EFFECTS OF MANAGEMENT PRACTICES AND ACCESSIBILITY ON USE OF INFORMATION RESOURCES BY UNDERGRADUATE STUDENTS IN FEDERAL UNIVERSITY LIBRARIES IN NORTH-CENTRAL NIGERIA

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MINNA

JULY, 2023

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A THESIS SUBMITTED TO THE POSTGRADUATE SCHOOL, FEDERAL UNIVERSITY OF TECHNOLOGY, MINNA, NIGERIA IN PARTIAL FULFILMENT OF THE REQUIREMENTS FOR THE AWARD OF THE DEGREE OF MASTER OF TECHNOLOGY IN LIBRARY AND INFORMATION TECHNOLOGY

JULY, 2023

DECLARATION

I hereby declare that this thesis titled: **Effects of Management Practices and Accessibility on Use of Information Resources by Undergraduate Students in Federal University Libraries in North-Central Nigeria** is a collection of my original research work and has not been presented for any other qualification anywhere. Information from other sources (published or unpublished) has been duly acknowledged.

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CERTIFICATION

The thesis titled: **Effects of Management Practices and Accessibility on Use of Information Resources by Undergraduate Students in Federal University Libraries in North-Central Nigeria** by ABDUL, Joshua (MTECH/SICT/2018/8051) meets the regulations governing the award of degree of Master of Technology of the Federal University of Technology, Minna and it is approved for its contribution to knowledge and literary presentation.

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DEDICATION

This thesis is dedicated to my beloved parents and siblings, lecturers, mentors, colleagues and everyone that has been part of my life's journey.

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I return all glory and adoration to God Almighty, the Creator of the Universe for taking me this far in my academic quest, I appreciate His protection, guidance, provisions and grace during the period of my study and from time immemorial; may His name alone be glorified. I could not have achieved this level of success in my academic without the help and contributions of several people whose names I cannot fail to mention. I am sincerely grateful to my supervisor Professor J. A. Alhassan for his thorough supervision, guidance and mentorship towards the successful completion of this research work. Words alone cannot express my appreciation as you literally made this thesis a success.

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ABSTRACT

The study assessed the effects of management practices and accessibility on use of information resources by undergraduate students in federal university libraries in North-central Nigeria. The study was guided by seven objectives and seven corresponding research questions. Survey research design was adopted for the study. The total population for the study was one hundred and fourteen thousand (114000) undergraduate students in five federal universities in North-Central, Nigeria. The sample size for the study was three hundred and eighty-three (383) drawn using Krejcie and Morgan sample table for determining the sample size of a population. Questionnaire and interview schedule were the instruments used for data collection. Frequency counts, percentages, mean and standard deviation were used to analyse the data. The study discovered that ascertaining user needs and considering subject content has positive effect on selection process with a mean score of 3.09 and 2.78. Purchase, online subscription, gifts, donation, exchange and open internet source has effect on acquisition methods with mean score 3.16, mandatory deposit was disagreed on with mean score of 2.31. The study further revealed that cataloging, classification, indexing and abstracting has positive effect on use of information resources with mean score of 3.19. The librarians agreed preservation method has effect on use with mean score of 3.15. Similarly, the display methods also had positive effect on the use of information resources with a mean score of 2.79. the study also revealed that ease of access with a mean of 2.93 positively influences the effective use of information resources. The study revealed that there is significant relationship between management practices and use of information resources by undergraduate students in federal university libraries in North-central, Nigeria. However, inadequate up-to-date information resources, mutilated materials, poor Internet services, Inadequate staff, difficulty in accessing materials, inadequate search skills, poor arrangement of the information resources and information resources not well displayed are challenges faced by users in accessing and using information resources. The study recommended among others that the management of the university libraries should ensure the use of national bibliographies, printed/sellers' catalogues, directory and advert materials brought out by publishers from time to time in order to ensure the easy use of information resources among undergraduate students, the university library should provide network connectivity as well as alternative power supply, recruiting qualified staff, proper staff training and development to improve the management of electronic information resources so as to satisfy the needs of library patrons as target customers of the library.

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CHAPTER ONE

1.0 INTRODUCTION

1.1 Background of the study

Libraries all over the world are known to be custodians of information resources, intellectual properties, creative and literary works which have been carefully selected and acquired for the sole purpose of preservation, organisation, dissemination, contribution to society as well as provision of quality services to its clientele. The library is regarded as being the most essential pillar of any academic institution and thus, needs utmost attention so as to avoid the total collapse of the entire university community (Familusi & Adetunla, 2016).

University libraries which are academic libraries are attached to universities. The aims are to perform complementary purposes which are to support the curriculum and research of the university faculty and students. It can also be said to be a delegated location, bodily or virtual, set aside to house scholarly research materials and resources assisting the academic, university or college network and curriculum. In simpler terms, the solitary aim of any academic library is to provide full intellectual content or collection that supports its parent institution in which it is established. In line with this, Abubakar and Kashi (2014) stated that the major function of academic libraries is to provide information resources and services that support the attainment of the broad objectives of teaching learning and research activities of the parent institution. The functions of these libraries are incomplete without adequate use of these information resources by its users.

The use of information resources entails being able to make do of information resources that have been made available by the library, adequately accessed and are relevant to its users. Nwachukwu, *et al.,* (2014) opined that the term 'use' is defined as analysis of the interaction between the user and the working collection of libraries presented by the circulation of books in the library. The use of these resources is of utmost importance because the aim of every library is to ensure that end product gets to its users and its being utilized effectively. Nwachukwu, *et al.,* (2014) defined use of information resources as the extent to which users make use of the resources of a library to meet their information needs. The researchers proceeded further to iterate that Use is the single criterion, which could be used to determine the reason for retaining a document within the collection of a library; and use is essential in guiding the collection development effort of a library. It can therefore be concluded that the objective of the library is to utilize and maximize the exposure of the user to its information resources.

Information resources can be grouped into print materials, non – print materials, and digital/electronic materials. Nworie and Magnus (2017) classified further the three categories of library collections as print materials (books/monographs, reference materials, serials/periodicals, government documents/special collections); non- print materials (cartographic materials such as maps, atlases, a plan, globes etc., graphic materials such as filmstrips, pictures, charts, slides, transparencies etc., and audios, visuals and audio-visuals materials such as radios, televisions, telephones, camcorders, projectors, etc.) and digital/ electronic materials (e-books, internets etc.) such as digital data carriers or storage/ electronic media and web pages. All the information resources afore mentioned and sundry are tailored to meet the specific information needs of users within the library. The Libraries serve as the pillars for information storage for the intellectual development of students and staff of different universities in the world. However, different forms

of information resources serve as vehicle of social engineering in propelling academic excellence in academic institutions. Therefore, the need for the acquisition and management practice of print and non-print publications cannot be overemphasised as they provide the basis upon which every other information is acquired for the purpose it is meant for.

The library's information resources are a collection of items and equipment assembled to suit the information demands of both intended and anticipated users. Abubakar and Kashi (2014) affirmed that information resources specifically, include such things as books, journals, theses; dissertations, technical reports and all related materials in print format and Information and Communication Technology (ICT) and related electronic gadgets which store or provide information worldwide without any serious geographical barrier capable of satisfying the diverse information needs of researchers. Oyeleye (2015) further argued that different information resources found in the libraries include serials or periodicals, books, monographs, government, organisational and academic publications which are categorized into online and offline materials. These information resources are articles, books, journals, archives, company information, conference papers, examination papers, government publications, market research reports, newspapers, rare books, statistics, theses, magazines, video, image and sound resources (Okwor, *et al.*, 2019). As a result, information resources encompass all types of data carriers that can be used to promote and stimulate effective research and development projects. Information therefore, is an important ingredient in all human endeavours and for human survival in any society. Information today is a commodity packaged and sold at obtainable price. It is regarded as vital resources that must be managed to achieve organizational goals and management option in survival technique in which there cannot be effective research without paper information (Nwachukwu, *et al.*, 2014). Information resources are vast and vital to library collections and in

spite of their popularity and vastness, they require appropriate management practices and accessibility in order to foster the use of information resources to the clientele of the library.

Management practices in the library are those routine operations such as selection, acquisition, processing and organisation of documents to easily make them available to users. (Kumar, 2012), termed management practices as collection management and defined it as activities which involve acquisition of library materials, processing, organisation, conservation and preservation, storage, weeding, and promoting the use of the library materials. Users of academic libraries are now looking for librarians who can help them identify the resources they would use for their academic work, and that librarians of academic libraries can be true friends of library patrons by assisting them to go through their academic work. It is with this reason that, the collection management practices of every academic library is crucial (Dilevko, 2013). Information resource selection requires careful identification of resources that meet the needs of library users which vary in different levels. These practices can be said to be pivotal to the final outcome of every information resource as regard to how accessible it is and the manner in which it will be used.

Access to information resources is integral to any successful academic pursuits in universities. The functions of academic libraries are incomplete if the available information resources are not accessible. Abdulsalami and Tijani (2019), in his opinion noted that the term access is used by different people in relation to quite bits and pieces of the whole. However, each refers to one or more aspects of providing means of access to information or in a fuller sense, to knowledge and understanding. The more accessible information resources are, the more likely they are to be used this is because users tend to use information resources that require the least effort to access and even when the information resources are available and accessible, they should be able to meet and satisfy the information needs of the users for which they are being acquired for.

Therefore, the job at hand is for the academic librarians to always ensure accessibility of needed information resources which will eventually lead to academic use via effective management practices. The use of resources in an academic library is dependent on the management and accessibility of information resources. This is because these three variables are intertwined, they can't be considered separately. It therefore becomes germane to critically consider each of the selected management practices beginning with selection of information resources.

The satisfaction of users' needs has remained the core of information selection of resources for development collection function which fundamentally is primary to decision making for selection format (Okogwu & Anchebe, 2018). However, selection management access in universities is necessary as the first step in library acquisition process which is the heart of collection development (Cabonero & Mayrena, 2012). An individual or group of readers sourced for information materials based on their perceived usefulness. In support, the satisfaction derivable from the library materials by the users depends on the materials available in the library (Udo-Anyanwu, 2015). The advent of e-resources has given rise to a new dimension of resource selection in libraries. Thus, this may change the supporting mission of the library.

Selection can be said to be the act of choosing or picking out relevant information resources or journal publications by library management staff. Cabonero and Mayrena (2012) see selection as the heart of management practices. Selection is a necessary first step in the acquisition process. Information materials are selected on the basis of their perceived usefulness to a group of readers. This is because "the amount of satisfaction a reader finds in the library depends directly on the materials the library has available for his use. Filson (2018), explained that selection is the situation whereby one chooses materials among several collections. He emphasised that selection

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is effective when the information needs of the users of the library are taken into consideration. The individual in charge of selecting information resources for the library collection must be thoroughly aware of the organisation's ongoing information needs. This entails comprehending the organization's structure, as well as the functions of each group, section, or department, as well as the links between them.

Before now, the recommendations by selectors are based on individual title basis employing selection criteria such as relevance, quality, observable cost and usage (Okogwu & Anchebe, 2018). In this case, decisive factors are considered in appraising the character of the authors and publishers, determine the height and depth of the substance, and reflect on any unique arrangement or features that affix worth to the title. The characteristics such as sub-topic, topic, publication date, or format and the more specific a unit of substance can be said to have been chosen, and vice versa. In affirmation, Okogwu and Ozioko (2018) posited that the new challenges must now be addressed by selectors as fraction of the management and selection processes to include problems such as quick and easy users' accessibility, technological, nonstop content evaluation and legal concerns. It is worthy of note that journal selection for a library collection, department or individuals within an organisation differs from book selection in that it is a continuous process requiring management and administration to ensure that what is selected and purchased is received over the subscription period in order to foster accessibility and use by clientele.

Although, selection is the first step in information resource management practice in universities, acquisition seems to be the foundation upon which development stock is based. Acquisition is the process involved in getting or making relevant information resources available by way of

purchase, gifts, subscription, donations etc. Acquisition is prime to the developmental collection of library Filson (2018), opined acquisition as the only collection information resources development activity not connected to the community. He considered acquisition of library materials as the stage at which what has been decided at the selection stage is implemented. Acquisition can be done through purchasing, donation, exchange and legal deposit. He emphasised that in dealing with the modes of acquisition, issues stipulated in the collection development policy should be taken into consideration. However, it is the procedure of obtaining and getting physical library materials or access to online resources (Okogwu & Achebe, 2018). According to Adeleke and Nwalo (2017), the procedure for library information resources acquisition is identical to an e-resource, differs slightly from the traditional acquisition of prints, such that pre-order examination and ordering, precise tasks which varies accordingly.

Acquisition is also the means of obtaining library materials which make up a library collection. Acquisition is usually made after selection; meaning that libraries cannot acquire what they have not selected. Therefore, for acquisition to be effective, selection must be effective enough to identify materials to be acquired (Idhalama & Ifeanyi, 2019). The management of information resource acquisition is key to the determination of library stock. However, these processes could be done online or offline depending on the type of information resources required by the university management. After selection has been done and information resources have been acquired, the next practice entails organisation of the information resources. This stage is very vital as it eventually determines if these resources are accessed, easily retrieved and end up being used.

In the organising of information resources, two channels are considered based on the type of information resources considered by the university library. The organising of the information resources could either be online or offline depending on the convenience of the information resource arrival to the library. The effectiveness and functionality of every library is seen by how organised its collections are to facilitate easy access and use by its patrons. The cataloguing and classification of library information resources are crucial in ensuring that they are properly organised according to their subject areas. A library with a million journals or books (online or traditionally) that are not organised for easy retrieval, accessibility and use will be considered useless.

It is in line with this that Musharraf (2016) averred that a building (or a digital platform such as a website), filled with books and other information resources, is not necessarily a library unless those books and resources have been appropriately organised for access and made conveniently available for use. Libraries use classification and cataloguing systems to organise library materials, including journals and e-resources, so they can be easily and quickly found. Library classification forms part of the field of library and information science. It goes hand in hand with library cataloguing under the rubric of 'cataloguing and classification', sometimes grouped together as technical services (Musharraf, 2016). In simple terms, classification identifies the category and belonging of resources, whereas cataloguing organizes and lists such information to make browsing and searching easier. (Musharraf, 2016) states that the classification systems place items about the same subject in the same area of the library and the library catalogue might be compared to the index for a book. The index provides the reader with a way to find information in the book without having to read every page. The library catalogue does the same thing. It tells the library user exactly where materials meeting their specific needs can be found,

with the call number of the book corresponding to the page number in an index. The information contained in the cataloguing record provides the many access points needed by the patron looking for information in the library. Esse (2013) described cataloguing as simply the bibliographic description of documents by means of different classification procedures and rules. Through the processes of cataloguing and classification, each information resource acquired by the library is individualize and given a sole number for proper identification. Without prior organisation of these documents, accessibility may become difficult, time wasting and frustrating.

Cataloguing can be done originally or copied. Either of the two methods requires expertise for perfect record. Bamise, *et al.,* (2019) corroborated that cataloguing and classification are the guide to all the library pools. Original cataloguing involves creation of bibliographic records without making reference to other records prepared by another cataloguer elsewhere whereas copy cataloguing is the preparation of bibliographic records by with already prepared records by another person in another library. This involves the use of Machine-Readable Cataloging (MARC) standard format. Bello and Mansor, (2012) recognized that however, journals which are a unique type of information resources are catalogued using Kadex cards and classified either based on subjects, chronology or alphabetically. This ensures and promotes accessibility and use of these journals. Consequently, when these information resources have been processed/organised, processes are then put in place to ensure preservation.

Preservation is act of keeping information resources in their original state or in a good condition to avoid damage or loss. Information resources preservation is the most essential feature in library sustainability. However, information resources preservation is the act of damage

reduction or prevention toward extending the life span of library collection in universities (Oluwaseun, *et al.*, 2017). Consequently, library information resources in all formats are preserved in an accessible form for the period which they can last; thus, actions and efforts geared toward the elongation of information resources lifespan is guaranteed for effective functioning of universities libraries (Oyeniyi, 2015).

In information resources preservation, efforts toward the preservation include following principles, planning and practices aimed at preventing corrosion, or restoring spoiled materials to utilizable form (Oluwaseun, *et al*, 2017). Preservation of library materials is very important facet of management practices. According to Hasenay and Krtlac (2010) preservation can be regarded as all plans, activities and resources put together to ensure that there is continuous availability of library materials. Preservation plays a leading role as far as knowledge transfer and cultural heritage is concerned. Like other activities, before embarking on any preservation practices, needs assessment must be conducted and that this exercise calls for much time of the library staff. Both financial and managerial consideration including accommodation and storage provision policies, staff levels, methods and techniques involved in the preservation of archival and library materials with information content are vital to the elongation of information resources (Oyeniyi, 2015). Therefore, ineffective preservation of information resources is susceptible to deterioration and natural decay within a short period of time. Once methods of preservation of information resources are set in motion, it becomes pivotal to make these resources accessible to its clientele for use by way of display.

Display in this context can be said to be the various methods used to showcase the information resources (manual or digital) copies in such a way that is visible to its users. This can be by use

of shelves or online showcase. Information resource display in universities' library has remained a critical issue in contemporary learning institutions in the world and Nigeria in particular. The display of information resources in university libraries implies the different arrangement and organisation of information resources on shelves (Awotola & Olowolagba, 2018). This arrangement is usually done for easy accessibility and identification of the information resources which the researcher seeks to source information from. This therefore ensures that the library information materials are not distorted or disorganised and are displayed in such a way that users can have access at a glance.

The effectiveness and efficient use of information resources is fundamental to the realisation of universities research potentials. The inappropriate display of information resources in the libraries shelves distorts the libraries access to information sources (Swanick, *et a.l*, 2015). Therefore, the orderly display of information resources in the universities libraries connotes the appropriateness of the information resources classification on the libraries shelves. This ultimately becomes the last access point for use of information resources by users.

Nigeria just like many other developing nations is characterized by challenges in the management of its academic libraries which notably emanates from the field of ICT application (Egberongbe *et al*., 2015). Academic libraries are regarded as libraries in Higher Education Institutions (HEI) which are that are established for purposes of providing information services and resources aimed at supporting teaching, research, learning and as well as objectives of community developments of the institutions. However, despite the overwhelming influence of the information superhighway, ICT and the open access initiatives across the globe, the level of ICT adoption, utilization and application in Nigerian University libraries towards the provision

of information services is notably below expectations. This is further evidenced by the lack of adequate access to university libraries in Nigeria. Academic libraries are regarded as homogeneous due to their composition and structures being basically the same which strive to offer support to learning, teaching as well as research to their user communities (Igwe, 2013).

It would be safe to state that management or organisation of resources began with libraries. Beginning from time immemorial when information was stored as parchment and calligraphed on stones, libraries have been at the fore-front of coming with ways via which these information resources can be easily accessed. Access or retrieval of information resources have been of utmost importance to any library.

Preliminary investigation has shown that most students, researchers and teaching staff still face challenges of use information resources be it printed or electronic due to different reasons of which the effectiveness of management practices and accessibility within these libraries is often top on the list in determining if use is possible or not. These challenges are seen to be prevalent in university libraries in North-central Nigeria. Therefore, the library management practices such as selection, acquisition, organisation, preservation and display are geared towards enhancing the availability, access and use of information resources. It is on this basis that the study is tailored towards examining how management practices and accessibility serve as determinants on use to information resources by undergraduates in federal university libraries in North - central Nigeria.

1.2 Statement of the Research Problem

In any ideal Nigerian academic library, accessibility to information resources directly influence its use by students, researchers, teaching and non- teaching staff. The library's first call to functionality demands that its users have access to adequate information resources in order to

meet their needs of which journal publications are no exception considering their high demand and relevance. Before users can make use of information in the library, certain practices such as selection, acquisition, processing, preservation etc. and functions of making information readily available and accessible must of utmost importance be put in place.

As academic libraries, most of the services are geared towards academic performance and success of users and researchers, as well as the goal of the university in fulfilling higher educational objectives. However, it is unfortunate that libraries in Nigerian institutions are underfunded, resulting in a lack of information resources to augment classroom learning for students and aiding of research work. In addition, even when information resources are readily available, they are not accessible or used due to one or more issues with library resource technical processing. Furthermore, providing an adequate balance of information resources and adequate arrangement encourages users to use these resources.

The researcher however, observed that many students wander from one shelf to another painfully searching for information resources. This raises inevitable questions as to whether the information resources were effectively selected to cater for the users' needs, acquired, preserved, well organised and displayed on the shelf. Another observation is that certain information resources have remained on the same spot in the library shelf without being used for several years, raising yet another question as to if they are accessible, why are they not being utilised by users. It is against this backdrop that this study investigates the effects of management practices and accessibility on use of information resources by undergraduates in federal university libraries in North-central Nigeria.

1.3 Aim and Objectives of the Study

This research is aimed at examining the effects of management practices and accessibility on use of information resources by undergraduate students in federal university libraries in North-central Nigeria.

The specific objectives of the study were to:

1. determine the effects of selection procedures on undergraduate's use of information resources in federal university libraries in North-central, Nigeria.

2. find out how acquisition methods affect undergraduate's use of information resource in federal university libraries in North-central, Nigeria.

3. ascertain the effects of organisation procedures on undergraduate's use of information resource in federal university libraries in North-central, Nigeria.

4. determine the effects of preservation methods on undergraduate's use of information resource in federal university libraries in North-central, Nigeria.

5. find out how display methods influence undergraduate's use of information resource in federal university libraries in North-central, Nigeria.

6. determine the effects of access on undergraduate's use of information resources in federal university libraries in North-central, Nigeria.

7. determine possible challenges faced by users in accessing and using information resources in libraries of federal universities in North-central, Nigeria.

1.4 Research Questions

The study answered the following questions:

1. What are the effects of selection procedures on undergraduate's use of information resources in federal university libraries in North-central, Nigeria?

2. How does acquisition methods affect undergraduate's use of information resource in federal university libraries in North-central, Nigeria?

3. What are the effects of organisation procedures on undergraduate's use of information resource in federal university libraries in North-central, Nigeria?

4. What are the effects of preservation methods on undergraduate's use of information resource in federal university libraries in North-central, Nigeria?

5. How does display methods influence undergraduate's use of information resource in federal university libraries in North-central, Nigeria.

6. What are the effects of access on undergraduate's use of information resources in federal university libraries in North-central, Nigeria.

7. What are possible challenges faced by users in accessing and using information resources in libraries of federal universities in North-central, Nigeria?

1.5   Null Hypotheses

The following null hypotheses were tested at 0.05 level of significance

H_{O1}. There is no significant relationship between the management practices and use of information resources by undergraduate students in federal university libraries in North-central, Nigeria.

Ho$_2$. There is no significant relationship between the accessibility and use of information resources by undergraduate students in federal university libraries in North-central, Nigeria.

1.6 Significance of the Study

This study, effects of management practices and accessibility on use of information resources by under graduate students in federal university libraries in North-central, Nigeria will serve as a valuable resource in diverse ways and be of immense impact to various groups ranging from students, researchers, teaching staff to mention but a few.

The findings from this study will be significant to university librarians and university management who will find this research useful as it will provide them with more insight on the underlying relationship between management practices and access to information resources in university libraries thereby making waves for improvement on current management practices. The management of Nigerian universities and the government in general will find this investigation resourceful as it will furnish them with recommendations on how to improve on management practices towards enhancing access to information resources in university libraries in Nigeria.

The study will also be useful to library users and library personnel by educating them on how management practices and access to information resources in university libraries relates to its effective usage. Academicians and future researchers will similarly find this study resourceful as it will provide empirical evidence of the relationship between management practices, access to information resources and use in university libraries. The study will additionally provide

suggestions for further research where researchers interested in this field of study can carry out additional studies.

Essentially, it will provide facts and provide assistance to the government on how to adequately fund the federal university libraries in a bid to manage information resources effectively and provide access to its clientele.

1.7   Scope of the Study

This study focused on specific management practices (selection, acquisition, organising, preservation and display) and access to information resources in federal university libraries in North-central, Nigeria. Five (5) federal university libraries situated in North-central, Nigeria were covered in this study. These universities include: Federal University Lafia, Nassarawa State, Federal University of Technology Minna, Niger State, University of Abuja Federal capital territory (FCT), University of Ilorin, Kwara State and University of Jos, Plateau State. The population scope were library users and library management staff (university librarian, divisional heads, and section heads).

1.8   Operational Definition of Terms

The following terms were defined as used in the study.

Accessibility: ability to gain entry or reach materials that have been made available.

Information resources: information resources are a collection of items and equipment assembled to suit the information demands of both intended and anticipated users

Management practices: these are all the pertinent processes such as selection, acquisition, organisation, preservation, display etc. that must be carried out by library management staff to ensure accessibility and use of information resources.

Use: this entails being able to make do of information resources that are relevant and have been accessed.

2.0   **LITERATURE REVIEW**

2.1 Conceptual Framework

Figure 2.1 shows the relationship between the independent variables and dependent variables.

The concepts were derived from various theories adopted for the study.

Independent Variables
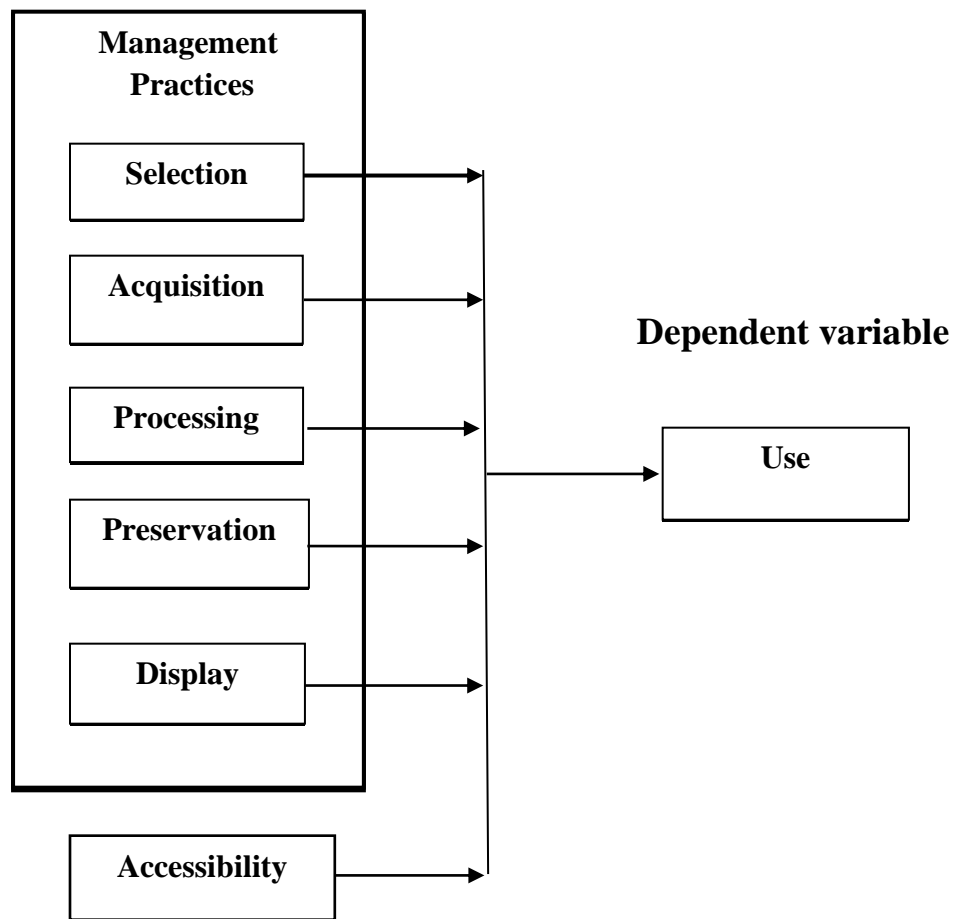
Source: Researcher (2020)

Figure 2.1. Conceptual model using original author's construct.

The model above shows the relationship existing between the various concepts used in this study. Management practices and accessibility are independent variables which consequently affects use of information resources by undergraduates and how these variables are connected. However, the following subsections presents the concepts related to effects of management practices and accessibility on use of information resources by undergraduate in federal university libraries in North Central Nigeria.

2.1.1 Library Management Practices

According to World Bank (2012), management is the planning and integration of effort, judicious use of resources, motivation of people, and provision of leadership in order to guide an organization towards its goal and objectives in the most efficient manner. More so, in carrying out the above functions, managers are engaged in a continuous process of decision making. The library's stock is increased, and various information items are carefully organized and preserved by management. In corroboration, Wikipedia (2017) defined Library management as a sub-discipline of institutional management that focuses on specific issues faced by libraries and library management professionals. Library management encompasses normal managerial tasks, as well as intellectual freedom and fundraising responsibilities.

The basic functions of library management include, but are not limited to: planning and negotiating the acquisition of materials, Interlibrary Loan (ILL) requests, stacks maintenance, overseeing fee collection, event planning, fundraising, and human resources.

The terms management practices and collection management are usually used interchangeably, however, for the purpose of this research, management practices will be adopted. Owoeye and Owoeye (2019) opined that collection management refers all activities carried out in libraries

including selection, acquisition, evaluation, preservation etc. they further corroborated that collection management practices include selection of resources, acquisition of those materials selected, the development of plans for sharing resources between libraries, the maintenance of resources acquired, weeding and evaluation.

2.1.2 Management of Information Resources

Management of information resources is apposite to the effectiveness and efficiency of any library in ensuring accessibility and use of its vast collections. Management as the wide-ranging activity which is characterized by keeping every human effort that flows in almost every organization, and to whatever it diverse nature requires a well-organized management that will function effectively as well efficiently (Asiye, 2012). Arua and Ukwuaba (2016) in agreement, highlighted that the application of the principles of management to the acquisition, organization, control, dissemination and use of information relevant to the operations of organization of all types allows information assets to be governed, protected and prioritized. Therefore, for the administration of any library life in an organization to function very well there must be a well-planned and tested management practice and principle.

Academic library management is generally of the direction en route for getting the attainment of the real objectives of institutions as substantiated by Muhammed, *et al*, (2020). They further stressed that the academic library management of information resources involves a series of activities, functions and processes which includes information about collection development, cataloguing, classification, automation, and indexing of information resources and services.

The management of collection in the library therefore may include selection, organization, acquisition, as well storage and the dissemination of the relevant information resources to the

user and management in library is fundamental because proper management makes resources and activities in library to be well controlled and looked into (Muhammed, *et al*, 2020).

Management of information resources in the library simply means the processes taken to make available information resources for use by the library users (Umoh, 2017). He further iterated that management of information resources in the library of involves procedures such as collection/acquisition of information resources, organisation of information resources, preservation and conservation (maintenance) of information resources, accessibility of information resources and use of information resources. McClure (2011) corroborated that "the overall purpose of information resources management is to determine how information resources can be harnessed more effectively and efficiently to meet the decision making and problem solving it of today's professionals".

Viewing from a different perspective, Umoh (2017) argued that management of information resources can also be seen as the administrative system which concerns itself with the control of resources and information from their creation to their ultimate use. Arua and Ukwuaba, (2016) corroborated that management of information resources is concerned with how the organization controls and utilizes the information assets which are all the various records and information resources available in the organization. They also iterated that information assets consist of written records, data, images, and recordings and information held in forms such as paper, electronic, and other media, as well as staff knowledge relating to their employment within the organization. Invariably, it can therefore be concluded that management of information resources is the backbone of every library without which every other activity geared towards accessibility and use will be hampered in attaining the library's corporate goals.

In management of serial publications as information resources, Aghadiuno, *et al* (2015) in their research on "Availability and Management Challenges of Serials and other Continuing Resources", cited various authors corroborated that management of serials as information resources is the formulation of routines and procedures for administering serials collection. These routines include such functions as selection and acquisition, recording of serials and other continuing resources, organizing serials resources (cataloguing and classification), dissemination of serials, handling of claims, renewals of subscriptions, weeding, filling gaps in the back runs, treatment of unbound issues. The concept management as relating to serials and other continuing resources ''is fundamentally concerned with supporting the mission of the parent institution by acquiring, organizing and providing access to materials collected in an efficient, cost-effective, timely, accurate, and courteous manner''

Some of the management practices relating to serials described by Bamidele, *et al* (2013) are subscription methods which deal with direct ordering and subscription agents; house-keeping routines deal with stamping, recording in statistics file, kardex card, visible index, and serials lists; financial control and budgeting deal with price list checking, fund allocation, invoice checking, invoice payment, and receipt checking; financial control and budgeting deal with price list checking, fund allocation, invoice checking, invoice payment, and receipt checking; subscription methods deal with direct ordering and subscription agents; financial control and budgeting deal with price list checking, fund allocation, invoice. In organisation or processing of the journal publications, cataloguing and classification were identified by Bamidele, *et al* (2013). Omeluzor, *et al* (2012) in agreement affirms that access and use analysis are central to journal management. Access to information means that users can identify and use the resources. Resources, as pointed out by Adeoye and Popoola, (2011) may be available in the library and

even identified bibliographically as relevant to one's subject of interest, but the users may not be able to lay hands on them.

Furthermore, Muhammad, (2016) pointed out that management is concerned mainly with the human and material resources, activities and tasks of an organization devoted to the overall objective of users' satisfaction.

Having reviewed various literature on management of information resources, it is quite certain that the management of information resources involves various and numerous management practices that are too broad to under study, however, a whole lot of these practices have been dealt with by other researchers. It is therefore germane in this research to focus on specific management practices which are selection, acquisition, organisation, preservation, display and accessibility as they relate to use of information resources by undergraduates in federal university libraries.

2.1.3 Selection of Information Resources

Selection of information resources is the core collection development function, and the primary objective of the selection decision for any format is fundamentally the same: satisfying users' needs. Cabonero and Mayrena (2012) see selection as the heart of collection development. Selection is a necessary first step in the acquisition process. Information resources are selected on the basis of their perceived usefulness to a group of readers. This is because "the amount of satisfaction a reader finds in the library depends directly upon the information resources the library has available for his use as observed by Nwosu and Udo-Anyanwu (2015). With the advent of e-resources, job responsibilities of selectors have changed drastically. Selection of e-resources outside the guidance of a collection development policy leads to haphazard unfocused

groupings of resources that may not support the mission of the library. In the past, selectors recommended new titles on an individual basis using traditional selection criteria such as quality, relevance, use, and cost observed, (Okogwu & Ozioko, 2018).

The person who is selecting the information resources for the library collection must have a clear understanding of the ongoing needs of the information users right across the organisation (Henczel, 2016). This involves understanding the structure of the organisation, the functions of each group, section or department and the relationships between them. An understanding of the external environment in which the organisation is operating is also important as it enables a level of proactivity to be incorporated into the provision of information resources.

Similarly, Edgar and Geare (2013) viewed that intellectual content has characteristics and that these characteristics can be used to guide selection. The more characteristics it has – such as topic, sub-topic, date of publication, or format – the more specific a unit of content can be said to have been selected, and vice versa. The implication is that greater specificity is needed to ensure that ideas contained within a body of knowledge are included in the selected content. Yu and Okogwu and Achebe (2018), affirm the ideas of Edger that selectors must now address new issues as part of the selection and management processes, issues such as easy and quick accessibility for users, continuous content evaluation and technological and legal concerns.

For traditional library information resources, the selector makes the decision to acquire an item with only limited consultation with other departments following established policies and guidelines. In confirmation of the challenges posed by electronic resources as observed by other authors, IFLA (2012) revealed that electronic resources present a number of hurdles not encountered with traditional library materials. In addition to the criteria that apply to analogue

materials, electronic publications raise complex issues around licensing, access, networking, pricing, ownership, and rapidly changing technology and standards.

Okogwu and Achebe (2018) revealed that with electronic resources the selector cannot make a decision to acquire an electronic resource in isolation and must liaise closely with other departments in the library to evaluate the suitability of a resource prior to the decision to acquire. Typically, this will involve consultation with staff responsible for technical systems and services, acquisitions, resource discovery (cataloguing and access), contracts and licensing, and service delivery. To ensure consistency of approach it is a good practice to establish clear guidelines and processes for the selection of electronic resources. These might include the development of a checklist for selection and evaluation; establishing clear roles and lines of responsibility and consultation and the establishment of an electronic resource evaluation panel which could be composed of a group of electronic resource stakeholders from various departments within the institution. To involve users in collection development, the library may consider ways in which to receive feedback from its user on electronic resources. This could include feedback on potential new resources as well as feedback on existing resources. The library should also inform users about new content and services as well as potential temporary problems accessing electronic resources. Obidike (2016), offers a five-step process for collecting electronic (or "digital") material which includes a gathering of information contents, evaluation of information contents organization of information contents, construction of digital collections and maintenance of digital collections.

Selection policy

A Selection policy often ensures that the resources selected correspond with the needs of the clients by ascertaining that selection is done objectively, consistently and in accordance with laid down guidelines. It is in this light that Henczel (2016) opines that a collection development policy is a written document that is ideally an appendix to an organisation's information policy. A collection development policy –

1. Identifies the client groups to which the library provides resources and services.

2. States the goals to be met by collection development, and the resources and services to be provided to meet those goals.

3. Identifies the staff responsible for selection and acceptance of client requests.

4. Outlines methods for dealing with donations and exchanges, controversial items, weeding and discarding.

The author further emphasized that the use of a collection development policy ensures accountability as it assigns responsibility for making selection decisions. It also assists with the information explosion by providing boundaries for the material to be added to the collection.

Henczel (2016), further stressing on selection policy iterated that it must include a breakdown of the collection according to the level of strategic significance of the needs that it supports.

Commenting upon the importance of selection in collection development, Nwosu and Udo-Anyanwu (2015) opines that selection is a basic and foremost step in the acquisition process. In this milieu Sasikala, *et al* (2015) critically examined the selection criteria and acquisition process

in academic libraries in Andhra Pradesh to highlight the trends followed by these libraries reveals that purchase followed by gift, and donations are common methods of acquisition.

2.1.4 Acquisition of Information Resources

An acquisition is viewed by Nwosu and Udo-Anyanwu (2015) as the bedrock upon which stock development is based. An acquisition is a prime activity for collection development of information resources. It is the process of obtaining and receiving physical library materials or access to online resources. Adeleke and Nwalo (2017) are of the opinion that the acquisition process for an e-resource resembles the process for a print resource, but with a slight difference from the traditional acquisition of prints, such that pre-order investigation and ordering, specific tasks vary between the two formats.

E-resources acquisition as further posited by Adeleke and Nwalo (2017), refers to the purchasing of access rights; no single resource is owned by or housed at the library rather these are accessed through a remote database. Once the individual selector or selection committee has chosen a resource for the library's collection, the standard acquisition process of locating and acquiring the resource takes place. The most effective way to provide access to electronic books/journals in university libraries is through subscription to online databases which can be accessed through the internet.

Acquisition as defined by Abdulsalami and Tijani (2019), are means by which additions are made to the library's collections. As such it comprises of the order, gift, and exchanges etc. in a library through the coordination of these processes presents the true character of acquisition. It is at one and the same time basis that the spark plugs for the brake on the building of library collections. As the spark plug it is responsible for coordinating the expenditure of a library's funds with the needs of its collection.

In an acquisition of e-resources, some libraries are only able to purchase through consortia or purchase most of their electronic resources through consortia because of the discounts that are available. Some libraries request that consortia look at resources they are interested in, and others use consortia to save on items they would buy anyway. Consortia are also a way for libraries to learn about what electronic resources are available.

Furthermore, Nwosu and Udo-Anyanwu (2015) examined the selection criteria and acquisition in Nigerian University libraries, which divulges purchase as the predominant method of acquisition in university libraries.

The various methods through which materials can be acquired in libraries as opined and listed by Ekoh and Ehis (2017) are; purchase/subscriptions, gifts and exchanges, through donations from well-meaning individuals and organization, endowment, bequeath and co-operative acquisitions, collecting legal deposit materials from private/ commercial, publishers, federal and State government ministries, parastatals/agencies, etcetera.

The Acquisitions Policy

"The Acquisitions Policy, along with the Selection Policy, is a 'sub-policy' of the Collection Development Policy. The Acquisitions Policy is a statement that details how the resources identified by the selection process are to be acquired for the library of for access by the information users within the organisation. It sets out the procedures that are to be followed and who does the work. Designed to be an 'in-house' document it must be a 'living' document and must be regularly reviewed and updated. When changes are made to how things are done in practice, they must be reflected in the Acquisitions Policy. The policy can be as detailed as to list individual vendors that are to be used for specific types of material, or it can be a general

statement that allows the acquisitions librarian to make informed choices according to the

material type, urgency and cost." (Henczel, 2001)

The consortium is one way the library resources can be acquired (Sami *et al*, 2013; Copeland, 2013; Thirumagal and Bremala, 2015). There are various guidelines in the implementation of the acquisition policies which have to be followed. Identifying the collection needs, planning for the sharing of resources, and how to evaluate the collection are also kept in mind (Sasikala *et al*, 2014). Pandiya and Sinha (2021) corroborated that the antecedents affecting the acquisition process do vary from each other based on the experience of the employees. It also matters to the kind of institution depending upon its size. The factors and their components will be studied along with their relative worth to find out the significance.

According to Pandiya and Sinha (2021), the format of knowledge presentation should be proper and spread acceptably. There should be a suitable method of acquisition in the library based on the policy of the institution. The recent usage of electronic resources has bought a drastic change in the requirement of library users. The databases are digital, and hence the virtual environment brings the users closer to the resources. Thus the current methods and factors of acquisition should be such, which keeps this digital change in mind. The acquisition process developments will benefit the academic and research community as it provides library information activities. There should not be any error in selecting the bibliographic content, and for that, the acquisition policy must be strong and relevant. They further posited that acquisition development should comprise a plan which guides the development of an institutional library. The acquisition policy should be governing the process of selection, which finally leads to the proper usage of the resources. The digital revolution has changed the way of doing business as the acquisition policy

should understand the latest types of resources like online databases. The subscription to these electronic resources is the new online way of acquisition.

Acquisition Procedures

The American Library Association (ALA), (2017) states that acquisitions procedures should describe all steps from initial screening to final selection. It is important to list the type of materials that are collected, why they are needed, and how they are obtained. In addition to selection of new resources, policies on re-evaluation (weeding), replacing and repairing materials, and gift materials may also be included. The specific procedures for acquiring material for a library's collection will vary between library types and individual libraries. Patron recommendations for acquisitions are often encouraged in all library types. Selectors are responsible for reading reviews and staying informed about current trends in purchasing, and the library's professional staff is responsible for making the final decisions about acquiring material. The association further gave specifics to acquisition procedures in academic libraries in which ideally, multiple members of a library's staff are responsible for reviewing material for purchase. The selection policy should outline the specific areas in which a library will collect, and professional library staff members should be assigned to select material for specific collection areas. Librarians may consult and get input from faculty about purchase, but the final acquisition decisions are the responsibility of the appointed librarian or librarians.

Item selection is done by professional librarians (selectors) with support from the faculty. Each selector is responsible for recommending material for purchase in their assigned subject areas. Selectors may work with their respective faculty members to identify material and make purchasing decisions that best meet the curriculum goals

Guiding Principles for All Types of Libraries

The American Library Association (ALA), (2017), also highlighted guidelines for acquisition in libraries whether during an informal complaint or a formal reconsideration of a library resource, library staff, administrators, trustees, and Reconsideration Committee members complete their work using general agreed-upon principles such as:

1. Libraries have diverse materials reflecting differing points of view, and a library's mission is to provide access to information to all users.

2. All library users have a First Amendment right to read, view, and listen to library resources.

3. The Library Bill of Rights and the Freedom to Read Statement of the American Library Association can be used as guiding documents.

4. Any person has the right to express concerns about library resources and expect to have the objection taken seriously.

5. When library resources are reconsidered, the principles of the freedom to read, listen, and view are defended rather than specific materials.

6. A questioned item will be considered in its entirety, not judged solely on portions taken out of context.

7. Parents or guardians have the right to guide the reading, viewing, and listening of their children but must give the same right to other parents/guardians.

8. Questioned items will remain in circulation during the reconsideration process.

9. The reconsideration process should be completed in its entirety and not subverted or ended prematurely, leaving the library open to legal challenge.

Acquiring Books

The acquisition of information resources in print format is an important function in Libraries. Even in the advent of information technology and the subsequent emergence of the digital paradigm, print materials still have a central place in library collection and publishing industry (Adesina, 2019). Effective working relationships with vendors are very important as well. he nitty-gritty of an effective acquisition include collection orders, searching and verifying bibliographic information, choosing an option for placing orders, assigning a purchase order, placing an order, bookkeeping, receiving materials, returning books/materials if necessary, processing the books and making payments. Some of these acquisition processes might not apply to all information materials. Ansari (2017), averred and gave detailed explanation on how books can be acquired in any library.

Books and other documents can be acquired by five distinct methods. They are:

1. Gifts/donations

2. Exchanges

3. Purchase

4. Institutional membership

5. Deposit system

Since library can have unlimited funds for acquisition of reading materials appropriate to the users' needs, it is suggested that a library procure documents using all the methods, the preferred sequence being gifts, exchange and purchase.

I. Acquisition Through Gifts/Donations

Gifts and donations constitute an important source acquisition of reading materials in a library. Many a library has benefited enormously by accepting gifts and donations. Perhaps, it is a good

practice to solicit gifts and donations. However, one must be careful in accepting them as it may cause administrative problems involving the procedure of acceptance, technical processing, placement, and maintenance.

Thus, the librarian should make it clear to the donor, right at the beginning, that he is willing to accept the gift collection only and only if he is given a free hand to take decisions - of integrating into the general collection, discarding, exchanging, etc., - regarding its use or otherwise. Hence, it is suggested that every library should formulate a policy regarding acceptance or rejection of gifts.

iii. Acquisition through Purchase

Since the library cannot build its collection purely on the basis of gifts and exchanges, acquisition by purchase becomes inevitable. But no library can purchase all relevant documents owing to limitation of financial resources. Therefore, it becomes necessary to make a judicious selection of all documents considered relevant to the library before purchasing them. It is here that Ranganathan's Five Laws of Library Science and Principles of Book Selection come in handy. It is assumed here that the librarian has acquired the necessary knowledge and skill to select the best documents for the library concerned.

In regard to acquisition by purchase, a number of methods are followed by libraries. They are: tender system, quotation method, direct ordering with publishers, standing vendor method, dealer library plan (dlp), standing order, books-on-approval and open purchases.

Iv. Institutional Membership

Institutional membership is another potential resource in collecting documents. The library may enlist itself as member of learned societies and institutions who publish useful materials.

v. Deposit System

The deposit system entitles some specially designated libraries to receive free copies of the publications brought out by governments, national and international organisations, etc. There are many university libraries and state central libraries enjoying these benefits. There are also the national and state legal libraries designated to receive free copies of all publications originated.

Acquiring Serials

Libraries order their serials directly from publishers as the advantages of using serial vendors far outweigh the disadvantages. Some use one single vendor, while others use different vendors for serials from different geographical areas (Henczel, 2016). He further emphasised that using vendors can reduce the problems caused by the complexity of serials, as they take over the responsibility of dealing with the publishers. They provide advice on changes of title, variations in content or frequency, supplements, associated publications and handle subscription renewals. When ordering a new title, it is important to provide sufficient information for the title to be identified by the vendor. The minimum requirement is title, ISSN and publisher. Some serials have different editions for different audiences.

The author in her research "acquisition of information resources for the special library" itemised and described that the two main types of serial orders are subscriptions and standing orders:

Subscriptions - regular or irregular serials for a specific period of time or a specific number of issues. Must be renewed in advance at the end of the specified period of time or number of issues.

Standing orders - annuals, yearbooks, conference proceedings, supplements, also used to acquire continuations which are sets that are published over a period of time with a planned conclusion in mind - monographic series, multi-volume sets. Once established a standing order continues until it is cancelled.

Furthermore, Henczel (2016) stated that access to electronic journals, or e-journals, is usually arranged directly with the publisher, although it is becoming more common for vendors to handle subscriptions to e-journals along with hardcopy subscriptions.

Acquiring Electronic Products

Acquiring electronic products for use in the library or to allow access to organisational information users is an area that requires planning, coordination and good management to ensure that information users are able to access the resources they need. The most important issue to be addressed when planning to introduce electronic information resources is whether the existing technical infrastructure is suitable. Most require only web access, but some corporate networks have security systems and firewalls that prevent access to particular sites or types of sites, and the downloading of certain files. Always request a trial of the actual product, not a sample product, so that any problems can be identified and resolved as appropriate.

A major problem faced by special librarians is the fact that many electronic products (books, serials and databases) are sold in 'bundles' that contain an assortment of resources. They often cannot be separated which makes it difficult for the library which has very narrow information

needs and limited money as they are unable to acquire the resources they need without taking (and paying for) the accompanying resources that they don't need.

Licencing and copyright are both major issues that often conflict when purchasing electronic products and it is the responsibility of the acquisitions librarian to understand how the terms of the licence impacts on how the product can be used, and how they correspond with the current local copyright legislation.

2.1.5 Organisation/Processing of Information Resources

Organisation of information resources is one of the major practices carried out by libraries. Chollom and Daniel (2013) opined that every library has four important roles to play in the information industry. These roles are acquisition of information resources (prints and non-prints) all over the world as long as they are relevant to the needs of the users, organizing these resources to facilitate accessibility, (if not they will not be useful to the users), disseminating these resources and preserving them. Chollom and Daniel (2013) further asserted that of all these major roles which the library plays, organizing role is very important. This is because if the library continues to acquire resources without organizing them, users will not be able to find them no matter how relevant they may be and of course without proper organization, dissemination of these resources will be difficult, just as preservation will be equally difficult. It is therefore imperative that resources in the library must be organized. The primary tools for organizing the physical items in a library are the catalogues and their shelving according to a classification scheme (Chollom & Daniel, 2013).

Cataloguing and classification practices are gateways to information resources access and utilization as they are means of organizing library resources in order to ensure that access and retrieval of such information resources are made easy (Akidi & Omekwu, 2019). Cataloguing

and classification are therefore methods of structuring and organising library materials in order to facilitate library users' access to and retrieval of such information resources. Cabonero and Dolendo (2013) averred that information resources are useless when access is not provided. This fundamental function is within the concept of cataloguing. Thus, cataloguing is an essential process that provides access to all acquired information resources of the library for it allows people to find information needed for their personal and professional growth and development. It also provides access points to information resources in a way that users will be able to find the need information or resources.

This role of cataloguing gives a vivid picture how important a catalogue is in the society or community. Cabonero and Dolendo (2013) further explained that "Indeed, cataloguing is very important in keeping all the materials in the library organized because it provides regularity within the library. The library, through the technical services provided by library and information science (LIS) practitioners can deliver the most efficient and highest quality service so that library users may identify and retrieve appropriate materials to meet their information needs".

Cataloguing can be defined as the physical description of a book, pointing out its important bibliographic details such as author, title, sub-title, parallel title, edition, editor, publisher, and place of publication, date of publication, series, subject and collation (Nwalo, 2012). Ekere and Mole (2014) opined that cataloguing encompasses full bibliographic description of information resources acquired by the library, adhering to the established rules of the practices; determination of subject contents of the information resource; and generally, determination of the actual position of each new addition in the library's scheme of book arrangement.

Technical services like cataloguing and classification help make information easier to grasp and process for quick access and retrieval. American Library Association described cataloguing and classification as processes performed repeatedly with each process demanding that a cataloguer returns to an earlier point in the process, revising the information creation approach such that the basic rules are followed. Bamise, *et al* (2019) further emphasized that cataloguing and classification have for the time immemorial been the pivot of librarianship. Cataloguing represents the process of formulating catalogue entries for all materials available in the library. Among the library resources longing for bibliographic description are: print and non-print books, scripts, periodicals, electronic resources such as: floppy disk, DVD, CD ROMS and audio-visual materials. Esse (2013) described that through the processes of cataloguing and classification, each material acquired by the library is individualize and given a sole number for proper identification. An access point is thereby provided for every document in the library notwithstanding the quantity, differences in nature and discipline. Without prior organization of these documents, accessibility may become difficult, time wasting and frustrating.

Cataloguing and classification are the guide to all the library pools. Cataloguing can be done originally or copied. Either of the two methods requires expertise for perfect record. Original cataloguing involves creation of bibliographic records without making reference to other records prepared by another cataloguer elsewhere whereas copy cataloguing is the preparation of bibliographic records by with already prepared records by another person in another library (Bamise, *et al,* 2019). This involves the use of Machine-Readable Catalog (MARC) standard format. In cataloguing, three major parts are essential; allocating access points, subject heading and classification numbers. Bello and Mansor (2012) recognised that growth in ICT as well as electronic resources have not altered the requisite tasks and services of cataloguers, it only calls

for an improvement in description of electronic these resources. Musharraf (2016) described that classification in very simple words determines the category and belonging of materials, whereas, cataloguing is organisation and listing of that information to facilitate browsing and search operation. He went further to buttress that the

"*Classification systems place items about the same subject in the same area of the library. The library catalogue might be compared to the index for a book. The index provides the reader with a way to find information in the book without having to read every page. The index tells the reader the page on which the information about a specific subject can be found. The library catalogue does the same thing. It tells the library user exactly where materials meeting their specific needs can be found, with the call number of the book corresponding to the page number in an index. The information contained in the cataloguing record provides the many access points needed by the patron looking for information in the library. Traditionally, the library card catalogue provided access by the author's name, the title of an item, and the subject(s) covered in the item. Other points of access were additional authors, names of series, illustrators, and sometimes the titles of contents*".*

Anupama Saini (2016) explains following regarding purpose of library catalogues:

1. To inform the availability/non availability of a particular reading material in the library.
2. To provide information about the entire collection of the library (the catalogue lists all the works of a particular author available in the library collection, all the documents available on a given subject or in a given kind of literature)
3. To ensure descriptive cataloguing whenever needed (according to the rules of descriptive cataloguing, the characteristics of the documents are fully described so that one document

can be identified and isolated from amongst several similar documents. This type of description is provided in the catalogue entries only in case of need. If the rules of descriptive cataloguing are applied indiscriminately, it would lead to large expenditure)

4. Whatever may be the approach of a library user, the library catalogue should convey full information regarding the items of the person's specific interest.

5. Purpose of a library catalogue is to aid readers in making use of the collection of the library by providing author, subject, title and other approaches to the collection.

6. A library catalogue is required to serve as a guide to the collection of materials and assists finding relevant work.

Two systems commonly used in most libraries, particularly in the US, are the Library of Congress Classification (LC) system, and the Dewey Decimal Classification (DDC) system (Musharraf, 2016). Both these systems arrange books according to a book's primary subject, and assign each book a unique call number used to locate the book on the shelf.

This system makes it easy to find books that are unique to a topic, a field of study, or a department. Physical libraries can also manage their lending and stacking operations with similar figures. Musharraf (2016) stressed that experienced users may find it easier to search by classification numbers or codes (subject code, year etc.) rather than filling the search form by typing the details embedded in codes separately. However, inexperienced users or those who are not familiar with particular coding system used in a particular library could possibly not use codes very often for searching their desired content. The author went ahead to describe that classification can be distinguished by type:

1. Natural, or fundamental—e.g., books by subject,

2. Accidental—e.g., chronological or geographic, and

3. Artificial—e.g., by alphabet, linguistic base, form, size, or numerical order.

Degree of classification (e.g., close, with the most minute subdivisions, or broad, with omission of detailed subdivisions) may also characterize a system. Several systems of classification have been developed to provide the type of access and control that a particular library and its clientele need. Generally, each system consists of a scheme that arranges knowledge in terms of stated principles into classes, then divisions and subdivisions (Encyclopaedia Britannica, 2018).

2.1.6 Preservation of Information Resources

Preservation of information resources is a vital management practice that cannot be overlooked if the longevity of these resources is to be considered. Idhalama and Obi (2019), defined preservation as principles for caring and handling of library information resources to include all the management and financial considerations such as storage and accommodation provision, staffing levels, policies, techniques, and methods involved in preserving library materials and the information contained in them. Furthermore, preservation is a generic term that is used for all managerial, financial and staffing actions taken in order to prolong the life span of library materials serials inclusive, which involves proactive actions or steps (Dare & Ikegune, 2018)

Commenting on preservation practice in university libraries as cited by Jan and Ganiae (2019), explained that the methods of preservation are extensively implemented based upon the location, climate and environment. To highlight the status of preservation practices Sawant (2014) reveals lack of preservation culture among academic libraries of Mumbai which were attributed to the lack of proper preservation and conservation policies, lack of skilled professionals as well as lack of funds. Similar findings were resonated in the study conducted by Ogunmodede and Ebijuwa

(2013) in African academic libraries and Njeze (2012) in Nigerian university libraries. On the other hand, Adekannbi and Wahab (2015) argue that academic libraries do implement certain methods of preservation and conservation but lack proper preservation policies.

Libraries acquire and preserve information resources to meet potential information or recreational needs of their users. Raina (2016) stated that it is the responsibility of library staff to maintain these materials in good physical condition so that they can be readily available for use at all times. Furthermore, Ovowoh and Iwhiwhu (2010) stated that preservation of deteriorating information materials in a library has become a global phenomenon to which libraries must aggressively respond if their mission of meeting information needs of their patrons is to be met. Dare and Ikegune (2018) are of the opinion that literature has revealed that most libraries all over the world have failed to ensure adequate preservation and conservation of information resources in most academic libraries which have resulted in the deterioration of these materials. This was as a result of several factors among which are poor storage, environment, lack of trained and qualified personnel in preservation and conservation of serial materials, poor staff vigilance, improper or careless handling and in-built problems of the materials.

Laying emphases on the importance of preservation, Dare and Ikegune (2018) affirmed that preservation of information resources in academic libraries is an integral library operation that can make the information resources useful. It enhances the materials for access as long as they are wanted. Thus, in order to help academic libraries to achieve its primary goal of supporting the teaching, learning and research activities of its parent body, through the provision of current, up to-date information, preservation must be given adequate attention. Therefore, the importance of preserving and conserving information resources which are conveyors of intellectual heritage cannot be over emphasized.

Preservation is an aspect of the management of the library. Its objective is to ensure that information resources of any kind or form survive in an accessible and useable form for as long as it is wanted (Ogar, 2020). Preservation is applied to safeguard the library information resources from decay and deterioration. Preservation is the process in which all actions are taken to check and retard deterioration of information resources in the library. The preservation of information resources has engaged the thoughts and actions of many librarians from the earliest times. They realized that they need to preserve the world's memories. According to Oluwaniyi, (2015) no librarian of today can shy away from the fact that "Information world" stands the imminent risk of losing so much of its valuable written heritage through the over increasing deterioration of information resources.

All over the world, nations are increasingly becoming aware of the role played by information resources, it is in view of this that Onyam, *et al* (2017), did not mince words when he stressed the great need for a well-established document repair and conservation units in Africa because in his view with the exception of air pollution all agents which cause paper damage such as acid, heat, humidity, light, fungi, insects, pests, rodents, normal wear and tear and people are more pronounceable in the continent than elsewhere. Onyam, et al (2017) opined that preservation challenges were known throughout the world, many experts in the field have gradually begun to realize that there were specific problems faced by conservators in different parts of the world. Therefore, with this reason there should be a necessity for preserving information resources for at all types of libraries, archives, documentation centres in order to face off the preservation challenges in Africa and in Nigeria particularly. Oluwaseun, *et al* (2017), posited that the problems encountered by conservationists in many developing countries are often more complex than those in developed countries.

Taking into cognisance the importance of preservation, Adeoye and Popoola (2011), in their research also summed it up that there are reasons and necessities for preservation of library information resources and he stated that:

1. The society expects school libraries to collect and preserve records of the past (such as paper based-material and other information carriers) in order to learn from them;

2. Library information resources are expensive to acquire, process and organize for use than to allow them to be deteriorated;

3. Annual library and archive budgetary provisions especially for library resources management have decreased;

4. Library information resources are essential ingredient of teaching and learning in all educational institutions;

5. The valuable information resources contained in library and archive are very useful for development of a country;

6. They are stock in trade and assets of libraries and archives. The author further explained that the library management must embark on preservation and conservation programmes that will safeguard their information resources from partial and total deterioration and destruction in order to meet the ever-increasing information demands of their users. The legal and social responsibilities of libraries worldwide make it comparative for them to preserving their information resources.

Factors Affecting the Preservation and Conservation of Information Resources

Preservation and conservation of information resources in university libraries would be an easy task if there were no underlying factors militating the effective application of preservative

methods. According to Adeleke, *et al.,* (2017) problems of information resource preservation and conservation includes;

1. inappropriate building

2. lack of disaster control plan and policy

3. the economy/political constraints

Ogunmodede and Ebijuwa (2013) in corroboration revealed that prominent inhibitors of effective and efficient preservation of information resources include the following;

1. Inadequate finance

2. Inadequacy of equipment

3. Lack of quality paper

4. Lack of competent manpower

Ogunniyi and Adejubee (2014), opined that preservation of information resources in libraries is divided into two (2) aspects: -

1. The preventive measures: - These include all forms of indirect actions aimed at prolonging the life span of library information resources. It comprises all the methods of good house-keeping, caretaking, dusting, installation of thermometer and fire extinguisher on the school library walls, use of humidifiers, periodical supervision and prevention of any possibility of damage by physical, chemical, biological and human factors.

2. The curative measures: - These include all forms of direct actions aimed at prolonging the life span of library information resources. It includes repairing, mending, fumigation, de-acidification of information resources in academic libraries.

However, there are dos and don'ts which the librarians and the library users should follow to increase the longevity of information resources in libraries.

These are among others: -

1. Installation of thermometer at the wall of school libraries to regulate the temperature as at when necessary;

2. Rare information resources and manuscripts should be kept in specially prepared containers;

3. The use of humidifier to regulate the atmospheric moisture;

4. Installation of fire extinguisher in case of fire outbreak;

5. Regular dusting of shelves and information resources available in the libraries by using vacuum cleaner or fine brush;

6. Maintenance of optimum storage condition is necessary to control the propagation of biological agents of deterioration such as insects, rodents, moulds;

7. Provision of photocopying machine to reproduce rare information resources so as to keep the original copy;

8. Care should be taken while photocopying any information bearing materials, because as at that time stress is imposed on such material. The binding and the spine may damage;

9. Fumigation and constant mopping of floor of the libraries to prevent any destructive microorganisms that are threat to information resources;

10. All library staff should be trained on how to handle information resources and likewise the library users;

Essential Ingredients for Preservation of Information Resources

- **Preservation Policy**

Akande (2010) asserted that there can be no serious commitment to preservation programme without a policy, which will guide effort at solving identified preservation problems. According to Coetzer, (2012), he described preservation policies for information resources as indispensable tools for organizations that are committed to facilitating the survival of information materials in their custody. Policies, therefore, are very crucial to facilitate survival of information resources in libraries. Policies are important because they set out goals to be achieved as well as guidelines for implementing them. Policies also facilitate a creative allocation of funds and staff, and specify other aspects of implementation and monitoring. Most African countries do not have a National Information Policy (NIP) which makes the formulation of preservation policies in library and information centres (Asogwa, 2013). Granted without funding and personnel with expertise, the implementation of preservation policies would be extremely difficult, but all the same, efforts must be made to formulate policies that encompass all activities that are fundamental to the effective preservation policies on information resources.

• **Training of Library Staff on Preservation**

Ekwelem, *et al.,* (2011) defined training as a process of altering the behaviour and /or attitudes of employees in a direction to increase organisational goal. Training of librarians on the area of information resources preservation is very imperative if the society really wants to safeguard the present information resources for the prosperity usage. Training has long been regarded as the bedrock of achieving quality productivity in any profession.

However, Baro, *et al.,* (2013), argued most convincingly that there are professional librarians in the university libraries in Nigeria whose knowledge of library automation has been rendered obsolete owing to lack of training and re-training courses; which development poses challenges to their coping with modern library practices. This fact must not how greatly affect the set standard of school libraries in Nigeria especially in Ibadan North Local Government Area of Oyo State. Ngulube, (2015), also opined that for any preservation programme to succeed in libraries and archives there must be adequate and well-trained manpower. This is because preservation and conservation of information resources is a specialized field of knowledge that requires information professionals who understand the physical and chemical nature of the materials in their library and archive holdings.

2.1.7 Accessibility of Information Resources

Accessibility in general term is used to describe the degree to which a system is useable by a wide range of users as possible. In other words, it is the degree of ease with which it is possible to re ach a certain location from other locations. Accessibility can also be viewed as the ability to access the functionality and possible benefit of some system or entity. Accessibility is very important specifically as it focuses on people with disabilities and their access to entities, often through use of assertive devices such as screen reading, web browsers and catalogues through technological format. It is one thing for the resources to be available and it is another thing to be accessible. What so ever is available but not accessible is equally useless. Only what is accessible that is usable. Nwachukwu, *et al.,* (2014) posited that information resources can be accessible through the use of telecommunication and information technology. It enables access to information and services by minimizing the barriers of distance and cost as well as the

usability of interference. If the resources are in print format but the language, which it is written is not understood by the user, it means the resources are not accessible.

The accessibility of information resources depends on the ability of the inquirer to make use of the resources affectively It is usually highlighted that information resources and their creators and users constitute an intellectual or manifold reciprocities influence. Libraries and information centres are not only repetitive of books and materials or organization of knowledge, they are vital and influential centres of such intellectual communities. Information therefore is ordinary recorded and stored only when it is judge to have continuing potentials influence. In other worlds intellectual access need to be accompanied by physical access if the facilities is in use, (Nwachukwu *et al*., 2014). Nwachukwu, *et al.,* (2014) in their opinion noted that the term access is used by different people in relation to quite bits and piece of the whole as in subject open access and knowledge access system. However, each refers to one or more aspects of providing means of access to information in a fuller sense, to knowledge. They went further to define accessibility of information sources as the increase and provision of information resources to clientele in other to increase their knowledge base. However, this increase in use and importance of information resources raises concern as to whether these resources are fully accessible to all people. The central significances of accessibility to all recorded knowledge and experience is underlined by the absence of any restriction of guidance as the nature of the contents of the library. The framework of information makes two values of assumption to the function of a library and the right accessibility to it or not. Library resources provide information on the user groups that benefit from information accessibility.

2.1.8 Use of Information Resources

The purpose and essence of information is to appropriately equip information seekers to make the best selections possible among a variety of options. Buhari, (2016) opined that for information to be valuable and meaningful, it should be accurate, timely, relevant, reliable, verifiable, understandable and complete. Makgahlela, and Bopape, (2014) reported that adequate utilization of information resources enhances job performance among library users. The position occupied, and job performed, by employees necessitate, and sometimes influence, their quest for and utilization of various information sources Nnadozie, (2012). Several factors determine the use of information resources in different organisations.

Gakibayo, *et al.,* (2013) agreed that demand for and use of information is a product of factors such as research, job performance, examination, leisure/recreation, problem solving, awareness and education. This means that library users will use library resources to improve their job performance, whether through in-depth research, pleasure reading, or the requirement for awareness; answers to official and personal problems; the requirement for training and retraining programs (staff development) to enable them to carry out their duties.

Information resources which university staff could utilize to enhance their job performance and creativity include resources identified also by Gakibayo, *et al.,* (2013) as those information bearing resources that are in both printed and electronic formats such as textbooks, journals, indexes, abstracts, newspapers and magazines, reports, CDROM databases, Internet/E-mail, videotapes/cassettes, diskettes, magnetic disk, computers, microforms, etc. The advent of Internet access in the academic libraries which facilitates speedy and easy access to unlimited information from different sources has clearly helped to transform the level of access by users.

The Internet is a global information resource that connects users to a diverse selection of content from around the world. The emergence of electronic information resources which pervaded all human endeavours, no doubt, has tremendously changed face of information handling and management in academic environments. Gakibayo, *et al.,* (2013) noted that through the use of electronic resources, researchers and students now have access to global information resources, particularly the Internet for their scholarly research. It therefore remains pivotal that all the management practices and access methods be ultimately engineered towards adequate use of these information resources by its users.

2.1.9 Challenges to the Use of Information Resources in the Library

Libraries accommodate every type of users. These users often encounter some challenges on the use of information resources and the challenges can be quite peculiar to each user and the library they find themselves in. Ndanwu (2016) in his research on management of serial publication in Festus Aghagbo Nwako library, Awka: problems and prospects established the challenges facing use of serial publications in a library as;

1. Non-availability of current journals

2. Irregular/epileptic power supply

3. Lack of current serial publications

4. Insufficient staff

5. Shortage of shelves, trolley and kick step

6. Increase in varieties of newspapers

7. Non – availability of resources for recording and storing serials

8. Lack of automation

Abdulrahaman and Onouha (2019) in is findings also itemized the challenges associated with the use of e-resources/Journals in university libraries as;

1. Slow internet speed

2. Struggle in locating relevant information

3. Surplus of information resources on the Internet

4. Time inefficiency in viewing/downloading pages

5. Privacy problem

6. Limited computer system

7. Power outage

8. Lack of ICT skills

9. Insufficient Database in Economics education

10. Inadequate user ability in manipulating resources

The challenges of electronic resources collection and management in libraries are the problem of user training, technological up-grading, financial constraint, IT skill manpower, perishable citation: online if website changes, Universal Resource Locators (URLs) citations disappear, authentication, etc. (Behera & Singh 2011). Similarly, Dhanavandra and Tamizhchelvan (2012), observed insufficient bandwidth which usually leads to network fluctuation and sometimes slow speed in the process of downloading resources. Also, Okogwu and Achebe (2018) reported that lack of funds, lack of qualified ICT personnel, erratic power supply led to the non-availability and under-use of ICT facilities resulting in low electronic collection development (ECD) standard.

Furthermore, Agim (2015) disclosed that inadequate budget adds challenges for selectors in making decisions for renewal of e-resources. Budgetary allocation to the educational sector in Nigeria has always fallen far short of expectation.

2.2 Theoretical Framework

2.2.1 Mintzberg's Model of Managing Theory

Henry Mintzberg argues that management is not set of various disconnected parts of the job as perceived by managers, nor a whole universal job of listed individual tasks manager do as understood by academic scholars. Thirty years after his Ph.D. dissertation on management (Mintzberg, 1968), Henry Mintzberg admitted that his earliest work on management was just a consolidated list of things that managers do rather than a model that helps managers understand their work. Thereby, Mintzberg has attempted to identify a logical positioning of different parts of managing in a practical framework. Nevertheless, his model is also based on sound evidence of scholarly research work cited in the book. He proposed a *Model of Managing*, not of management, implying that the job of library managers is to be perceived as practicing. His work was based on a qualitative study of structured observation with twenty- nine managers with whom Mintzberg joined their working days together.

By a quick review of previous thoughts on management, Mintzberg argues that management is not just one of the following acts: controlling, doing, thinking and analysing, leading and decision making. Instead, managing is a blended set in a meaningful way of all of these actions. Based on that argument the author started his work on a *Model of Managing* as early as the year 1990 keeping the management component focus from the gurus as underpinnings of his model.

Figure 1 illustrates one of his early works on the model in which some of the attention of the other gurus' component focus, such as doing, thinking and leading, were pre-specified.

The different thing Mintzberg puts on his *Model of Managing* the appropriate connection of the components. Thus, his purpose is not to propose a new comprehensive list of things managers do but a *Model of Managing* that managers can refer to understand their work, to overview the required competencies managers need to obtain and to help make a right balance of different managerial roles. It is the content of managing, in other words, what a manager does in an ordinary day of his work. The model is expected to be more generalized so that it can be applied broadly. As explained by him, the way Mintzberg did in the early step of his work was just to simply put all the main components of managing into one page of a paper and try to reorganize the elements into order, logic and relationship. Figure 2 depicts Mintzberg's *Model of Managing* published in 2009 nineteen years after his start to work on the model.
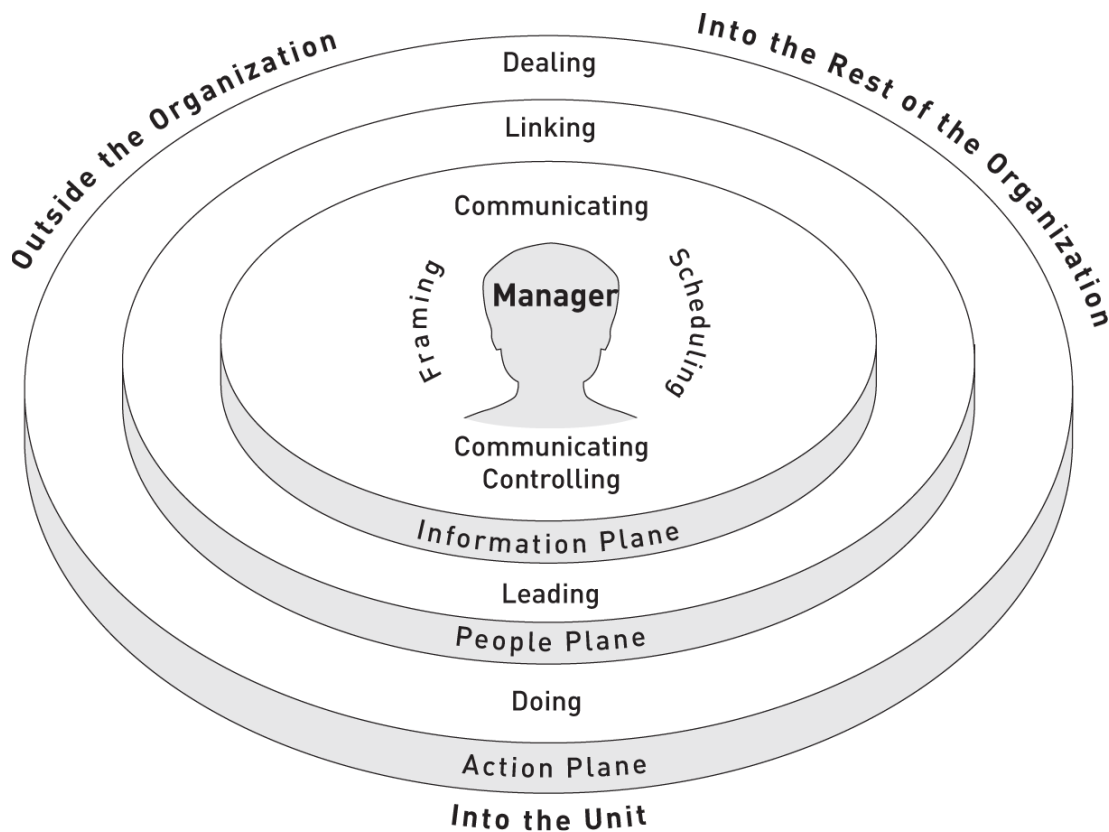
Figure 2.2: The *Model of Managing* (Mintzberg, 2009a)

In the Model of Managing the manager is positioned in the centre whereas his surroundings include his managed unit, the rest of the organization and the outside world relevant to his unit. From the centre, the manager has three different approaches: his directly doing, his managing information, and his leading people. That is the primary structure of the model, and as named by Mintzberg they are the *information plane, people plane,* and *action plane*. As the centre, the manager has two major roles: framing and scheduling his work on top of the managing actions. Framing is defined as how the manager approaches his job. It has different facets of management such as making decisions, developing strategies, focusing on particular issues. Scheduling is the manager's time management and involves much in the business planning process which indeed has impacted not only on his work and but also on his people's work in the unit.

The first plane is about dealing, handling and utilizing *information* in which a manager controls the process of information as to encourage his subordinates to do their jobs. The information plane consists of communicating all around, inside and outside, his unit and his organization, and controlling his unit. *Communicating* consumes much of a manager's time as to collect and disseminate information. By communicating the manager can monitor the business, and be a central role of information which every other person in the unit keeps him informed of the different business perspectives. The manager can also act as a spokesperson for the unit and sometimes for the organization in one or another circumstance. Informal information obtained through listening, seeing and feeling will also help a manager to be able to manage information. This type of information is essential in understanding his people and his unit. *Controlling* is the role of a manager to direct the behaviours of his people. Furthermore, control is practiced through the decision-making process in which deeming, delegating, designing, designating, and distributing are major steps. Controlling on the information plane is essential, but it always has to do with the other two planes, people, and action. Otherwise, it is not managing.

The people plane concerns with managing with people and through people in a closer step to actions. It includes *leading* people in the unit and *linking* people just outside the unit, within the organization or even outside of it. Leading people can be practiced at two levels: individual subordinates for motivating and developing individuals, and team or a whole unit for building and maintaining the teams, and for establishing and strengthening the organization's or the unit's culture. While leading looks inside the unit, linking looks out the way of the unit to develop and maintain a relationship with individuals and groups relevant to the business of the unit. The role of linking comprises activities of networking, representing, conveying and convincing,

transmitting, and buffering. These acts help managers manage at the boundaries of his unit to protect it and to promote it in different business circumstances.

The last plane of managing concerns with direct *action*. While managing information is abstract and conceptual, and managing people become closer to action with personal and emotional elements, managing action is more active and concrete. *Doing* inside the unit involves in managing projects and handling problems proactively reactively and efficiently. *Dealing* outside the unit includes building coalitions and rapports and conducting negotiations. As doing connects to people and information, doing is a principal plane for managers. It helps managers gain more knowledge and make better strategic decisions.

2.2.2 Evans Theory of Collection Management: An Activity and Attribute Approach

First, Evans theory of collection management process which is an activity and attributes approach was adopted for the study. This theory was viewed against the collection development management activities or practices. This theory has plans that would lead to the building of collection and management of the collection of a library. It deals with the required steps to be taken to procure the resources of a library and the management of the library collection in a manner that the information needs of the users of the library can be met (Evans, 1995).

The model has the components necessary for collection development and management activities as follows: professional and user activities, the result of professional activities, tools the actors use, value provided to the user and intellectual content. From the diagram, it could be seen that collection management is coordinating the activities of collection development such as access to the collection, resources sharing, conservation and preservation, weeding, de-selection of the library's collection. The above components of the theory are prerequisites for collection

development and management and their influence on collection management is highly possible because of the following: professional and user activities, the results of professional activities, tool for the actors and the value provided to the user: The researcher decided to use this model to examine collection development and management practices of libraries of different settings because, first, it relates to the study and more so, it handles collection management practices.

Professional and user activities. Collection development and management activities are performed by the professional librarian in a way that the materials can be accessed. Some of the activities are: selection, acquisition, cataloguing, classification, weeding, de-selection, policy formulation, and evaluation.

The results of professional activities. To ensure effective management of the collection of the library, this aspect of the model emphasis on the need for the above activities including formulation of policies, services that lead to easy access to library materials, bibliographic control, resources sharing, and user education to be performed or supervised by professional librarians.

Tool for the actors. The tools are used to process library materials and according to the model these tools are: classification scheme, all the policies (selection, acquisition, de-selection policies) catalogues, union catalogue, bibliographic software, etc.

The value provided to the user when the collection in the library meets users information needs the benefits include: increase in knowledge, increase in academic performance and user satisfaction. This means that much need to done by the librarian. These are the users of the library or the user community. They include researchers, lecturers, staff of the institution and

students. Analysing the information needs of the user community is essential as far as this model is concerned.

Intellectual content; The holdings of the library portray the intellectual content of the library being it print or non-print resources.

From the description of the various aspects of the model, one can infer that collection management is the effective utilisation of the library tools at the disposal of library professionals to select, process, organise, preserve, maintain and disseminate the intellectual content of the library to users for series of benefits. The researcher decided to use this model to examine collection management practices of libraries of different settings because, first, it relates to the study and more so, it handles collection management practices. Lastly, it serves as a yardstick through which the main objective was assessed and also point out the implications of the findings.
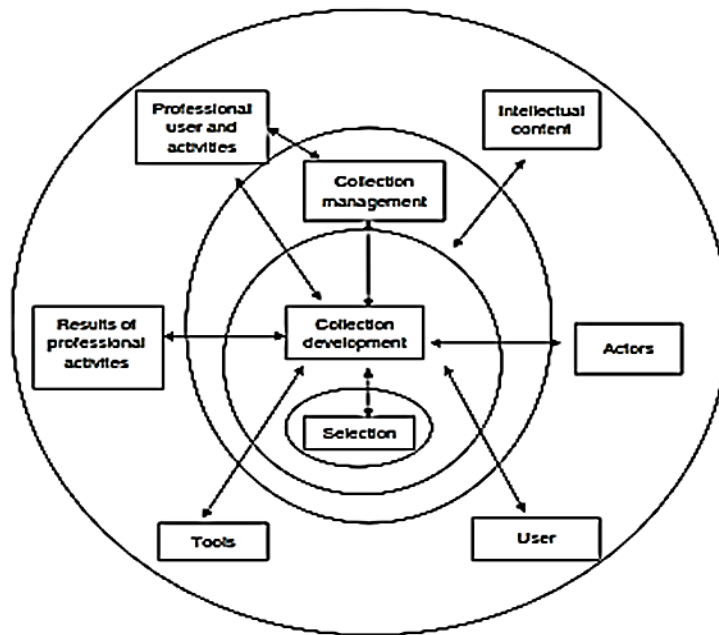
Figure 2.3: Theory of collection management: activities and attributes approach

2.3 Review of Empirical Studies

Wilson's second model of 1981 is based upon two main propositions: first, that information need is not a primary need, but a secondary need that arises out of needs of a more basic kind; and second, that in the effort to discover information to satisfy a need, the enquirer is likely to meet with barriers of different kinds. Drawing upon definitions in psychology, Wilson proposes that the basic needs can be defined as physiological, cognitive or affective. He goes on to note that the context of any one of these needs may be the person him- or herself, or the role demands of the person's work or life, or the environments (political, economic, technological, etc.) within which that life or work takes place. He then suggests that the barriers that impede the search for information will arise out of the same set of contexts. Wilson's model is clearly what may be described as a macro-model or a model of the gross information-seeking behaviour and it suggests how information needs arise and what may prevent (and, by implication, aid) the actual search for information. It also embodies, implicitly, a set of hypotheses about information behaviour that are testable: for example, the proposition that information needs in different work roles will be different, or that personal traits may inhibit or assist information seeking. Thus, the model can be regarded as a source of hypotheses, which is a general function of models of this kind.

The weakness of the model is that all of the hypotheses *are* only implicit and are not made explicit. Nor is there any indication of the processes whereby context has its effect upon the person, nor of the factors that result in the perception of barriers, nor of whether the various assumed barriers have similar or different effects upon the motivation of individuals to seek information. However, the very fact that the model is lacking in certain elements stimulates thinking about the kinds of elements that a more complete model ought to include.

Idhalama and Obi (2019) investigated acquisition and management of serials in academic libraries in Edo State of Nigeria. Four (4) research objectives were formulated for this study. These were to: determine how serial collections are acquired in the selected academic libraries in Edo State of Nigeria; investigate how serials are organized for easy retrieval in the selected academic libraries in Edo State of Nigeria; find out how serials are preserved in the selected academic libraries in Edo State of Nigeria; and solicit solutions for improving the management of serials in the selected academic libraries in Edo State of Nigeria. The study adopted a descriptive research design. The study targeted a total of 14 (fourteen) academic libraries in Edo State from which a sample of 173 respondents was generated using a total enumeration sampling technique. The study used a structured questionnaire; the copies were completed and returned by 57.8% of the respondents. Data collected were analysed using frequency counts, percentages (%), mean (x), and standard deviation (SD) to meet the study's objectives. The study's results have revealed that academic libraries in the study area acquire serials through various methods and use various means to organize them for easy retrieval. The libraries also use various methods to preserve their serials. Regarding improving serial management, the study findings have come up with a number of ways to do so. Based on the findings, the study recommends among others that academic curriculum should be enriched with serial skill acquisition and management contents; and academic libraries should consider acquiring more e-serials because it is very easy to manage and do not get damaged.

Bello, *et al.,* (2014) studied availability and utilisation of electronic information resources as library materials use for information works by library staff. The paper purposely identified the available electronic information resources and their extent of use by library staff. The study employed a descriptive survey design. The instrument of data collection is questionnaire while,

population of the study comprises 19 library staff who work in Kogi State University Library, Anyingba. Data gathered by use of questionnaire were analysed by simple percentage to determine availability of electronic information resources (table,1) and use of available electronic information resources by library staff (table, 2); while mean were used to determine the extent of use of available electronic information resources (table, 3). The findings shows that out of 20 itemized electronic information resources 8(40.0%) were considered available while 12(60.0%) were considered not available. More to this, out of population of 19 library staff 6(31.6%) know how to use available electronic information resources while, 13(68.4%) do not know how to use them. Furthermore, out of 8 available electronic information resources 5 were used to great extent while, 3 to low extent. Hence, data analysed in (table 1, 2 & 3) are presented in charts. Recommendations were proffered on how to make adequate electronic information resources available, examples/categories/ types of electronic information resources to be provided (table, 4) as well as uses of them in the library (table, 5) so that library staff would able to use them appropriately to very great extent in support of knowledge to be acquired through trainings.

Dare and Ikegune (2018) investigated the preservation and conservation of serials collection in selected academic libraries in Oyo State, Nigeria. Relevant literature on the concept of serials, importance of serials in academic library, preservation and conservation of serials, methods of preservation and conservation of serials, importance of preservation and conservation of serials, factors affecting the preservation and conservation of serials was reviewed. The descriptive research design of the survey type was adopted for this study. The study population consisted of two hundred and fifteen (215) library personnel in the three selected academic libraries. The population of the study consists of para-professional and professional librarians. Data were

collected using questionnaire. Data collected, were analysed using simple percentages, mean and frequency distribution methods. The study provides answers to seven research questions posed. The result of the study revealed that the three libraries recruited more male staff than their female counterpart. It was revealed that Journal, Magazines and Newspapers among others were the types of serial materials that are available and most frequently consulted; preserved and conserved in the selected academic libraries. The study also revealed that prone to vandalism, lack of knowledge and skills, theft and mutilation were reasons why serial materials are not available for use in the selected academic libraries. The study revealed that conditions for preserving and conserving serials were disallowing bags and coats into the serial section, maintaining vigilance and regular housekeeping among others. Microfilming, Fumigation exercise and Disaster preparedness were the major methods adopted to preserve serials. The study also revealed that the selected academic libraries have preservation and conservation policy and the measures put in place to contain emergency situation were provision of fire alarms and fire extinguisher. It was revealed that lack of preservation and conservation librarians in the library, insufficient fund, and lack of interest on the part of staff and inadequacy of equipment were the problems associated with the preservation and conservation of serials. Based on these findings, the following were recommended: Library management should organise a training programme for their library personnel and send their staff for seminars and workshops on preservation and conservation of serials materials in order to be able to care for the serials collection in the library.

Mondal and Maity (2016) investigated Selection and Acquisition of E-resource Collection in Selected Libraries of R&D Institutions in Kolkata city: A Survey of Current Practices. The study evaluates various aspects of current practices of selection and acquisition of e-resources in

selected libraries of R & D institutions in Kolkata city. Selection of information resources is the core collection development function and the objective is to satisfy user needs. The study highlights the responsible authority, method, criteria, availability and mode of subscription of e-resources in R & D libraries. The emergence of e-resources has changed roles of selectors and now selectors must address the new issues of access, technological, licensing and pricing concerns as part of the selection and acquisition processes. For planning, selection and acquisition of e-resources, it is recommended to assign 'acquisition library staff' post who have knowledge about the latest issues and challenges of e-resources.

Okogwu, and Achebe, (2018) investigated Selection and Acquisition of Electronic Resources in University Libraries in Southeast Nigeria: Challenges. This study surveyed the challenges faced by the university libraries in South East Nigeria in selecting and acquiring electronic resources. The descriptive survey research method was adopted for the study. The population consisted of 86. Questionnaire and interview were used for data collection. Data collected from the questionnaire were analysed using simple statistics (mean). The findings revealed that the university libraries under study had considered all the thirteen criteria when selecting electronic resources in the library which had mean values ranging from 2.70 to 3.41 and are all above the cut-off point of 2.50 on a 4-point rating scale. The findings also showed that the university libraries use multiple tools to select the e-resources, and the overall mean showed that the use of trial offers by mounting a link to their resources without cost (mean = 3.12) is ranked highest and used mostly by the libraries, while the use of reviews provided through electronic resources (mean =2 .57) is ranked lowest as tools used in sound electronic resources selection in libraries; that the libraries use different methods to acquire the e-resources which include, through subscription, purchase and open internet source. None of the libraries under study was into a

consortium with one another. However, the study revealed twelve challenges with cost as a major challenge of selection and acquisition of electronic resources. The study recommended that the university libraries in South East Nigeria should improve on the libraries budget in order to attain to the cost of electronic resources and for the training of staff that will handle the electronic collection development. That the libraries should take a drastic initiative of acquiring electronic resources through a consortium in order to enjoy the discount associated with consortium subscription.

Akinbode and Nwalo (2016) surveyed Serials Management in University Libraries in Selected Universities in South-West Nigeria. The study attempts to examine collection, organisation, maintenance and preservation of serials as well as provision of facilities, services and constraints to effective management, access to and use of serials in the library. Questionnaire method was employed to collect data for the study. The study shows that various types and forms of serials are subscribed to and kept in the libraries, but not filling the missing gaps and updating the issues. The finding reveals that facilities and services are provided in serials sections of the libraries, but inadequate. Serials management in the libraries is okay but incomplete. The paper therefore recommends that the university authorities should provide adequate fund for the library to make available relevant, current and adequate serials, facilities and services so as to be able to meet the users' needs.

Shonhe, and Jain (2017). Evaluated information dissemination in the 21st century: the use of mobile technologies. Advances in technology has led to wider use of mobile devices due to their ability to access high speed wireless data networks. Usage of Mobile technology present information seekers with a variety of advantages such as, 24/7 connectivity and self-service, limitless access and time saving. The use of handheld devices has skyrocketed, leaving

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information providers with no option but to implement mobile web platforms that will enable mobile information dissemination. This paper sought to determine the library services provided via the use of mobile technology, benefits of mobile technology, to establish requirements for propitious implementation of mobile based library service, discuss advantages and disadvantages of mobile technologies and aspects of user readiness to access information through mobile technology. The findings of the study were gathered through the use of literature review and preliminary online study. Convenience sampling was used to collect data from 62 respondents, using questions based on the Technology Readiness Index (TRI). Major findings revealed that users are ready to accept mobile technology as they possess the skills and have positive attitude towards mobile technology. The study recommends that Botswana libraries should embrace the changes and implement the right structures for the 21st century library that will enable to meet the expectations of the community that is willing to accept new innovations.

Ogbuiyi, and Okpe (2013) evaluated the use of library materials and services in four private Universities in south west Nigeria: Babcock University, Covenant University, Lead City University, and Redeemer University. The objective is to assess the degree of the usage of university library resources and services, clientele's perception on the adequacy of the available library resources and services, and the level of users' satisfaction. The data for this study was elucidated through the use of questionnaire, the questionnaire was administered to 255 registered users of the four universities' library and 200 questionnaires were duly filled and returned. The respondents were selected through random sampling of those using the library at that particular time. The finding shows inadequate of library holdings of books and audio-visual materials. However, the university libraries' users appreciated the reserved resources system. Finally, it is being recommended that a good percentage of fund should be made available regularly to run the

university libraries, there should be acquisition policy/guideline documented and strictly followed by University libraries in acquiring information resources into the library, there should be consistent shelf-reading to put the books in their right places on the shelves, and library staff should adopt marketing strategies in order to make the libraries user friendly, thereby encouraging users for more patronage.

Archana, and Padmakumar (2011) discussed the use of online information resources for organising knowledge in library and information centres in Cochin University of Science and Technology (CUSAT). The paper discusses the status and extent of automation in CUSAT library. The use of different online resources and the purposes for which these resources are being used, is explained in detail. Structured interview method was applied for collecting data. It was observed that 67 per cent users consult online resources for assisting knowledge organisation. Library of Congress catalogue is the widely used (100 per cent) online resource followed by OPAC of CUSAT and catalogue of British Library. The main purposes for using these resources are class number building and subject indexing.

Musharraf (2016) evaluated cataloguing and classification process for libraries and analysed it from the point of view of digital libraries. A case study of Australian Islamic Library's cataloguing process is presented in line with discussions from literature review and key challenges faced by library's patrons. Library's cataloguing method provides ease, flexibility and productivity in assisting users easily find required resources while not becoming a burden on library staff in terms of its establishment and maintenance. It also addresses most of the improvement opportunities identified by library staff and users

Ingawa and Lawal (2020) evaluated acquisition of serial publications in academic libraries in Zamfara State. Serial publications in academic contribute immensely to the fundamental of teaching, learning, leisure and research as well as community development. The study was conducted to investigate Acquisition as well as problems associated with acquisition of Serial Publications in Academic Libraries in Zamfara State. The study was carried out specifically to find out the procedure used in acquisition, sources as well as problems associated with the acquisition of serial publications. Quantitative research method was used for the study. The population of the study was thirty-five (35) serial librarians in nine (9) academic libraries. The findings reveal among others that; there is need to form a standard selection team which will constitutes different members such as Academic staff, students and some members of the faculty so that needed serial can be brought in to the section. The management should make sure that, adequate funding of serial section is made, and there is the need for transparency in funding of serial section so that, the librarians know the amount stated in the purchased of serial publications. Management of the libraries should formulate a standard device which will carter for the problems faced by the librarians in the process of purchasing the needed serial publications.

Ayodele and Ismaila (2019) investigated serials management in Kwara state university library, determines the extent to which serials are been accessed and used and appraises the influence of it availability, accessibility and use of serials on undergraduates academic performance. Questionnaire administration method was adopted to accumulate data for the study. Combinations of both open ended and closed-form types of questions were used. The study reveals that most undergraduates' students in Kwara State University consult serials for leisure and the few that consults serials either use serials in stock. Newspaper magazines were the major

forms of serials used by the students in KWASU with Newspapers being the more utilized. University libraries and Internet were the major sources of serials used by the students. The result also reports that most of students from the University consult serials for informative and recreational purpose.

Adesina (2019) assessed the Acquisition and Collection Development Activities in academic Libraries in Nigeria with attention on the experiences of Joseph Ayo Babalola University Library, Ikeji - Arakeji. Six research questions steered the study. An Assessment Survey Design was espoused in carrying out the study. The total population for this study was three hundred and sixty-seven (367) respondents comprising of lecturers, students, library and administrative staff of the university and other users of the library. The major instrument for data collection was questionnaire. Three hundred and sixty-seven copies of questionnaires were disseminated to respondents, out of which three hundred and thirty-five copies were returned, representing 90.3%. The data was analysed using frequency tables, simple percentages and means scores. From the analysis, the findings revealed that the most sought information material in the library under study is books (textbooks). The result also shows that information materials are acquired mainly by purchases and gifts or donations. The study indicated that information materials like books, journals, and reference materials are more current than other information materials in the library and that collection development policy is oral and not well written as a document and encompasses only acquisition. Obsolete materials, worn out materials, inadequate professionals, problem of storage facilities, lack of sufficient funds, and lack of collection development policy and duplication of titles are some of the difficulties encountered in developing library collections. Based on the analysis findings, it was suggested that libraries ought to have a written collection development policy that will embrace acquisition, selection ,weeding, gifts and

exchanges, there ought to be consistence staff training in workshops and seminars, library staff should consult with lecturers in order to get information on the their curriculum so as to acquire materials that will suit the curriculum, employment of qualified and experienced library staff, provision of space for the library to enable it to have archives where it can deposit outdated materials. The study concluded that adequate and efficient assessment of acquisition exercises and collection development in academic libraries would effectively improve the performance of the university's research output.

Malapela and Jager (2017) evaluated electronic journal use and access among academic staff at the Faculty of Agriculture, University of Zimbabwe. The purpose of this paper is to explore issues around access and use of subscription electronic journals by African researchers and seeks to bring to the fore the issues academics and researchers face in accessing electronic databases. Donor-funded electronic resources have greatly improved access to essential scientific scholarly information by researchers in developing countries. Yet in Sub-Saharan Africa, researchers and libraries still complain about lack of access to scientific information, and libraries are reported to be struggling to maintain up-to-date scientific information resources. An online survey of academics at the Faculty of Agriculture, University of Zimbabwe was carried out. Results indicated that academics rely on approaches other than library facilities to locate electronic information. Google was the most common approach used in locating subscription electronic journals. Furthermore, there was a need for increased awareness of subscription and donated resources. Programmes such as Research4Life, journal schemes by Education Information for Libraries and the International Network for the Availability of Scientific Publications have made an impact on academics' access to electronic journals. The study established that there was no direct link between access to electronic journals and increased publications.

Saka, *et al.,* (2020) investigated the influence of preservation techniques and access to digital resources on research outputs of academic staff in Federal University Libraries in Northern Nigeria. Three research questions and research objectives respectively guide the study to capture types of digital resources and preservation techniques utilized as well as access tools that facilitated the use of digital resources to enhance research output of librarians and lecturers. Descriptive survey research design was used and the target population consisted of 12,691 academic staff with breakdown of 161 librarians working in ICT unit of university libraries as well as 12,539 lecturers in various faculties in the 22 universities in Northern Nigerians. Multi-stage sampling techniques viz-a-viz proportionate stratifies sampling techniques was used to select 377 lecturers and 79 Liberians in nine universities. Two set of four-point rating scale questionnaire was design and administered on 386 respondents. Mean and standard deviation was used to analyse data. Result showed that e-journal article, digitization and library catalogue top the list in terms of digital resource, preservation techniques and access tools used in research output of academic staff in federal university libraries in Northern Nigeria. Digital resources were used to disseminate research output. The conclusion was that e-journal article serve as plat form for convening current research findings and that digitization is the modern method of preserving paper- based materials in libraries. Easy access to information resources is made possible through library catalogue. The study recommended that management to universities in northern Nigeria should motivate academic staff to make scholarly contribution to other resources (text book, technical report etc.) were among others.

Lawal, (2019) analysed Issues and Challenges in Accessing and Utilization of Information Resources by students of Federal University Agriculture Abeokuta. Four research objectives guided the study. 306 copies of questionnaire were administered to the respondents in the

university and in response only 217 were received from the student's community. Simply a stratified random sampling technique was employed for the study due to the largeness of the population. In the data analysis, frequency counts, simple percentages, and charts were used for the statistical analysis. The findings revealed that the availability of information resources such as newspapers, journals, text and reference books, theses and dissertations, E-journals, E-Newspapers, E-Books and CD-ROMs; It also indicated that the level of usage of information resources for research among students is relatively fair and textbook, journals, E-Newspapers and E-theses/dissertations are the most used information resource by the students. The findings show that many other primary and secondary information resources and as for as digital sources and the internet facilities concerned, connection speed is challenging reflects in the use of electronic information resources in the library. The non-availability and accessibility of digital and some printed information resources affects the student's creativity, own assignments and projects and further leads to copying and plagiarism. The research findings draw the attention of the Federal University of Agriculture Library (FUAA) Ogun State in collection developments in terms of both the print and digital information resources and also recommends to increase the speed of internet and free downloading and printing the digital contents. The study also advocates the library staff members to provide information guidance and training services to the students in utilizing the open databases such as AGORA, AGRIS AGRICOLA, PubMed, Biomed Central BEAST CD, VET CD, TEEAL, AGRICOLA.

2.4 Summary of Literature Review

Although many studies have been able to draw conclusions on management of human resources in library, planning, organising, leading, controlling, and budgeting in university libraries, leadership styles and dissemination of information resources, there is however, paucity of evidence on effects of management practices and accessibility on use of information resources by undergraduate students in Federal University libraries in North-central Nigeria. There were number of gaps left by different reviewed theoretical and empirical literature ranging for geographical, methodologies used, time as well as the nature of organization studied, despite the fact that, many studies were conducted to explore availability, accessibility, use of electronic information resources. Therefore, this calls for, and justifies, more studies to fill the gaps left by previous researchers especially in effects of management practices and accessibility on use of information resources by undergraduate students in Federal University libraries in North-central Nigeria.

CHAPTER THREE

3.0   RESEARCH METHODOLOGY

3.1 Research Design

Survey design was used for the study. However, the study combined both qualitative and quantitative approaches to determine the influence of management practices and accessibility on use of information resources by under-graduates in federal university libraries in North-central, Nigeria. Mixed method research was adopted for this study. A mixed method research design is a procedure for collecting, analysing and "mixing" both quantitative and qualitative research and methods in a single study to understand a research problem (Creswell, 2012).

This involves using questionnaire and interviews (that is one-on-one interview), to collect quantitative, numerical data and statistically analyse the data to characterise trends in answer to questions and to evaluate research questions or hypotheses. Mixed methods research design are essentially useful in understanding contradictions between quantitative results and qualitative findings, that is to compare quantitative and qualitative data, reflecting participants' point of view, fostering scholarly interaction, providing methodological flexibility, ensuring great flexibility and adaptability to many study designs, and helps to collect rich and comprehensive data. The researcher therefore found this method most suitable for the study.

3.2 Population of the Study

The population consisted of one hundred and fourteen thousand and fifty-three (114,053) under-graduate students, divisional and sectional heads and university librarians in five (5) federal university libraries in the North-central, Nigeria. These universities include: Federal University

Lafia, Nassarawa State (5,000), Federal University of Technology Minna, Niger State (15,000), University of Abuja Federal capital territory (FCT) (16,000), University of Ilorin, Kwara State (48,000) and University of Jos, Plateau State (30,000). The population of the study is presented in Table 3.1.

Table 3.1 **Population of the Study**

NAME OF INSTITUTION	POPULATION			
	University Librarians	Divisional/Sectional Heads	Under graduates	Total
Federal University Lafia, Nasarawa State	1	6	5,000	
Federal University of Technology Minna, Niger State	1	9	15,000	
University of Abuja, FCT	1	9	16,000	
University of Ilorin, Kwara State	1	13	48,000	
University of Jos, Plateau State	1	11	30,000	
Total	**5**	**48**	**114,000**	**114,053**

Source: Field Survey as at 2020

3.3 Sample Size and Sampling Technique

The researcher adopted the entire population of the university librarians and heads of units in the five (5) federal university libraries. This is called total enumeration or census. This is because the population size is manageable. Adeoye and Popoola (2011) maintained that a researcher can study or adopt the entire population when the population size is not too large.

The sample size of the population was three hundred and eighty-three (383) undergraduate students, drawn from one hundred and fourteen thousand (114,000) undergraduate students in five (5) Federal Universities that constituted the study area using Krejcie and Morgan (1970) table for determining sample size from a given population.

The researcher used proportionate sampling technique to allocate the appropriate number of respondents for each selected university. The calculation was done by multiplying the sample size (383) by the number of undergraduate students in each of the selected Federal Universities and then dividing the result by the target population (114,000).

For example, using Federal University Lafia, Nassarawa State, where:

Number of admitted students = 5,000

Sample size =383

Target population = 114,000

$$\textbf{Proportionate sample} = \frac{\text{Number of admitted students} * \text{Sample size}}{\text{Target population}} = \frac{\textbf{5000} * \textbf{383}}{\textbf{114000}} = \textbf{16.79}$$

Thus, the proportionate sample for Federal University Lafia, Nassarawa State = 17

This method was used for all the five (5) selected universities. The reason for sampling is to obtain a part of the population from which some information of the entire population can be inferred or generalized. A sample is a subset drawn to represent the relevant attributes of the whole set, such as individuals, objects or events. Table 3.2 below shows the sample size of the study.

Table 3.2 Sample Size

NAME OF INSTITUTION	SAMPLE SIZE		
	University Librarians	Divisional/Sectional Heads	Sample for undergraduates
Federal University Lafia, Nasarawa State	1	6	17
Federal University of Technology Minna, Niger State	1	9	50
University of Abuja, FCT	1	9	54
University of Ilorin, Kwara State	1	13	161
University of Jos, Plateau State	1	11	101
Total	**5**	**48**	**383**

3.4 Instrument for Data Collection/Research Instrument

The study is focused on respondents' opinion, therefore the collection of data for this study was through structured questionnaire and interview schedule for university librarians. Questionnaire was used to collect relevant information required for the study.

The four-point Linkert scale questionnaire was raised on effects of management practices and accessibility on use of information resources. Two sets of questionnaire were administered to the population. The first set was for undergraduate users, while the second set was for the university librarians and heads of units. The two questionnaires contained different contents in the major variables respectively. An interview schedule was used to get information not fully captured within the questionnaire.

3.5 Validity of Research Instruments

Validity is a measure that ensures that constructs used in a research instrument are adequately measuring what they are meant to measure. It is a measure of relevance and adequacy of the content of the research instrument. The research instrument for this study was validated by the researcher's supervisor and two subject specialists in the Department of Library and Information Science in order to achieve a valid measure for the research content. Their inputs and suggestions were incorporated and used to modify the final version of the questionnaire for the respondents.

3.6 Reliability of Research Instruments

Reliability is the act of ensuring that research instruments measure what it is supposed to measure, as well as giving the same results over time. In order to ensure the reliability of the instrument, copies of the questionnaire were administered to 10 librarians and 40 library users in Ibrahim Badamasi Babangida University, Lapai (IBBU) Niger State. The data collected were analysed using Cronbach Alpha Correlation co-efficient to establish reliability and consistency of the instrument. The analysis was carried out using the Statistical Package for Social Sciences (SPSS). The Cronbach Alpha correlation value of library users was 0.806, and librarians was 0.783 respectively, showing that the instrument is reliable and usable.

$$user: \frac{.710 + .817 + .890}{3} = 0.806$$

$$librarians: \frac{.739 + .715 + 898 + .779}{4} = 0.783$$

3.7 Procedure for Data C0ollection

A letter of introduction was collected from the Head of Department of Library and Information Technology, Federal University of Technology, Minna to the various university libraries being under studied. The instruments for the study were administered and collected within the time frame of three (3) weeks by the researcher with the aid of two research assistants located in each of the university libraries under study. This is to ascertain effective distribution and collection of the questionnaire.

3.8 Method of Data Analysis

After the data has been collected and sorted out, the researcher used Statistical Package for Social Sciences (SPSS) to analyse the collected data. The coding of data was then be done for purposes of analysis. Data collected was analysed using frequency count and simple percentage. Data collected with the questionnaire was analysed by counts, percentages, mean and standard deviation. Interview responses were analysed by direct interpretation.

CHAPTER FOUR

4.0   **RESULTS AND DISCUSSION**

4.1   **Response Rate**

A total number of three hundred and eighty-three (383) copies of questionnaire were administered to the library users whereas fifty-three (53) copies of questionnaire were administered to the university librarians and divisional heads in the five universities under study. Three hundred and thirteen (313) copies of the questionnaire for the library users and forty-one (41) from the university librarians and heads of units were filled, returned and found usable for the analysis representing 82% and 77% response rate respectively. Table 4.1 shows the response rate and category of respondents based on the copies of questionnaire administered, returned and their percentage(s) in each of the universities under study.

Table 4.1: Response Rate of Questionnaire and Category of the Respondents

S/N	Name of University	No. of questionnaire administered to library users	No. of questionnaire returned from library users	Percentages (%)	No. of questionnaire administered to university librarians/heads of units	No. of questionnaire returned from university librarians/heads of units	Percentages (%)
1	Federal University, Lafia	17	14	82	7	6	86
2	Federal University of Technology, Minna	50	36	72	10	7	70
3	University of Abuja	54	48	89	10	8	80
4	University of Ilorin	161	146	91	14	11	79
5	University of Jos	101	69	68	12	9	75
	Total	**383**	**313**	**80**	**53**	**41**	**78**

Table 4.1 reveals that 17 copies of questionnaire were administered to library users in Federal University, Lafia, 14 copies representing [82%] were returned, 50 copies of questionnaire were administered to library users in Federal University of Technology, Minna, 36 copies representing [72%] were returned, 54 copies of questionnaire were administered to library users in University of Abuja, 48 copies representing [89%] were returned, 161 copies of questionnaire were administered to library users in University of Ilorin, 146 copies representing [91%] were returned and 101 copies of questionnaire were administered to library users in University of Jos, 69 copies representing [68%] were returned.

Similarly, 7 copies of questionnaire were administered to university librarians and heads of units in Federal University, Lafia, 6 copies representing [86%] were returned, 10 copies of questionnaire were administered to university librarians and heads of units in Federal University of Technology, Minna, 7 copies representing [70%] were returned, 10 copies of questionnaire were administered to university librarians and heads of units in University of Abuja, 8 copies representing [80%] were returned, 14 copies of questionnaire were administered to university librarians and heads of units in University of Ilorin, 11 copies representing [79%] were returned and 12 copies of questionnaire were administered to university librarians and heads of units in University of Jos, 9 copies representing [75%] were returned.

4.2   Descriptive Analysis of Demographic Data

The respondents were asked to indicate their demographic variables; Table 4.2 shows the responses based on designation, level, years of experience(s), age group and highest academic qualifications obtained.

Table 4.2a: Designation of Librarians

Designation (Librarians)	Frequency	Percentage(s)
Graduate/Assistant Librarian	18	44
Senior/ Principal Librarian	13	32
Deputy University/ University Librarian	10	24
Total	**41**	**100**

Table 4.2b: Academic Level of Library Users

S/N	Level (Library Users)	Frequency	Percentage(s)
1	100	49	16
2	200	63	20
3	300	80	26
4	400	76	24
5	500	45	14
	Total	**313**	**100**

Table 4.2c: Years of Experience for Librarians

S/N	Years of experience (Librarians)	Frequency	Percentage(s)
1	1-5 years	-	-
2	6-15 years	13	32
3	16-25 years	19	46
4	26 years and above	9	22
	Total	**41**	**100**

Table 4.2d: Age Groups of Librarians

S/N	Age group (Librarians)	Frequency	Percentage(s)
1	Less than 25 years	-	-
2	25-35 years	6	15
3	36-45 years	24	59
4	56-65 years	11	26
	Total	**41**	**100**

Table 4.2e: Academic Qualification of Librarians

S/N	Highest academic qualifications (Librarians)	Frequency	Percentage(s)
1	BLS/BLIS/BTECH	-	-
2	MLS/MLIS/MTECH	21	51
3	MPHIL	11	27
4	PhD	9	22
	Total	**41**	**100**

The results from Table 4.2a shows that 18(44%) of the respondents were graduate/ assistant librarians, 13(32%) were senior/ principal librarians, 10(24%) were deputy university librarians and university librarians. More so, Table 4.2b showed 49(16%) of the library users were in their 100 level, 63(20%) were in 200 level, 80(26%) were in 300 level, 76(24%) were in 400 level and 45(14%) were in 500 level.

Furthermore, Table 4.2c shows that 27(66%) of the university librarians and heads of units were males, while 14(34%) were females. Similarly, 196(63%) of the library users were males, while

117(37%) of the library users were females. This showed that there were more males than females for both groups of respondents. Table 4.2e shows that 0(0%) of the heads of units'/university librarians have 1-5 years of work experience, 13(32%) have 6-15 years of work experience, 19(46%) have 16-25 years of work experience and 9(22%) have 26 and above years of work experience.

In addition, Table 4.2f shows 0(0%) of the heads of units'/university librarians were less than 25 years, 6(15%) were between 25-35 years, 24(59%) were between 36-45 years, while 11(26%) were between the ages of 56-65 years. Furthermore, Table 4.2g shows 0(0%) of the heads of units'/university librarians have BLS/BLIS/B.Tech, 21(51%) of the librarians have MLS/MLIS/M.Tech, 11(27%) of the librarians have MPHIL and 9(22%) have PhD.

4.3 Answering Research Questions

Research question one: 1.   What are the effects of selection procedures on undergraduate's use of information resources in federal university libraries in North-central, Nigeria?

Table 4.3 shows the responses of librarians on the effects of selection procedures on undergraduate's use of information resources.

Table 4.3: Effects of Selection Procedures on Undergraduate's Use of Information Resources

S/N	Statements	SA	A	D	SD	n	FX	$\bar{x}$	STD	Decision
		4	3	2	1	41				
1	My library ascertaining user needs (via surveys/questionnaire/frequent request, recommendations/demand by faculty heads) has helped to enhance the use of information resources.	13	21	5	2	41	127	3.09	0.59	Agreed
2	My library using selection document (book/journal selection policy) has facilitated the use of information resources.	11	26	3	1	41	129	3.14	0.64	Agreed
3	My library often make visits to similar libraries that already have the resources and vendor exhibitions at conferences has increased the use of information resources.	9	13	10	9	41	104	2.54	0.04	Agreed
4	My library considering the authority of the creator/the reputation of the provider is pivotal to the use of information resources.	13	19	6	3	41	124	3.02	0.52	Agreed
5	My library considering the subject content, access, support, indexing and cost (print, web and electronic resources) has enhanced the use of information resources.	8	21	7	5	41	114	2.78	0.28	Agreed

| 6 | My library esteeming the quality, format, speed of retrieval, relevance of output, ease of use and technical suitability as priority has paved more ways for the use of information resources. | 6 | 15 | 17 | 3 | 41 | 106 | 2.59 | 0.09 | Agreed |
| 7 | The use of national bibliographies, printed/sellers' catalogues, directory and advert materials brought out by publishers from time to time by my library has made the use of information resources easier. | 5 | 9 | 21 | 6 | 41 | 95 | 2.32 | 0.18 | Disagreed |

Key: Strongly Agreed (SA), Agreed (A), Disagreed (D), Strongly Disagreed (SD)

The data presented in Table 4.3 shows that seven items were listed for the librarians to respond to on the effects of selection procedures on undergraduate's use of information resources. Six items produced high mean scores which were above the average bench mark of 2.50 These items include item 2: My library using selection document (book/journal selection policy) has facilitated the use of information resources ($\bar{x}$=3.14; SD=0.64), item 1: My library ascertaining user needs (via surveys/questionnaire/frequent request, recommendations/demand by faculty heads) has helped to enhance the use of information resources ($\bar{x}$=3.09; SD=0.59), item 4: My library considering the authority of the creator/the reputation of the provider is pivotal to the use of information resources ($\bar{x}$=3.02; SD=0.52), item 5: My library considering the subject content, access, support, indexing and cost (print, web and electronic resources) has enhanced the use of information resources ($\bar{x}$=2.78; SD=0.28), item 6: My library esteeming the quality, format, speed of retrieval, relevance of output, ease of use and technical suitability as priority has paved more ways for the use of information resources ($\bar{x}$=2.59; SD=0.09) and item 3: My library often make visits to similar libraries that already have the resources and vendor exhibitions at conferences has increased the use of information resources ($\bar{x}$=2.54; SD=0.04). On the other hand, one item produced low mean score below the average benchmark of 2.50 which is item 7: The use of national bibliographies, printed/sellers' catalogues, directory and advert materials brought out by publishers from time to time by my library has made the use of information resources easier ($\bar{x}$=2.32; SD=0.18).

Research question two: How does acquisition methods affect undergraduate's use of information resource in federal university libraries in North-central, Nigeria?

Table 4.4 showed the effects of acquisition methods on undergraduate's use of information resource.

Table 4.4: Effects of Acquisition Methods on Undergraduate's Use of Information Resource

S/N	Statements	SA	A	D	SD	n	FX	$\bar{x}$	STD	Decision
		4	3	2	1	41				
1	My library adopting manual purchase/direct ordering, online subscription, use of consortia, gifts and donations, exchanges and open Internet sources has facilitated the use of information resources.	11	26	3	1	41	129	3.15	0.65	Agreed
2	My library mandatory institutional deposition of indigenous information resources produced by faculties helps in the use of information resources.	6	10	17	8	41	96	2.31	0.19	Disagreed
3	My library acquiring through institutional membership of associations has enhanced the use of information resources.	6	11	15	9	41	96	2.31	0.19	Disagreed

Key: Strongly Agreed (SA), Agreed (A), Disagreed (D), Strongly Disagreed (SD)

The result from Table 4.4 shows that three items were listed for the librarians to respond on the effects of acquisition methods on undergraduate's use of information resource. One item produced high mean score above the average benchmark of 2.50 which is item 1: My library adopting manual purchase/direct ordering, online subscription, use of consortia, gifts and donations, exchanges and open Internet sources has facilitated the use of information resources ($\bar{x}$=3.15; SD=0.65). On the other hand, two items produced low mean scorebelow the average benchmark of 2.50. These items include item 2: My library mandatory in stitutional deposition of indigenous information resources produced by faculties helps in the use of information resources ($\bar{x}$=2.31; SD=0.19) and item 3: My library acquiring through institutional membership of associations has enhanced the use of information resources ($\bar{x}$=2.31; SD=0.19).

Research question three: What are the effects of organisation procedures on undergraduate's use of information resource in federal university libraries in North-central, Nigeria?

Table 4.5 shows that the effects of organisation procedures on undergraduate's use of information resource in federal university libraries studied.

Table 4.5: Effects of Organisation Procedures on Undergraduate's Use of Information Resource

S/N	Statements	SA	A	D	SD	n	FX	$\bar{x}$	STD	Decision
		4	3	2	1	41				
1	The use of cataloguing, specific/broad subject classification, indexing and abstracting by my library has paved way for the use of information resources	14	23	2	2	41	131	3.19	0.69	Agreed
2	Proper shelving, use of kadex cards and digitalising available information resources through the use of OPAC by my library has promoted its use	12	26	2	1	41	129	3.15	0.65	Disagreed

Key: Strongly Agreed (SA), Agreed (A), Disagreed (D), Strongly Disagreed (SD)

The result of Table 4.5 shows that two items were listed for librarians to respond on the effects of organisation procedures on undergraduate's use of information resource. All the two items produced high mean scores which were above the average benchmark of 2.50. These items include item 1: The use of cataloguing, specific/broad subject classification, indexing and abstracting by my library has paved way for the use of information resources ($\bar{x}$=3.19; SD=0.69) and item 2: Proper shelving, use of kadex cards and digitalising available information resources through the use of OPAC by my library has promoted its use ($\bar{x}$=3.15; SD=0.65).

Research question four: What are the effects of preservation methods on undergraduate's use of information resource in federal university libraries in North-central, Nigeria?

Table 4.6 shows the effects of preservation methods on undergraduate's use of information resource in the studied areas.

Table 4.6: Effects of Preservation Methods on Undergraduate's Use of Information Resource

S/N	Statements	SA	A	D	SD	n	FX	$\bar{x}$	STD	Decision
		4	3	2	1	41				
1	Careful handling (by preserving in original format), de-acidification, fumigation exercise, microfilming, reformatting and use of flexible strong spine to bind information resources by my library ensures its use.	11	26	3	1	41	129	3.15	0.65	Agreed
2	My library ensuring the temperature of its library environment is conducive for preservation of information resources has facilitated its use	7	11	17	6	41	101	2.46	0.04	Disagreed
3	My library adequately preparing for disasters and unforeseen circumstances by making available back-ups for information resources or exit points to move resources has promoted its use.	13	21	5	2	41	127	3.09	0.59	Agreed

Key: Strongly Agreed (SA), Agreed (A), Disagreed (D), Strongly Disagreed (SD)

The result from Table 4.6 shows that three items were listed for librarians to respond on the effects of preservation methods on undergraduate's use of information resource. Two items produced high mean score which were above the benchmark of 2.50. These items include item 1: Careful handling (by preserving in original format), de-acidification, fumigation exercise, microfilming, reformatting and use of flexible strong spine to bind information resources by my library ensures its use ($\bar{x}$=3.15; SD=0.65) and item 3: My library adequately preparing for disasters and unforeseen circumstances by making available back-ups for information resources or exit points to move resources has promoted its use ($\bar{x}$=3.09; SD=0.59). On the other hand, one item produced low mean score below the average benchmark of 2.50 which is item 2: My library ensuring the temperature of its library environment is conducive for preservation of information resources has facilitated its use ($\bar{x}$=2.46; SD=0.04).

Research question five: How does display methods influence undergraduate's use of information resource in federal university libraries in North-central, Nigeria.

Table 4.8 shows the effects of display methods on undergraduate's use of information resource in the studied areas.

Table 4.7: Effects of Display Methods on Undergraduate's Use of Information Resource

S/N	Statements	SA	A	D	SD	n	FX	$\bar{x}$	STD	Decision
		4	3	2	1	41				
1	My library uses racks to display information resources therefore users can view and use them	9	13	17	2	41	111	2.71	0.21	Agreed
2	My library displays passwords of library database for users to access online information resources thereby leading to its use.	11	15	9	6	41	113	2.76	0.26	Agreed
3	My library has bibliography compilations of information resources and displays on notice boards for users to select which enhances use.	9	13	10	9	41	104	2.54	0.04	Agreed
4	My library makes available list of subscribed databases URLs for easy identification, access and use	13	19	6	3	41	124	3.02	0.52	Agreed

The data presented in Table 4.7 shows that four items were listed for librarians to respond on the effects of display methods on undergraduate's use of information resource. All the four items produced high mean scores were above the average benchmark of 2.50. These items include item 4: My library makes available list of subscribed databases URLs for easy identification, access and use ($\bar{x}$=3.02; SD=0.52), item 2: My library displays passwords of library database for users to access online information resources thereby leading to its use ($\bar{x}$=2.76; SD=0.26), item 1: My library uses racks to display information resources therefore users can view and use them ($\bar{x}$=2.71; SD=0.21) and item 3: My library has bibliography compilations of information resources and displays on notice boards for users to select which enhances use ($\bar{x}$=2.54; SD=0.04).

Research question six: What are the effects of access on undergraduate's use of information resources in federal university libraries in North-central, Nigeria?

Table 4.8 shows the effects of access on undergraduate's use of information resources in the studied areas.

Table 4.8: Effects of Access on Undergraduate's Use of Information Resources

S/N	Statements	SA	A	D	SD	N	FX	$\bar{x}$	STD	Decision
		4	**3**	**2**	**1**	**41**				
1	My library allows browsing through racks and shelves, asking a librarian, following directional signs, searching of catalogues and databases thereby facilitating its use.	10	21	7	3	41	120	2.93	0.43	Agreed
2	My library ensures all students have equal access to all information resources which enhances its use	13	19	5	4	41	123	3.00	0.50	Agreed
3	Students are able to borrow serials just like they borrow textbooks.	3	6	23	9	41	85	2.07	0.43	Disagreed
4	Students are able to make photocopies of information they need from the books and publications in my library.	11	14	9	7	41	111	2.71	0.21	Agreed

The data presented in Table 4.8 shows that four items were listed for librarians to respond on the effects of access on undergraduate's use of information resources. Three items produced high mean score which were above the benchmark of 2.50. These items include item 2: My library ensures all students have equal access to all information resources which enhances its use ($\bar{x}$=3.00; SD=0.50), item 1: My library allows browsing through racks and shelves, asking a librarian, following directional signs, searching of catalogues and databases thereby facilitating its use ($\bar{x}$=2.93; SD=0.43) and item 4: Students are able to make photocopies of information they need from the books and publications in my library and item ($\bar{x}$=2.71; SD=0.21). On the other hand, one item produced low mean score which were below the benchmark of 2.50 which is item 3: Students are able to borrow serials just like they borrow textbooks ($\bar{x}$=2.07; SD=0.43).

Research question seven: What are possible challenges faced by users in accessing and using information resources in libraries of federal universities in North-central, Nigeria?

Table 4.9 shows the challenges faced by users in accessing and using information resources in libraries of federal universities in North-central, Nigeria.

Table 4.9: Challenges Faced by Users in Accessing and Using Information Resources

S/N	Statements	SA	A	D	SD	N	FX	$\bar{x}$	STD	Decision
		4	3	2	1	313				
1	Inadequate up-to-date information resources affects my accessibility and use of information resources	106	98	64	45	313	891	2.85	0.35	Agreed
2	I encounter mutilated materials in the library	101	98	64	50	313	876	2.79	0.29	Agreed
3	Poor Internet services makes it difficult to access and use information resources online	77	93	110	33	313	840	2.68	0.18	Agreed
4	I sometimes experience unfriendly attitude of staff in the library	64	103	88	58	313	799	2.55	0.05	Agreed
5	Inadequate staff affects my accessibility and use of information resources	97	109	43	64	313	865	2.76	0.26	Agreed
6	I have difficulty in accessing the materials	103	98	64	48	313	882	2.82	0.32	Agreed
7	I don't know how to use information resources for research work	47	58	111	97	313	681	2.18	0.32	Disagreed
8	Inadequate searching skills to locate resources hinders my access and use	77	93	110	33	313	840	2.68	0.18	Agreed
9	The insufficient power supply affects my access and use	81	101	77	54	313	835	2.66	0.16	Agreed

10	There are poor infrastructural facilities	103	88	64	58	313	862	2.75	0.25	Agreed
11	I face poor arrangement of the information resources on the shelves	105	99	66	43	313	892	2.84	0.34	Agreed
12	I sometimes come across information resources that are not appropriately selected before acquiring.	81	99	74	59	313	828	2.64	0.14	Agreed
13	The information resources are not well displayed thereby making it difficult for me to locate	73	87	83	70	313	789	2.52	0.02	Agreed

Key: Strongly Agreed (SA), Agreed (A), Disagreed (D), Strongly Disagreed (SD)

Table 4.9 shows that thirteen items were listed for undergraduate students to respond on the challenges they encounter in accessing and using information resources. Twelve items produced high mean scores which were above the average benchmark of 2.50. These items include item 1: Inadequate up-to-date information resources affects my accessibility and use of information resources ($\overline{x}$=2.85; SD=0.35), item 11: I face poor arrangement of the information resources on the shelves ($\overline{x}$=2.84; SD=0.34), item 6: I have difficulty in accessing the materials ($\overline{x}$=2.82; SD=0.32), item 2: I encounter mutilated materials in the library ($\overline{x}$=2.79; SD=0.29), item 5: Inadequate staff affects my accessibility and use of information resources ($\overline{x}$=2.76; SD=0.26), item 10: There are poor infrastructural facilities ($\overline{x}$=2.75; SD=0.25), item 3: Poor Internet services makes it difficult to access and use information resources online ($\overline{x}$=2.68; SD=0.18), item 8: Inadequate searching skills to locate resources hinders my access and use ($\overline{x}$=2.68; SD=0.18), item 9: The insufficient power supply affects my access and use ($\overline{x}$=2.66; SD=0.16), item 12: I sometimes come across information resources that are not appropriately selected before acquiring ($\overline{x}$=2.64; SD=0.14), item 4: I sometimes experience unfriendly attitude of staff in the library ($\overline{x}$=2.55; SD=0.05) and item 13: The information resources are not well displayed thereby making it difficult for me to locate ($\overline{x}$=2.52; SD=0.02). On the other hand, one item produced low mean score below the benchmark of 2.50 which is item 7: I don't know how to use information resources for research work ($\overline{x}$=2.18; SD=0.32).

4.4   Interview Analysis

To get more comprehensive data for this study, only three university librarians from Federal University of Technology, Minna, Federal University Lafia and University of Abuja out of the

five Federal universities in North-central Nigeria under study were interviewed briefly on the constructs that border this study. Their responses to the interview questions are elicited below.

I would like to know a little more about you. Can you please tell me about yourself, especially as relating to your work and profession as a librarian? How long have you been in this line of profession?

1. Federal University of Technology, Minna:

I have been in the profession for over two decades. Started as a graduate assistant in the Department of Library and Information Technology Minna. I was appointed as university librarian over this great citadel of learning on 18th March, 2021.

2. Federal University Lafia:

I have been in this profession for nearly two decades where I started as an assistant librarian as was appointed University librarian in the year 2020.

3. University of Abuja:

I started my career as an assistant Librarian in 1993 and became a professor in 2019.

What would you say has been your most beautiful experience working as a librarian?

1. Federal University of Technology, Minna:

The beauty has been that I get to interact with subordinates, students and different intellectuals from various walks of life in order to ensure maximum utilization of information resources.

2. Federal University Lafia:

So many things interest me working as a librarian. The most beautiful experience is interacting with users, knowing their information needs and helping them satisfy their needs.

3. University of Abuja:

The most interesting part about being a librarian is that you get to acquire vast knowledge about many fields of study, meet with lots of people from all walks of life, each with different information need that necessitates furtherance of our profession as we aim at meeting those needs.

My research covers a few management practices. Are there other practices you think are very important to accessibility and use by clients that is not captured?

1. Federal University of Technology, Minna:

Yes. Other management practices such as staff training is very important. Most of our staff undergo staff trainings and workshops.

2. Federal University Lafia:

Yes, training and re-training of staff to keep them abreast especially on the use of ICT tools and gadgets to render effective and efficient services to library users.

3. University of Abuja:

Equipping library staff through seminars and workshops on how to handle users queries and use of ICT facilities to perform routine activities of the library such as cataloguing, classification and so on.

What are the practices that are currently being used or in place in your library that are working effectively and ensuring accessibility and use to clienteles?

1. Federal University of Technology, Minna:

Collection development practices, selection, acquisition via ordering and then processing through cataloguing, classification, stamping and finally distribution to various section. Acquisition is usually done with the assistance of various heads of department based on user needs. The current acquisition that was done was restricted to both relevance and up datedness that is between 2019 – 2021.

2. Federal University Lafia:

The practices are not so different from what is done elsewhere, that is, developing a collection development policy, selection, having a selection development committee, acquisition taking note of currency and relevance of information resources to be acquired.

3. University of Abuja:

The library has a selection development committee which comprise of librarians, faculty members and users to guide the selection of information resources taking note of criteria such as authority, scope, relevance and so on, acquisition of information resources majorly through purchase and weeding of information resources.

How would you describe the relationship between effective management practices and accessibility and use by clienteles?

1. Federal University of Technology, Minna:

The relationship between these three concepts is that when the resources acquired are up to date and relevant and also made readily available/accessible to its users in different formats, utilisation is inevitable

2. Federal University Lafia:

Of course effective management is very important because when materials acquired are current and relevant to the needs of library users, usage becomes inevitable among library users.

3. University of Abuja:

When library resources are selected in conformity with users need and well arranged, then library users can easily access and use them to satisfy their information needs

Clienteles feel that enough is not being done with them in mind. Would you suggest that clienteles' opinion be sought before acquiring information resources?

1. Federal University of Technology, Minna:

Absolutely yes. clienteles' opinion be sought before acquiring information resources. For instances in FUT Minna, we always advise that the students be carried along when making the selection and this is done by asking the students to submit a lists of relevant information resources they find useful especially final year students carrying out research.

2. Federal University Lafia:

University library supports the mission of its parent institution which is to support teaching, learning and research. This cannot be fully achieved without involving library users both undergraduates and postgraduates in the selection of information resources they deem necessary

to satisfy their needs. This is done by giving them book request form to put down information resources they want to the library to acquire.

3. University of Abuja:

It is very important that clientele opinions are sought to guide acquisition because without their opinion, the library might end up acquiring information resources not relevant to the need of users. Hence, their opinion is necessary.

What difficulties do you face in carrying out your duties as a librarian? Are they external or internal factors?

1. Federal University of Technology, Minna:

One of the difficulties would be epileptic power supply but this has been recently solved by the provision of a stand by generator donated by ITS. Also, we experience fluctuation in the networks made available for internet access. Users also do not cooperate with library protocols especially the recent covid 19 protocols.

2. Federal University Lafia:

There are always difficulties here and there, majorly among the challenges are poor electric power supply and lack of adequate ICT facilities.

3. University of Abuja:

The challenges faced are epileptic power supply, poor network and challenges with library users observing the library protocols such as no-noise, loitering and the no answering of phone calls etc.

Can you think of few things which if were in place, would make your managerial task easier?

1. Federal University of Technology, Minna:

Full power supply and replacement of electronic gadgets such as computers and air conditioners.

2. Federal University Lafia:

   None other than remedying the aforementioned challenges.

3. University of Abuja:

Renovation of the library building and provision of alternate source of power supply.

What recommendations do you have for future researches such as these? Is there anything more you would like to add? I'll be analysing the information you gave me and submitting a draft report. I'll be happy to send you a copy to review at that time, if you are interested.

1. Federal University of Technology, Minna:

Training and re-training of management staff via seminars, workshops and others on modern use of technology and human relations, because you can't give what you don't have. Also, users need to regularly be sensitized on available resources, their use and rules and regulations guiding the use of library.

2. Federal University Lafia:

There should be continuous training of library staff through seminars, conferences and workshops on how to use modern tools and facilities to render effective and efficient services and how to relate politely with library users to help/assist them with their information needs.

3. University of Abuja:

User education/library orientation should be organised to guide library users on how to access library materials using access tools. Also, there should be training and re-training of library staff to keep them abreast especially with the use of ICT gadgets in rendering effective and efficient services to users.

From the interviews of the three university librarians, it can be found that the respondents are have been in the profession for over two (2) decades where they started either as graduate assistant or assistant librarians. Beautiful experiences gathered from the respondents working as librarians is their ability to interact with subordinates, students and different intellectuals from various walks of life in order to ensure maximum utilisation of information resources. Staff training is one of the major management practices carried out by the various libraries through seminars and workshops especially on the use of ICT tools and gadgets to render effective and efficient services to library users. Part of the management practices carried out by the libraries to ensure access and use of information resources are: collection development practices, selection, acquisition via ordering and then processing through cataloguing, classification, stamping and finally distribution to various sections. The respondents indicated that clienteles' opinion be sought before acquiring information resources in order that the library might end up acquiring information resources not relevant to the need of users. The university librarians indicated that the challenges their libraries encounter are: epileptic power supply, lack of ICT facilities and fluctuation in networks. The librarians recommended that training and re-training of management staff via seminars, workshops and others on modern use of technology and human relations should be adopted.

4.5   Testing of Hypotheses

Ho[1.] There is no significant relationship between the management practices and use of information resources by undergraduate students in federal university libraries in North-central, Nigeria.

Table 4.9.1 shows the relationship between management practices and use of information resources by undergraduate students.

Table 4.9.1: Significant Relationship between Management Practices and Use of Information Resources by Undergraduates in Federal University Libraries in North-central, Nigeria

		Management Practices	Use of Information Resources
Management Practices	Pearson Correlation	1	.980[**]
	Sig. (2-tailed)		.000
	N	313	313
Use of Information Resources	Pearson Correlation	.980[**]	1
	Sig. (2-tailed)	.000	
	N	313	313

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

Table 4.9.1 indicates that there was significant relationship between management practices and use of information resources in federal university libraries in North-central, Nigeria. It is evident that the significant value (0.000) <0.05, the null hypothesis is therefore rejected.

Ho₂. There is no significant relationship between the accessibility and use of information resources by undergraduate students in federal university libraries in North-central, Nigeria.

Table 4.9.2 shows the relationship between accessibility and use of information resources by undergraduate students.

Table 4.9.2: Relationship between Accessibility and Use of Information Resources by Undergraduate Students.

		Repository usage	Repository effects
Accessibility	Pearson Correlation	1	-.961[**]
	Sig. (2-tailed)		.000
	N	313	313
Use of Information Resources	Pearson Correlation	-.961[**]	1
	Sig. (2-tailed)	.000	
	N	313	313

**. Correlation is significant at the 0.05 level (2-tailed).

Table 4.9.2 above shows whether there is significant relationship between accessibility and use of information resources by undergraduate students in federal university libraries North-Central, Nigeria. Since sig-value (0.000) <0.05, the null hypothesis is rejected and conclude that there is significant relationship between accessibility and use of information resources by undergraduate students in federal university libraries in North-central, Nigeria.

4.6 Summary of the Findings

The followings are the summary of the findings based on the results of the analysis derived from objectives and hypothesis that guided the study:

1. Selection procedures greatly affects undergraduate's use of information resources.

2. The use of national bibliographies, printed/sellers' catalogues, directory and advert materials brought out by publishers from time to time by the library (selection procedures) has not made the use of information resources easier.

3. The library adopting manual purchase/direct ordering, online subscription, use of consortia, gifts and donations, exchanges and open Internet sources (acquisition methods) has facilitated the use of information resources.

4. The study revealed that proper organisation of information resources enhances the use of information resources among library users.

5. The preservation of information resources leads to effective and efficient utilisation among library users.

6. The display of information resources in the library facilitates their use among library users.

7. Inadequate up-to-date information resources, mutilated materials, poor Internet services, unfriendly attitude of staff, Inadequate staff, difficulty in accessing materials, inadequate searching skills, insufficient power supply, poor infrastructural facilities, poor arrangement of the information resources and information resources not well displayed are challenges faced by users in accessing and using information resources.

8. There is significant relationship between management practices and use of information resources by undergraduate students in federal university libraries in North-central, Nigeria.

9. There is significant relationship between accessibility and use of information resources by undergraduate students in federal university libraries in North-central, Nigeria

4.7   Discussion of Findings

4.7.1 Research question 1: What are the effects of selection procedures on undergraduate's use of information resources in federal university libraries in North-central, Nigeria?

The findings of the study revealed that the effects of selection procedures on undergraduate's use of information resources is high. The university librarians and heads of units indicated that ascertaining the needs of users through (surveys/questionnaire/frequent request,recommendations/demand by faculty heads), the use of selection document (book/journal selection policy), making visits to similar libraries that already have the resources and vendor exhibitions at conferences, the authority of the creator/the reputation of the provider, the subject content, access, support, indexing and cost (print, web and electronic resources) and esteeming the quality, format, speed of retrieval, relevance of output, ease of use and technical suitability as priority has paved more ways and enhanced the use of information resources among library users. Information resources are selected on the basis of their perceived usefulness to a group of readers. This is in line with the findings of Nwosu and Udo-Anyanwu (2015) that the amount of satisfaction a reader finds in the library depends directly upon the information resources the library has available for his/her use.

In addition, the respondents indicated that the use of national bibliographies, printed/sellers' catalogues, directory and advert materials brought out by publishers from time to time by the library has made the use of information resources easier.

4.7.2 Research question 2: How does acquisition methods affect undergraduate's use of information resource in federal university libraries in North-central, Nigeria?

The findings of the study revealed that the information resource acquisition method adopted by the libraries include: manual purchase/direct ordering, online subscription, use of consortia, gifts and donations, exchanges and open Internet sources which facilitated the use of information resources among library users. Through acquisition, information resources are added to the already existing collections/holdings of a library. This is in line with the findings of Abdulsalami and Tijani (2019) that acquisition is the means by which additions are made to the library's collections which comprises of the order, gift and exchanges in a library. This corroborates the finding of Ekoh and Ehis (2017) who iterated that the various methods through which materials can be acquired in libraries include; purchase/subscriptions, gifts and exchanges, through donations from well-meaning individuals and organization, endowment, bequeath and co-operative acquisitions, collecting legal deposit materials from private/commercial, publishers, federal and State government ministries, parastatals/agenciesHowever, information resource acquisition methods through library mandatory institutional deposition of indigenous information resources produced by faculties and acquisition through institutional membership of associations does not help and enhance the use of information resources among library users.

4.7.3 Research question 3: What are the effects of organisation procedures on undergraduate's use of information resource in federal university libraries in North-central, Nigeria?

The findings of the study revealed that proper organisation of information resources leads to effective and efficient use of information resources among library users. The respondents indicated that the use of cataloguing, specific/broad subject classification, indexing and abstracting, proper shelving, use of kadex cards and digitalising available information resources through the use of OPAC has paved way for the use of information resources among library users. Arua and Ukwuaba (2016) in agreement, highlighted that the application of the principles of management to the acquisition, organization, control, dissemination and use of information relevant to the operations of organization of all types allows information assets to be governed, protected and prioritized. This is further in conformity with the findings of Muhammed, Danladi and Magaji (2020) that the management of collection in the library therefore may include selection, organization, acquisition, as well storage and the dissemination of the relevant information resources to the user and management in library is fundamental because proper management makes resources and activities in library to be well controlled and looked into.

4.7.4 Research question 4: What are the effects of preservation methods on undergraduate's use of information resource in federal university libraries in North-central, Nigeria?

The findings of the study revealed that careful handling (by preserving in original format), de-acidification, fumigation exercise, microfilming, reformatting and use of flexible strong spine to bind information resources and adequately preparation for disasters and other unforeseen

circumstances by making available back-ups for information resources or exit points to move resources has promoted the use of information resources. This is in agreement with the findings of Dare and Ikegune (2018) laying emphases on the importance of preservation affirmed that preservation of information resources in academic libraries is an integral library operation that can make the information resources useful. It enhances the materials for access as long as they are wanted. However, the respondents indicated that the temperature of its library environment is not conducive for preservation of information resources which does not facilitate the use of information resources among library users.

4.7.5 Research question 5: How does display methods influence undergraduate's use of information resource in federal university libraries in North-central, Nigeria.

The findings of the study revealed that the display methods used in the library include: the use of racks to display information resources where users can view and use them, displays passwords of library database for users to access online information resources thereby leading to its use, bibliographic compilations of information resources and displays on notice boards for users to select and the use of available list of subscribed databases URLs for easy identification, access and use.

4.7.6 Research question 6: What are the effects of access on undergraduate's use of information resources in federal university libraries in North-central, Nigeria?

The findings of the study revealed that access to information resources facilitate use among library users. The respondents indicated that the library allows browsing through racks and shelves, asking a librarian, following directional signs, searching of catalogues and databases, ensuring all students have equal access to all information resources, borrowing serials just like

they borrow textbooks and students are able to make photocopies of information they need from the books and publications in the library.

4.7.7 Research question 7: What are possible challenges faced by users in accessing and using information resources in libraries of federal universities in North-central, Nigeria?

The study equally revealed that the respondents agreed with all the factors inhibiting the access and use of information resources among libraries users in federal universities studied with the exception of item 7 as presented in Table 4.10. this is in line with the findings of Abubakar (2017) and Kumar (2017) who emphasized that many factors were affecting the provision, accessibility and utilization of information resources in the library such as power outages, slow Internet services, access to current information databases, low level of computer literacy, high cost of bandwidth, lending period is insufficient, Current Awareness Service is very poor. This indicates that access and using information resources among library users for their information needs is negatively affected. As such, urgent attention needs to be given on the provision of adequate up-to-date information resources, security systems to guide the issue of theft and mutilation, recruitment of adequate staff and the provision of alternative power supply.

4.7.8 Relationship between Management Practices and Use of Information Resources by Undergraduates in Federal University Libraries in North-central, Nigeria

The test of the null hypothesis revealed a significant relationship between management practices and utilisation of information resources. The practices carried out or adopted by libraries facilitates the accessibility and use of information resources relevant to the information needs of library users.

4.7.9   Relationship between Accessibility and Use of Information Resources by Undergraduate Students in North-central, Nigeria

The test of the null hypothesis between accessibility and use of information resources by undergraduate students studied has shown that there is significant relationship between them. This implies that accessibility or increase in access to information resources will facilitate or enable easy use of information among undergraduate students in the federal universities studied.

CHAPTER FIVE

5.0 CONCLUSION AND RECOMMENDATIONS

5.1 Conclusion

The study was undertaken to determine the effects of management practices and accessibility on the use of information resources by undergraduate students in federal university libraries in North-central Nigeria. The use of information resources by undergraduate students would be enhanced if the resources adequately cater for the various needs of students. The study revealed that careful handling (by preserving in original format), de-acidification, fumigation exercise, microfilming, reformatting and use of flexible strong spine to bind information resources and adequately preparation for disasters and other unforeseen circumstances by making available back-ups for information resources or exit points to move resources has promoted the use of information resources. However, factors such as inadequate up-to-date information resources, mutilated materials, poor Internet services, unfriendly attitude of staff, Inadequate staff, difficulty in accessing materials, inadequate searching skills, insufficient power supply, poor infrastructural facilities, poor arrangement of the information resources and information resources not well displayed are challenges faced by users in accessing and using information resources. With all the aforementioned factors playing out, there would not be effective management practices and accessibility on use of information resources by undergraduate students.

5.2 Recommendations

Based on the findings of the study, the following recommendations are made:

1. The management of the federal university's libraries in North-Central, Nigeria should ensure the use of national bibliographies, printed/sellers' catalogues, directory and advert materials brought out by publishers from time to time in order to ensure the easy use of information resources among undergraduate students.

2. The management of the federal universities in North-Central, Nigeria should ensure the acquisition of information resources extend beyond gifts and donations, exchanges and open Internet sources to acquisition via institutional membership of associations and mandatory institutional deposition of indigenous information resources produced by faculty members.

3. The university library management should strive to encourage the use of the entire library resources through adequate user education programme in and outside the library environment.

4. The management of the federal universities in North-Central, Nigeria should ensure the proper shelving of information resources, use of kadex cards and digitalising available information resources through the use of OPAC in order to promote easy access and use of library resources among undergraduate students.

5. The management of the federal universities in North-Central, Nigeria should ensure that the temperature of the library environment is conducive for preservation of information resources in order to prevent or checkmate deterioration and future use among undergraduate students.

6. The management of the federal universities in North-Central, Nigeria should ensure that undergraduate students just like any other users are able or allowed to borrow any

information resources that can satisfy his/her information needs including serial publications.

7. The university library should provide network connectivity as well as an alternative power supply, recruiting qualified staff, proper staff training and development to improve the management of electronic information resources so as to satisfy the needs of library patrons as target customers of the library.

5.3   Contribution to Knowledge

The study contributes to knowledge in the following areas:

1. The study has helped to enrich the body of literature on management practices in Federal university libraries in North-central, thereby serving as empirical evidence with which future research can be based on.

2. The study revealed the state of management practices in the federal university libraries in North-Central, Nigeria and how information resources are accessed and utilised by undergraduate students as one that requires upgrade through adoption of automated library management system, simplified circulation systems and ensuring availability of user guides.

3. The study disclosed a huge communication gap between library management and its users which can closed via user education programmes and readers services.

4. The study sheds light on the necessity of adequate and relevant display methods enhance accessibility and use of information resources by undergraduates.

5.3   Suggestion for Further Research

1. The study suggests that similar research should be conducted in polytechnic and mono-technic libraries in Northern Nigeria as a whole.

2. Library management policy on student's use of information resources in state university libraries in South-West, Nigeria

3. Acquisition, processing and display as determinants of use of information resources in academic libraries.

4. Availability, accessibility and utilisation of library information resources by postgraduate students of the federal university of technology libraries, Nigeria.

5. Availability, accessibility and management of information resources as catalyst to the utilisation of electronic information resources by academic and non-academic staffs in federal universities in North-Central, Nigeria.

6. Accessibility and utilisation of library information resources by undergraduate students in federal Universities in South-West, Nigeria.

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QUESTIONNAIRE FOR UNIVERSITY LIBRARIANS/HEADS OF LIBRARY UNIT
Department of Library and Information Technology,
School of Information and Communication and Technology,
Federal University of Technology,
Minna,
Niger State.
23rd November, 2021.

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Dear Respondent,

A QUESTIONNAIRE ON EFFECTS OF MANAGEMENT PRACTICES AND ACCESSIBILITY ON USE OF INFORMATION RESOURCES BY UNDERGRADUATE STUDENTS IN FEDERAL UNIVERSITY LIBRARIES IN NORTH-CENTRAL NIGERIA.

I am a postgraduate student of the above-named institution. I am conducting research on **"Effects of Management Practices and Accessibility on Use of Information Resources by Undergraduate Students in Federal University Libraries in North-Central Nigeria".** This research is intended to help in providing solutions to effective accessibility and use of information resources.

I will be grateful if you can respond to the attached questionnaire which will assist in providing relevant data for the research.

All responses will be treated as confidential. Thank you for your kind co-operation.

Yours faithfully,

ABDUL, Joshua

SECTION A

1. Designation: Graduate Librarian ( ) Assistant Librarian ( ) Librarian II ( ) Librarian I ( ) Senior Librarian ( ) Principal Librarian ( ) Deputy University Librarian ( ) University Librarian ( ) others specify …………………………..Any other (please specify)

2. Gender: Male ( ) Female ( )

3. Years of working experience in the library: 1-5 years ( ) 6-15 years ( ) 16-25 years ( ) 26 years and above( )

4. Age group: less than 25 years ( ) 25-35 years ( ) 36-45 years ( ) 56-65 years ( )

5. Highest Academic Qualification obtained: BLS/BLIS/B.TECH ( ) MLS/MLIS/M.TECH ( ) MPHIL ( ) PhD ( ) any other (please specify)………………..

SECTION B

Instruction: In this section, five columns have been provided with headings:

Strongly agree=5, Agree=4 Neutral=3, Disagree=2 and strongly Disagree=1, kindly read the statements carefully and tick the column that most represents your opinion.

Research question 1:

S/N	What are the effects of selection procedures on undergraduate's use of information resources in federal university libraries in North-central, Nigeria?	4	3	2	1
1	My library ascertaining user needs (via surveys/questionnaire/frequent request, recommendations/demand by faculty heads) has helped to enhance the use of information resources.				
2	My library using selection document (book/journal selection policy) has facilitated the use of information resources.				
3	My library often makes visits to similar libraries that already have the resources and vendor exhibitions at conferences has increased the use of information resources.				
	Criteria for Selection				
4	My library considering the authority of the creator/the reputation of the provider is pivotal to the use of information resources.				
5	My library considering the subject content, access, support, indexing and cost (print, web and electronic resources) has enhanced the use of information resources.				

6	My library esteeming the quality, format, speed of retrieval, relevance of output, ease of use and technical suitability as priority has paved more ways for the use of information resources.				
	Tools for selection				
7	The use of national bibliographies, printed / sellers' catalogues, directory and advert materials brought out by publishers from time to time by my library has made the use of information resources easier.				

Research question 2:

SN	How does acquisition methods affect undergraduate's use of information resource in federal university libraries in North-central, Nigeria?	4	3	2	1
1	My library adopting manual purchase/direct ordering, online subscription, use of consortia, gifts and donations, exchanges and open internet sources has facilitated the use of information resources.				
2	My library mandatory institutional deposition of indigenous information resources produced by faculties helps in the use of information resources.				
3	My library acquiring through institutional membership of associations has enhanced the use of information resources.				

Research question 3:

SN	What are the effects of organisation procedures on undergraduate's use of information resource in federal university libraries in North-central, Nigeria?	4	3	2	1
1	The use of cataloguing, specific/broad subject classification, indexing and abstracting by my library has paved way for the use of information resources				
2	Proper shelving, use of kadex cards and digitalising available information resources through the use of OPAC by my library has promoted its use				

Research question 4:

SN	What are the effects of preservation methods on undergraduate's use of information resource in federal university libraries in North-central, Nigeria?	4	3	2	1
1	Careful handling (by preserving in original format), de-acidification, fumigation exercise, microfilming, reformatting and use of flexible strong spine to bind information resources by my library ensures its use.				
2	My library ensuring the temperature of its library environment is conducive for preservation of information resources has				

SN		4	3	2	1
	facilitated its use				
3	My library adequately preparing for disasters and unforeseen circumstances by making available back-ups for information resources or exit points to move resources has promoted its use.				

Research question 5:

SN	How does display methods influence undergraduate's use of information resource in federal university libraries in North-central, Nigeria?	4	3	2	1
1	My library uses racks to display information resources therefore users can view and use them				
2	My library displays passwords of library database for users to access online information resources thereby leading to its use.				
3	My library has bibliography compilations of information resources and displays on notice boards for users to select which enhances use.				
4	My library makes available list of Subscribed databases URLs for easy identification, access and use				

Research question 6:

SN	What are the effects of access on undergraduate's use of information resources in federal university libraries in North-central, Nigeria?	4	3	2	1
1	My library allows browsing through racks and shelves, asking a librarian, following directional signs, searching of catalogues and databases thereby facilitating its use.				
2	My library ensures all students have equal access to all information resources which enhances its use				
3	Students are able to borrow serials just like they borrow textbooks.				
4	Students are able to make photocopies of information they need from the books and publications in my library.				

QUESTIONNAIRE FOR USERS

<div align="right">

Department of Library and Information Technology,
School of Information and Communication and
Technology,
Federal University of Technology, Minna,
Niger State.
23rd November, 2021.

</div>

_____
_____
_____

Dear Respondent,

A QUESTIONNAIRE ON EFFECTS OF MANAGEMENT PRACTICES AND ACCESSIBILITY ON USE OF INFORMATION RESOURCES BY UNDERGRADUATE STUDENTS IN FEDERAL UNIVERSITY LIBRARIES IN NORTH-CENTRAL NIGERIA.

I am a postgraduate student of the above-named institution. I am conducting research on **"Effects of Management Practices and Accessibility on Use of Information Resources by Undergraduate Students in Federal University Libraries in North-Central Nigeria".** This research is intended to help in providing solutions to effective accessibility and use of information resources.

I will be grateful if you can respond to the attached questionnaire which will assist in providing relevant data for the research.

All responses will be treated as confidential. Thank you for your kind co-operation.

Yours faithfully,

ABDUL, Joshua

SECTION A

1. Level: 100 ( ) 200( ) 300( ) 400( ) 500( )

2. Gender: Male ( ) Female ( )

3. Age group: less than 18 years ( ) 18-20 years ( ) 21-23 years ( ) 24-27 years ( ) others (please specify)…………………….

SECTION B

Instruction: In this section, five columns have been provided with headings:

Strongly agree=5, Agree=4 Neutral=3, Disagree=2 and strongly Disagree=1. Kindly read the statements carefully and tick the column that most represents your opinion.

Research question 7:

SN	What are possible challenges faced by users in accessing and using information resources in libraries of federal universities in North-central, Nigeria?	4	3	2	1
1	Inadequate up-to-date information resources affects my accessibility and use of information resources				
2	I encounter mutilated materials in the library				
3	Poor internet services makes it difficult to access and use information resources online				
4	I sometimes experience unfriendly attitude of staff in the library				
5	Inadequate staff affects my accessibility and use of information resources				
6	I have difficulty in accessing the materials				
7	I don't know how to use information resources for research work				
8	Inadequate searching skills to locate resources hinders my access and use				
9	The insufficient power supply affects my access and use				
10	There are poor infrastructural facilities				
11	I face poor arrangement of the information resources on the shelves				
12	I sometimes come across information resources that are not appropriately selected before acquiring.				
13	The information resources are not well displayed thereby making it difficult for me to locate				

INTERVIEW SCHEDULE FOR UNIVERSITY LIBRARIAN
Department of Library and Information Technology,
School of Information and Communication and Technology,
Federal University of Technology, Minna,
Niger State.
23rd November, 2021

SECTION A

Dear Respondent,

I want to thank you for taking the time to meet with me today.

My name is _____ and I would like to talk to you about your experiences as a librarian involved management practices as it relates to information resources.

Specifically, I am assessing the effectiveness of selection, acquisition, organisation, preservation and display of information resources as they foster access and use.

The interview will be very brief. I will be recording the session because I don't want to miss any of your comments. Although I will be taking some notes during the session, I can't possibly write fast enough to get it all down. Please be sure to speak up so that the recording device can capture your voice.

All of your responses will be kept private. This means that only members of the research team will have access to your interview responses, and we will make sure that any material we use in our report does not identify you as the responder. Remember that you are not obligated to say anything you do not want to say, and you have the right to end the interview at any point.

Are there any questions about what I have just explained?

Having listened to the above, Are you willing to participate in this interview?

_____   _____   _____

    Interviewee   Witness   Date

SECTION B

1. I would like to know a little more about you. Can you tell me about yourself, as relating to your work and profession as a librarian? How long have you been in this line of profession?

2. What would you say has been your most beautiful experience working as a librarian?

3. My research covers a few management practices (selection, acquisition, organisation, preservation and display). Are there other practices you think are very important to accessibility and use of information resources by clients that are not captured?

4. How would you describe the relationship between effective management practices and accessibility and use by clienteles?

5. What impacts do you think management practices can have on users if carried out efficiently?

6. Clienteles feel that enough is not being done with them in mind. Would you suggest that clienteles' opinion be sought before acquiring information resources?

7. What difficulties do you face in carrying out your duties as a librarian? Are they external or internal factors?

8. What recommendations do you have for future researches such as these? Is there anything more you would like to add?
   I will be analysing the information you have given me and submitting a draft report. I will be happy to send you a copy to review at any time, if you are interested.
   Thank you so much for your time.

Reliability Test for Staff

Scale: section b

Case Processing Summary

		N	%
	Valid	20	100.0
Cases	Excluded[a]	0	.0
	Total	20	100.0

Reliability Statistics

Cronbach's Alpha	N of Items
.739	23

Scale: section c

Case Processing Summary

		N	%
	Valid	20	100.0
Cases	Excluded[a]	0	.0
	Total	20	100.0

Reliability Statistics

Cronbach's Alpha	N of Items
.715	17

Scale: section d

Case Processing Summary

		N	%
	Valid	20	100.0
Cases	Excluded[a]	0	.0
	Total	20	100.0

Reliability Statistics

Cronbach's Alpha	N of Items
.898	12

Scale: section e

Case Processing Summary

		N	%
	Valid	20	100.0
Cases	Excluded[a]	0	.0
	Total	20	100.0

Reliability Statistics

Cronbach's Alpha[a]	N of Items
.779	4

Reliability Test for User

Scale: accessibility

Case Processing Summary

		N	%
	Valid	30	100.0
Cases	Excluded[a]	0	.0
	Total	30	100.0

Reliability Statistics

Cronbach's Alpha	N of Items
.710	5

Scale: Use

Case Processing Summary

		N	%
	Valid	30	100.0
Cases	Excluded[a]	0	.0
	Total	30	100.0

Reliability Statistics

Cronbach's Alpha[a]	N of Items
.817	5

Scale: Challenges

Case Processing Summary

		N	%
	Valid	30	100.0
Cases	Excluded[a]	0	.0
	Total	30	100.0

Reliability Statistics

Cronbach's Alpha	N of Items
.890	11