively make use of the libraries. Unfortunately, this is not the case in Nigerian universities where some students have the wrong notion that the information needs of their courses are only Internet-based, and so they do not need library services. No wonder, studies have, however, revealed that undergraduate students in Nigerian federal universities underutilize the resources of university libraries. This trend, could negatively impact on their academic development. This notion has to be changed because the university library is meant for every student and as such they should use it to pursue their educational goals. After all, literature has indicated that no professor could present the subject matter of a course so comprehensively that his students would be able to achieve full mastery of it without wide and varied consultation of library resources or recourse to library research...(http://free.pdf-download.org/Lyle%5C's+Admn+Of+The+College+Library-pdf-1.htl). Thus, considering the importance of use of library to students' educational development, the research from which this paper is developed selected some Nigerian university libraries for study in order to assess the level of use of the library resources by the undergraduate students in Nigerian Federal Universities. These universities include: University of Ibadan, Ahmadu Bello University, Zaria, University of Jos, University of Maiduguri, University of Uyo and University of Abuja.

Literature Review

Over the years, many studies have been conducted globally on library use. These studies cover the use of the library, book circulation, effect of physical facilities on library use and collection use etc. The studies identified the problem of underutilization of library resources in the university and academic libraries as well as provide solutions to the problem.

University libraries especially in the present era of information technology (IT) should endeavour to provide adequate library resources consisting of print and electronic facilities in order to enhance the use of the libraries by the academic community, especially the undergraduate students. Of great importance is the provision of Internet connected computer facilities that would expose the undergraduate students to varieties of information in the net that may not physically be available in their university libraries.

Electronic libraries do not only provide for advanced learning for the students but also provide interlibrary loan services to the undergraduates. For instance, Lancaster University Library, University of Liverpool Library and Cambridge University Library to encourage the undergraduate students to use the

university library facilities provide Interlending & Document Supply (IDS) services and a national access scheme which allows students to use and borrow from these libraries even during vacations. (http://libweb.lancs.ac.uk/g23.htm,http://www.liv.ac.uk/library/using,http://www.lib.cam.ac.uk/usingthelibrary/).

In Nigeria, Beheshti, (2002) in "A cross-sectional study of the use of library books by undergraduate students" revealed that over 700 undergraduate students in two universities were interviewed to determine their use of the books they had borrowed from their respective library systems. The results showed that the majority of borrowed books were used in the initial part of the loan period. Average contact times which were utilized to measure use were found not to be significantly different between the two universities with varying loan periods.

Okiy (2000) in a study assessed student and faculty use of academic libraries in Nigeria with particular reference to Delta State University, Abraka. She disclosed that respondents used books more than other reading materials and that they normally find materials by browsing through the library shelves. Uga (2007) in a similar study revealed that both the students and the staff use Michael Okpara University of Agriculture, Umudike library, but the students constitute the majority of the users. He further reported that most of the respondents use the university library 2-3 times a week or daily and this he stated is a good indication of library use. He also reported that the largest number of the respondents, 32.6% normally visit the library to read books from the library collection, while 27.3% came to consult reference materials. These findings indicated that the library resources are frequently used in the studied university. The study equally reported that 13% of the library users visit the library to do academic assignments and that textbooks are the most frequently used materials with 63.6% and this is followed by reference materials with 16. 2%.

Aziagba (2010), in a similar study "Library use by final year undergraduates under stringent condition" reported that the problems caused by under-funding of library services in Nigerian institutions of higher education are outlined. A survey is reported of undergraduates' experiences in searching for information. The study further indicated the range of other sources used by students for information searching due to their inability to find necessary materials in the library. Also surveyed is how useful the available information achieved from the library has been to undergraduates. The effect of lack of finance on research efforts, particularly inter-library loans, was also reported.

In the same vein, Goodall & David (2010) disclosed the reason behind non/low use of academic library by the undergraduate students. The study reported an on-going investigation of library use at Huddersfield University that has identified a historical correlation between library usage and degree classification. To achieve their purpose the authors employed three sets of data namely, use of electronic resources, book loans and visits to the library. When the result was represented graphically it showed that consistent amounts of no and low use of library resources at campus, academic school, degree –type and course level existed.

Ebiwolate (2010) conducted a study on the use of the library catalogue by the undergraduate students in Niger Delta University Library, Nigeria. The objectives of the study were to determine the extent of use of the catalogue to locate and retrieve books in the university library as well as to determine the problems and constraints militating against the use of the library catalogue by the undergraduate students. The study used descriptive statistics to analyze the data.

It was revealed that majority of the respondents were not aware of the library catalogue and so they never used the library catalogue for their information searching. This negatively affects the use of the university library by the undergraduates. The reason behind this is lack of proper user education programme taught to the students on how to use library catalogue as an information retrieval

device in their library.

Similarly, Oyewusi and Oyebade (2009) in their study "An empirical study of accessibility and use of library resources by undergraduates in a Nigerian State University of Technology" revealed that 76.8% of the respondents used the library as a place where they can read and study, 7.9% of them used the library for research, 4.3% used the library whenever they wanted to borrow books while 7.4% and 1.8% of them sleep and socialize in the library respectively. The study also showed that 1.8% of the respondents used the library for entertainment and leisure. However, the result revealed that Nigerian students see the library as a place where serious academic work could be done. Oyewusi & Oyebade (2009) did not only reveal a high level of use of university library in their study but at the same time revealed that there are many reasons that can contribute to students' use of library.

From the foregoing, one can conclude that the importance of use of the university libraries by the undergraduate students in achieving their educational career can never be over emphasized and efforts should be made by the university management to keep the library and its environment in a way that library users would be attracted to always use the library resources. This study, therefore, assessed the level of use of the library resources by the undergraduate students in the Nigerian Federal Universities.

The study aimed to achieve the following objectives:

(a) To find out the frequency of library use by undergraduate students of federal universities in Nigeria;
(b) To ascertain the library resources the undergraduate students use most in the university libraries and
(c) To identify and recommend how to improve use of library resources by the undergraduates in Nigerian Federal Universities.

Methodology

The descriptive survey research was used to collect data in the study. The stratified and purposive sampling techniques were used to select six universities from the population of Nigerian universities, owned by the Federal Government, that had been stratified by the time period they were established – two each from the 'first generation' universities (established between 1948 and 1969), 'second generation' universities (established between 1970 and 1979) and 'third generation' universities (established between 1980s to 1989). The universities are: University of Ibadan (UI) and Ahmadu Bello University, Zaria (ABU) -- first generation universities selected from the South-West and North West zones respectively; University of Jos (UNIJOS) and the University of Maiduguri (UNIMAID) -- second generation universities selected from North-Central and North-East zones, respectively); and University of Uyo (UNIUYO) and University of Abuja (UNIABUJA) – third generation universities selected from the South-South zone and the Federal Capital Territory, respectively. Thus, the South-East zone is the only one that did not have a representative university in the sample of universities.

Furthermore, six academic faculties and two academic departments in each of the six faculties were selected from each of the universities. The faculties are Arts, Education, Engineering/Technology, Law, Science and Social Sciences. The students were selected for the study through random sampling methods from the following departments: Physics, Biochemistry, Chemistry, Mathematics, Economics, Mass Communication, Theatre Arts, Music, History, English, Public and International Law, Library, Archival and Information Studies, Vocational and Technical Education, Private and Business Law, Physical and Health Education, Sharia Law, Political Science, Science and Technology Education, Special Education, Religious Studies, Archaeology & Anthropology, Communication Language Arts, Computer Science, Statistics, Teacher Education, Human Kinetics & Health Education, Creative Arts, Chemical

Engineering, Electrical Engineering, Mechanical Engineering, Civil Engineering, Food Technology, and Agricultural Engineering were involved in the study. The sub-sample sizes for the six universities were: UI (202 students), ABU (199), UNIJOS (342), UNIMAID (355), UNIUYO (206) and UNIABUJA (149), giving a total sample of 1,453 students.

Questionnaire, interview and observation instruments were used to collect data for the study. The university librarians of the universities selected for the study were interviewed to obtain information on the adequacy of library resources as this could influence the use of university libraries by the undergraduate students. Direct observations were also undertaken by the researchers to assess the available physical facilities, collection sizes and the shelving patterns in the university libraries.

Data Analysis and Discussion

In order to determine the frequency and use of the university libraries by the undergraduate students, the respondents were asked to identify with some statements that could reveal how frequently they use the university libraries. To adequately present the findings of the study the percentages of very often and often were summed up and used in presenting the results in the study. The finding is presented in Tables 1-7.

Table 1: Use of library resources to support class work activities by undergraduates

Statements N =1,453	Very often(4)	Often (3)	Σ of V. Often & Often	Occasionally (2)	Never (1)	$\bar{X}$	SD
I consult the library to use the monographs	77(5. 3)	255 (17. 5)	332(22.8)	472(32. 5)	649 (44.7)	1.83	. 89
I make use of the library to read personal lecture notes	581(40.0)	630 (43.4)	1211(83.4)	178(12.3)	64 (4.4)	3.18	. 81
I visit the library for class assignments	656(45.1)	604 (41.6)	1260(86.7)	154 (10.6)	39 (2.7)	3.29	. 76
I make use of the library for examinations	375(25. 8)	333 (22.7)	705 (48.5)	415 (28.6)	333 (22.9)	2.51	1.10
I visit the library to borrow books	263(18 .1)	589 (40.5)	852 (58.6)	340 (23.4)	261 (18.0)	2.58	. 98
I consult the library to read the library books	509(35. 0)	615 (42.3)	1124(77. 3)	236 (16. 2)	93 (6.4)	3.05	. 87
Weighted mean						**2.74**	

Table 1 reveals that among the items categorized under the use of library for class work activities, 86.7% of the students often use the university library resources for class assignments and 83.4% use the library to read personal lecture notes. Some 77.3% of the respondents use the library to read the library books while 58.6% of them use it for borrowing books. About 48.5% of them use it to prepare for examinations while 22.8% of them use it to consult library monographs. The picture drawn from Table 1 shows that majority of the students make use of the university libraries in order to consult resources for class

work activities. The weighted mean of 2.74 which is above 2.5 mark on the 4 – point Likert scale that is serving as a bench mark for the study corroborated the finding. This shows that use of library resources to support class work activities in Nigerian university libraries is high and that resources for class work activities contribute to undergraduate students' high level of use of library in the universities. This finding is similar to Uga (2007) finding which stated that textbooks are the most frequently used materials with 63.6% in Michael Okpara University of Agriculture, Umudike library.

Table 2: Use of library resources for project writing by undergraduates

Statements N =1,453	Very often (4)	Often (3)	Σ of V. Often & Often	Occasionally (2)	Never (1)	$\overline{X}$	SD
I visit the library to do individual project	276 (19.0)	502 (34.5)	778 (53.5)	395 (27.2)	280 (19.3)	2.53	1.00
I consult the library to use the journals	142 (9. 8)	588 (40.5)	730 (50.3)	448 (30.8)	275 (18.9)	2.41	. 90
I visit the library to do group projects	133 (9. 2)	406 (27.9)	539 (37.1)	489 (33.7)	425 (29.2)	2.17	. 95
I visit the library to use the past theses	91 (6. 3)	398 (27.4)	489 (33.7)	458(31.5)	506 (34.8)	2.05	. 93
I visit the library to use the abstracts	66 (4.)	268 (18.4)	334 (22.9)	563 (38.7)	556 (38.3)	1. 89	. 85
I visit the library to consult the dissertations	43 (3. 0)	241 (16.6)	284 (19.6)	509 (35.0)	66 (45.4)	1.77	. 82
Weighted mean						**2.13**	

From Table 2, the items listed under use of library for project writing revealed that majority of the students 53.5% indicated that they often use the library for individual projects when they visit the libraries for project writing exercises. This is followed by use of library to consult journals 50.3% while 37.1% of the respondents indicated that they often use the library for group project, some 33.7% of them use the library to consult past theses and 22.9% often use the library to consult the abstracts.

The responses in Table 2 revealed that the use of library materials for project writing by the Nigerian undergraduates is low. Only two items, out of the six items listed on the students' use of project writing materials in the university libraries attracted just above half score, that is, 53.5% and 50.3% of the respondents indicated that they often use the university library resources for project writing. These two items bothered on consulting the library to do individual projects and consulting of the library to use the journals. The weighted mean of 2.13 corroborated the finding as it indicated that the students' use of project writing materials in the library is generally low

Table 3: Use of library for leisure / Recreation by undergraduates

Statements N=1,453	Very often(4)	Often (3)	Σ of V. Often & Often	Occasionally (2)	Never (1)	$\overline{X}$	SD
I consult the library to read newspapers	191 (13.1)	668 (46.0)	859 (59.1)	340 (23.4)	254 (17.5)	2.54	0.92
Weighted mean						**2.54**	

From Table 3, it is disclosed that majority of the respondents 59.1% indicated that they use the university library for leisure / recreation. Thus, use of library for leisure by undergraduates is high. This, therefore, shows that leisure is one of the variables that attract respondents to often visit the university libraries. This finding is supported by the fairly high mean score of 2.54 which is above the 2.5 mark on the 4 -point Likert scale. However, the finding is contrary to Oyewusi and Oyebade (2009) finding which revealed that only 1.8% of the respondents used the library for entertainment and leisure in a Nigerian State University of Technology.

Table 4: Use of Reference resources by students

Statements N= 1,453	Very often (4)	Often (3)	Sum of V. often & Often	Occasionally (2)	Never (1)	$\overline{X}$	SD
I visit the library to use the maps	50 (3 .4)	154 (10.6)	204 (14.0)	509 (35.0)	740 (50.9)	1. 66	. 80
I visit the library to use the atlases	70 (4. 8)	208 (14.3)	278 (19.1)	473 (32.6)	702 (48.3)	1. 75	. 87
I visit the library to consult the encyclopedia	231 (15 .9)	564 (38.8)	795 (54.7)	393 (27.0)	265 (18.2)	2. 52	. 96
I visit the library to consult the dictionaries	192 (13. 2)	543 (37.4)	735 (50.6)	407 (28.0)	311 (21.4)	2. 42	. 96
Weighted mean						**2.08**	

From Table 4 it is revealed that of the items categorized under use of library for reference resources 54.7% of the respondents indicated that they often visit the library to consult the encyclopedia while 50.6% of them also visit the library often to consult the dictionaries. Some others, 19.1% of them often visit the library to use the atlases while 14.0 of them visit the library to use the maps. Out of the four items listed under use of reference materials, only two that yielded percentages that are slightly above 50.0% indicated that they often use reference resources in the university libraries while others have low percentages. The weighted mean of 2.08 confirms the findings as it indicated that the students' use of reference resources in the university libraries is generally low. This finding also shows that reference materials do not make much impact in attracting students to use the university libraries in Nigeria. This finding is similar to the findings of Uga (2007) which reported that only 27.3% of the respondents came to consult reference resources in Michael Okpara University of Agriculture, Umudike library.

Table 5: Use of Government publications by students

Statements N =1,453	Very often (4)	Often(3)	Sum of V. Often & Often	Occasionally (2)	Never (1)	$\overline{X}$	SD
I use the university library to read govt. publications	110 (7. 6)	528 (36. 3)	638 (43. 9)	448 (30.8)	25. 3	2.26	. 92
I visit the library to read the Gazettes	68 (4. 7)	258 (17.8)	326 (22. 5)	531 (36. 5)	596 (41.0)	1. 86	. 86
Weighted mean						**2.06**	

From Table 5, it is revealed that out of the two items listed under use of government publications in university libraries, some 43.9% of the respondents indicated that they often use the university library to read government publications while 22.5% of them use the library to read the gazettes. The finding has therefore, disclosed that the students' use of government publications is low as the percentages revealed in the findings are below 50.0%. The weighted mean of 2.06 confirmed the finding as it portrayed that the students' use of government publications is low. This further shows that government publications do not necessarily contribute much to students' use of university libraries in Nigeria.

Table 6: Use of Electronic resources by undergraduates

Statements N = 1,453	Very often(4)	Often (3)	Sum of V. Often & Often	Occasionally (2)	Never (1)	$\overline{X}$	SD
I use the library to browse the internet	117 (8.1)	409 (28.1)	526 (36.2)	267 (18.4)	660 (45.4)	1.98	1.02
Weighted mean						**1.98**	

Table 6 reveals that only 36.2% of the respondents indicated that they often use electronic resources in the university libraries whenever they visited. The finding shows that students' use of electronic resources in Nigerian university libraries is low. The low mean score of 1.98 in Table 6 corroborates the finding and further reveals that electronic resources do not attract students to make use of Nigerian university libraries.

From the findings the picture that has emerged is that the level of use of the university libraries by the undergraduate students in Nigeria is low. Out of the 6 Tables that revealed the frequency of use of the university libraries and the categorization of the purposes of undergraduates' use of the libraries in selected Nigerian universities it is disclosed that only 2 Tables had fairly high mean scores that were above 2.5 mark on the 4 -point Likert scale. These were Table 1 that disclosed information on the use of the library resources to support class work activities with mean score 2.74 and Table 3 that also revealed leisure/ recreation purposes of using the university library with mean score 2.54. The other 4 Tables had low weighted mean scores of 2.13, 2.08, 2.06 and 1.98 indicating that use of university library resources by the undergraduate students is generally low.

On the whole, the findings did not only reveal that the use of university library resources by the undergraduate students in Nigeria is low but also revealed that the library resources that the undergraduate students use most in Nigerian university libraries is the

resources that support class work activities (Table 1). This is followed by students using university libraries for leisure/recreation, use of resources for project writing, use of reference resources, government publications and electronic resources in this descending order.

Probably the low use of university library resources in Nigeria is because studies in librarianship had earlier revealed that resources availability in Nigerian university libraries is low and this does not encourage the library users to effectively use the university libraries. No wonder, the information obtained from the interview with the university librarians indicated that most Nigerian university libraries are under- funded and this affects the acquisition of library resources especially these days that university libraries are expected to provide print and electronic resources to satisfy the information needs of the users. This view is similar to that of Dalhatu and Adamu(1999) who reported that in most Nigerian university libraries inadequate funding is the major problem facing libraries and the bedrock of any other development. There is inadequate budgetary allocation to libraries by the institutional authorities for running the libraries. Ajibero (1992) believed that the effect of these issues on our libraries has been serial cancellation, discontinuation of key reference materials and total stoppage of new serial subscriptions. To buttress the point further, Alabi (1993) emphasized that a much more pressing issue in adapting to the new trend is the financial involvement. He argued that the problem of funding is found to be acute in most libraries in Nigeria, and shortage of funds has been the hue and cry of most establishments planning automation

However, for students to use university libraries there should be adequate library resources available in these libraries. This could be in form of material, financial and human resources. Resources in this context refer to what Aina (2003) refers to information carriers such as books, journals, newspapers and magazines, encyclopedia, Internet facilities and others that enable library users satisfy their information needs in the libraries. To achieve adequate material resources, a well – balanced collection should be provided for all subjects or courses offered in the university, after all, "availability of learning resources means ensuring their presence in Nigerian universities for immediate use (Aguolu & Aguolu, 2002).

In addition, although undergraduates use materials from all parts of the research collection, the library should provide services, resources, and instruction specifically designed to educate and inform them and to enable them to become more self-sufficient researchers. Adequate resources are one of the main factors that could attract undergraduates to use the university libraries. Effective undergraduate services require adequate resources to accomplish their mission, thereby make it impossible for them to ignore using the university libraries. This view is supported by Whitmire (2002) who stressed that academic library resources are considered a good measure of an institution's excellence and quality.

Furthermore, the university libraries according to (ALA, 2010) should provide varied, authoritative and up-to-date resources that support its mission and the needs of undergraduate users. Undergraduate collections should provide ready access to information resources that meet the needs of their primary clientele with focus on the institution's curriculum. The value of undergraduate collections is measured by their usability as well as quality and size. Unfortunately, it was observed that the collection sizes of most university libraries studied are inadequate and this affects the educational standard of the undergraduate students. This is contrary to Kuh & Gonyea (2003) view that, the size of a collection is used as an indicator of academic quality.

Table 6 revealed that students' use of electronic materials in Nigerian university libraries is low. Hence, students need vast information in order to satisfy their information needs. Thus, electronic resources form a significant part of the information network

needed and preferred by undergraduates. According to Oyewusi & Oyebade (2009) library resources available in developed countries consists of print and electronic materials and they support the teaching and learning activities in the universities. Unfortunately, this is not the situation in most developing countries like Nigeria because most of the libraries are struggling to survive due to financial constraints (Oyewusi & Oyebade, 2009).

In Nigeria, Igben & Akobo (2007) stated that with the increase in the number of universities in Nigeria and the corresponding increase in student number as well as the dwindling budgetary allocation to the libraries, academic libraries are finding it difficult to acquire current materials. Incidentally, the solution to the problem of access to more up-to-date information resources by the staff and students in the universities is the adoption of information technology (Makondo & Katuu, 2004).

However, with the increase of information resources and the increasing demand for information in the society, library automation was very necessary. This implies that students should have a variety of information technology facilities available to them in the university libraries in order to satisfy their information needs. Provision of current information resources in every university library would invariably assist in achieving the objectives of the universities. This would also improve the level of use of university libraries in Nigerian universities.

Table 7: Suggested ways of improving undergraduates' use of library resources in the Nigerian Federal Universities

Recommendations	N	Responses	%
Provision of electronic resources/ Internet connected computers	1,453	1,451	99.8
Provision of current and sufficient library materials	1,453	1,450	99.7
Provision of improved conducive atmosphere	1,453	1,450	99.7
Provision of ICT facilities	1,453	1,448	99.6
Total			**99.7**

The last objective of the study aimed to identify and recommend ways of improving the undergraduate students' use of libraries in Nigerian universities.

Table 7 disclosed that 99.8% of the respondents suggested the need for provision of electronic resources/ Internet connected computers, 99.7% indicated provision of current and sufficient library materials, 99.7% also suggested provision of improved conducive atmosphere, while 99.6% suggested provision of ICT facilities.

The findings revealed that majority of the respondents indicated the need for electronic resources for current information. This is followed by the need for provision of current and sufficient library materials. Majority of the respondents also suggested provision of improved conducive atmosphere as well as provision of ICT facilities to enhance undergraduate students' use of the university libraries. From the findings, it is clear that the respondents indicated a high level of interest in all the recommendations indicated in Table 7, this to a large extent shows the urgent attention needed to effect these changes in Nigerian university libraries in order to improve the undergraduate students' use of the libraries.

Conclusion and Recommendations

One can therefore conclude that since the level of use of federal university libraries by the undergraduate students in Nigeria is low there is need to motivate the undergraduate students to effectively use their university libraries. This could easily be achieved by ensuring the availability of quality library resources

consisting of print and electronic information sources in Nigerian university libraries. There is also the need to ensure conducive environment where the physical facilities, ventilation and noise control are adequately in place to enable effective reading and learning. This would, in turn, assist the students to achieve their educational objectives in Nigerian universities.

On the basis of the specific findings of this study, the following recommendations are made:

a) The management of federal universities should endeavour to provide ICT facilities such as Internet services in the university libraries in order to attract the students to frequently use the library resources.
b) The library management should acquire and preserve current and sufficient number of library resources that would always satisfy the information needs of the users.
c) The library management of federal universities should ensure that the libraries' environments are adequate for learning purposes.

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