INFORMATION RESOURCE DEVELOPMENT AND UTILIZATION IN STATE UNIVERSITY LIBRARIES IN NORTHERN NIGERIA

BY

ABUBAKAR MOHAMMED BIDA
MLS/EDUC/50935/05/06

A THESIS SUBMITTED IN PARTIAL FULFILMENT FOR THE REQUIREMENT FOR THE DEGREE OF MASTER IN LIBRARY SCIENCE

DEPARTMENT OF LIBRARY AND INFORMATION SCIENCE
FACULTY OF EDUCATION, AHMADU BELLO UNIVERSITY ZARIA

JUNE 2011

DEDICATION

With sincere love, affection and extreme gratitude to Allah for blessing me with concerned parents. This project is dedicated to Allah, my late Father who passed on 11th May, 2007 during my studies, may Allah have mercy on him, amin. My caring mother Hajiya Nana Fatima Abubakar Mohammed, my loving wives and children, and all those that have assisted in one way or the other through out my course of study.

DECLARATION

I hereby declare that this study has been conducted by me and it is a record of my own research work. I also certify that the work has not been presented and/or accepted in any institution of higher learning for award of higher degree in any form whether partly or wholly. All quotations and references were accordingly acknowledged by references.

_____	_____
Abubakar Mohammed Bida	Date

CERTIFICATION

This thesis titled "Information Resources Development and Utilization in State owned University libraries in Northern Nigeria" by Abubakar Mohammed Bida meets the requirement of Postgraduate School, Ahmadu Bello University, Zaria and is approved for its contribution to knowledge and literary presentation.

_____	_____
Prof. Tijjani Abubakar Chairman Supervisory Committee	Date
_____	_____
Dr. K.A. Sanusi Supervisory Committee	Date
_____	_____
Prof. Tijjani Abubakar Head of Department	Date
_____	_____
Prof. Adebayo Joshua Dean of Postgraduate School	Date

ACKNOWLEDGEMENT

I express my deep gratitude a and all praise to Almighty Allah (SWT). The most gracious, most merciful, omnipotent, omnipresent, sole originator, creator, cherisher and supreme sustainer of the universe. Who bestowed all means and favour to me to complete this course of study.

My unreserved and profound gratitude goes to my Supervisors Prof. Tijjani Abubakar and Dr.K.A Sanusi for training they gave me.

My appreciation and kind regards go to Prof. Zakari Muhammed, Prof.Umar Ibrahim, Mallam Shu'aibu B. Aduku, Mallam Abu Yusufu, Mallam Ahmed Aliyu Lemu, Dr.Ezra G. Shiloba, Mallam Hayatu Musa ,Mallam Umar Babangida Dangani and the entire member of staff of Department of library and information Science for their invaluable contributions and encouragement through out my studies.

My sincere gratitude and appreciation goes to the Niger State Government and College Education Governing Council for the approval given to me to go for this course of study.

I express profound gratitude and appreciation to Alhaji Aliyu I. Guregi and Mal. Mohammed Ibn Mohammed for their encouragement to read Library and Information Science.

I also acknowledge and appreciate the moral and financial assistance given to me by the following people; Mallam. M.S. Jimada, Mallam. Kudu Isah, Alhaji Yabagi Alfa and many others too numerous to mention them. I say Jazakumullahu bi khairan.

I will not forget to mention and thank my amiable Provost, Professor Faruk Haruna Rashid for the role he played in seeing that I complete, this course of study, Jazakallahu bi khairan.

To my professional colleagues, Alh Muh'd N. Saba, Mrs. Mary Kolo, my former Sectional Head , Late Hajiya Yar'Mallam ;may her gentle soul rest in Peace amin. To the entire Library staff of Yahaya Madaki Library, I say thank you very much for your support for this great achievement. May Allah bless you.

ABSTRACT

The study was conducted to investigate the development and utilization of information resources in the state owned university libraries in Northern Nigeria. The study formulated used six research questions and used two hundred and two (220) samples from the population of two hundred and fifty nine. A survey method was used in undertaking the study, in which answers were sought on the type of information resources acquired by the libraries of the state owned universities in Northern Nigeria. Their methods of acquisition of the information resources and the stakeholders responsible for the development of the information resources in these libraries. The data collected from the study were analyzed using frequency tables and percentage. The study discovered that there are different types of information resources in the state owned university libraries in Northern Nigeria; and the libraries have various means of acquiring these resources. These include purchase, gift and exchange programmes, and donation a bequeath. In conclusion the study made some recommendations which include that: the management of state owned university libraries should give autonomy to their libraries when it comes to budget so that they could be fast in facilitating their cardinal activities. Also, in order to maximize the benefits of the E-book information resources and other related resources the library staff should undergo for various computer studying//training programmes.

TABLE OF CONTENTS

Title		Page
Title page	- - - - - - - - -	i
Dedication	- - - - - - - - -	ii
Declaration	- - - - - - - - -	iii
Certification	- - - - - - - - -	iv
Acknowledgement	- - - - - - - -	v
Abstract	- - - - - - - - -	vii
Table of contents	- - - - - - - -	viii
CHAPTER ONE		
	INTRODUCTION	
1.1	Background to the study - - - - - -	1
1.2	Statement of the problem - - - - - -	14
1.3	Research Questions - - - - - -	16
1.4	Objectives of the study - - - - - -	16
1.5	Significance of the study - - - - - -	17
1.6	Scope of the study - - - - - - -	18
1.7	Limitation - - - - - - - -	18
1.8	Operational Definition of Terms - - - -	18
	References - - - - - - - -	20
CHAPTER TWO		
	REVIEW OF LITERATURE	
2.1	Introduction - - - - - - -	22
2.2	The concept of Information Resources - - -	22
2.3	Types of Information Resources- - - - -	27
2.3.1	Print Information Resources - - - - -	28

2.3.2 Non print information resources - - - - 31
2.4 Concept of Information Resources Development Process - 33
2.4.1 Patron Community - - - - - - 35
2.4.2 Community Analysis - - - - - - 36
2.4.3 Selection Policy - - - - - - - 37
2.4.4 Selection - - - - - - - - 37
2.4.5 Acquisition - - - - - - - - 38
2.4.6 Weeding of Information Resources - - - - 39
2.4.7 Evaluation - - - - - - - - 40
2.5 Information Utilization - - - - - - 40
2.6 Summary of the review - - - - - - 44
References - - - - - - - - 45

CHAPTER THREE

3.0 METHODOLOGY OF THE STUDY
3.1 Introduction - - - - - - - - 47
3.2 Research Method adopted for the study - - - 47
3.3 Population - - - - - - - - 48
3.4 Sample - - - - - - - - 49
3.5 Instrument for Data Collection - - - - - 49
3.5.1 Questionnaire - - - - - - - 50
3.5.2 Observation - - - - - - - 51
3.6 Method of data collection - - - - - 51
3.7 Data Analysis - - - - - - - 52
Reference - - - - - - - - 53

CHAPTER FOUR
DATA PRESENTATION AND DISCUSSION

4.0 Introduction - - - - - - - - 54

4.1 Response Rate - - - - - - - 54

4.2 Data Presentation - - - - - - - 56

4.2.1 Types of Information Resources are acquired by the Libraries- - 56

4.3 The methods through which information resources are acquired by the state Universities Libraries in Northern Nigeria- - - 58

4.4 Those responsible for the development of information resources in the libraries owned by the Northern state Universities - - 60

4.5 The regularity of acquiring information in the State own University's libraries in Northern Nigeria - - - - 63

4.6 The Extent of Utilization of information Resources uses at the Libraries own by State University in Northern Nigeria - - - 65

4.7 The Challenges Faced in Resources acquisition by libraries under State Universities in Northern Nigeria- - - - - - 66

References - - - - - - - - 69

CHAPTER FIVE
SUMMARY OF FINDINGS CONCLUSION AND RECOMMENDATIONS

5.1 Introduction - - - - - - - - 70

5.2 Summary of the study - - - - - - 70

5.3 Summary of the findings - - - - - - 71

5.4 Conclusion - - - - - - - - 72

5.5 Recommendations - - - - - - - 73

5.6 Suggestion for further study - - - - - 74

Bibliography - - - - - - - - 76

Appendix I - - - - - - - - 81

Appendix II - - - - - - - - 82

LIST OF TABLES

Table 3.3.1: Population of the study - - - 49

Table 4.1: Distribution of respondents in their Universities - -55

Table 4.2: Types of Information resources acquired by the State Universities - - - - - - 56

Table 4.3: Distribution of method through which Libraries acquired information resources - - - 59

Table 4.4: Distribution of those responsible for the development libraries of State Universities - - - 61

Table 4.5: Distribution of frequency on acquisition of resources in libraries - - - - - - - 64

Table 4.6: The extent of Information resource use in the Libraries- - - - - - - - 66

Table 4.7: Distribution of Challenges of information resource acquisition - - - - - - - 67

LIST OF CHARTS

Figure 1: Distribution percentage of types of resources acquired by the libraries - - - - - - - - 57

Figure 2: Distribution percentage of the means of acquisition -59

Figure 3: Distribution of those responsible for the development of state - - - - - - - - - - 62

Figure 4: Distribution of percentage on acquisition frequency in the libraries - - - - - - - - - 64

CHAPTER ONE

INTRODUCTION

1.1 Background of the Study

The role of education as an instrument for promoting the socio-economic, political and cultural development of any nation can never be over-emphasized. According to Abdulkareem (2001:222), a nation's growth and development is determined by its human resources. The provision of the much-needed manpower to accelerate the growth and development of the economy has been said to be the main relevance of University education in Nigeria Ibukun (1997:210).

Precisely, the National Policy on Education (2004:36) highlighted the aims of University education thus:

a. To contribute to national development through high-level relevant manpower training;
b. To develop and inculcate proper values for the survival of the individuals and the society;
c. To develop the intellectual capability of individuals to understand and appreciate their local and external environments;
d. To acquire both physical and intellectual skills this will enable individuals to be self – reliant and useful members of the society;
e. To promote and encourage scholarship and community services;

f. To forge and cement national unity; and

g. To promote national and international understanding and interactions.

The belief in the efficacy of education as a powerful instrument of development has led many nations to commit much of their wealth to the establishment of educational institutions at various levels. According to Ajayi and Ekundayo (2007:112) the funds allocated to higher education should not be considered as mere expenses, but as a long-term investment of immense benefit to the society as a whole.

The importance of University education to the individual in particular and the society in general has made the demand for university education increase astronomically in the last twenty years, resulting in a very high percentage of unsatisfied demand every year. The demand for university education in the last 20 years is far greater than the supply. This is in spite of the phenomenal expansion in the publicly owned universities in Nigeria.

Historical Development of University Education in Nigeria

The history of university education in Nigeria started with the Elliot Commission of 1943, which led to the establishment of University College Ibadan in 1948. The University College was an affiliate of the University of London (Ike, 1976).

In April, 1959, the Federal Government commissioned an inquiry Commission known as the Ashby Commission (1960) to advise on the higher education needs of the country for its first two decades. The Eastern Region Government established University Nigeria at Nsukka in 1960, The implementation of the Ashby Report in 1962 led to the establishment of Ahmadu Bello University, Zaria, University of Ife(now Obafemi Awolowo University), and University of Lagos. The University of Benin was established in 1970. The six universities established during this period 1960 – 1970 are still referred to as the first generation universities.

In the Third National Development Plan (1975 – 1980), the Government established seven additional universities and also took over the four regional universities in 1975. They are universities of Calabar, Ilorin, Jos, Sokoto, Maiduguri, Port Harcourt and Bayero University, Kano – all known as the second generation universities.

The Third generation universities were established between 1980 and early 1990. They are the Federal Universities of Technology in Owerri, Yola, Akure, Minna and Bauchi Universities generally are established primarily to discharge the tripartite functions of teaching, research and community development, success in the execution of these responsibilities depends on a number of factors one of these important factors is the

availability of a carefully selected and organized collection of libraries which is the "heart" of any university. This explains why Jolly (1978**)** identified a collection of books as the most important of the three distinguishing marks of a university.

UNIVERSITYLIBRARIES DEVLOPMENT IN NIGERIA

Information resources therefore, refer to the totality of documents and other non-book materials with which a library satisfies the information needs of its clientele. Addition of information sources to any library is therefore a function of its resource development processes**.** Harrods (1987:23) defined resource development as "the process of planning a stock acquisition programme not simply to clear for immediate needs but to build a coherent and reliable resource over a number of years to meet the objectives of the service.

Libraries, generally, are institutions established for the procurement, organization, presentation, dissemination and utilization of humanity's information and communication production. The ability to meet the diverse information needs of its clientele depends on among other things, the availability of an array of documentary and non-book materials. The sum total of these information sources, therefore, constitutes the resources of library. According to Ifidon (1997:20), excellent library and information

services cannot be given without life resources. The assemblage of book and non-book information purveyors in the required quality and quantity depends on resource development activities of the university library. Resource development as the process of planning and building a useful and balanced resource of library materials over a period of years based on an ongoing assessment of the information needs of the library's clientele, analysis of usage statistics and demographic projections, normally constrained by budgetary limitation. Resources development includes the formation of selection criteria. Planning for resource sharing and replacement of lost and damaged items as well as routine selection and deselecting decisions. University libraries may use an approval plan or blanket order plan to develop their resources.

Resource development as one of the key functions of the library's Technical services Division has attracted diverse interpretations from librarians and other information professionals. However, in the contest of this study, resource development can be defined as the activities that enhance the assemblage, and provision of a variety of information materials to meet the disparate needs of library users. It comprises specific library operations e.g. Selection, acquisition, receiving, bibliographic, checking, record keeping, reservation, weeding and resource evaluation.

Resource development as a generic term comprises selection, ordering, receiving, bibliographic checking, record keeping and acquisition of materials so selected. The existence, quality of a library's services and programmes are dependent upon the collection and its appropriateness to the goals and objectives of that particular library. Resource development can mean building a collection right from the scratch.

Libraries exist to facilitate communication whether that is between persons in the present or from someone in the past to someone in the present to some future person. This view of librarianship is fundamental to the building of adequate library collections.

Resource development according to Mosher (1982) is the effective and timely selection of library materials forming carefully constructed areas or subject collections shaped over time by bibliographic experts.

One of the fundamental functions of the library and information profession is the collection and development of resources for use by its clientele. It is the aspect of the practice that is responsible for selecting and acquiring information materials that will enable librarians to perform their myriad functions to the users effectively. While resource development relates to the selection and acquisition of information material.

Library resources comprises of both human and material components of the library. They are harnessed together to achieve the objectives of library establishment. Without resources the purpose of setting up a library cannot be achieved. The importance of resources in our educational institutions have been in the minds of great authors. According to Aguolu (1993:9-19) library resources in our educational system are responsible for what he called academic health, intellectual vitality" and effectiveness of any tertiary educational establishment. Dauda (1993:1-3**)** rightly observed that the inability of libraries to satisfy the urgent needs of their patrons can better be imagined from rapidly rising burgeoning classes of citizenry burning with zeal to acquire further knowledge necessary for personal and national development process.

Several authors have contributed their ideas as to what ought to constitute library resources and utilization in the university. Council (1994:15) defined library resources as "either capital assets or wealth". These are library building, basic library materials such as books, periodicals, and non-book materials and trained library personnel.

For the purpose of this research study the researcher shall adopts what the council on library resources (1994:15) considered to be the current types

of library resources that can support effectively university education. These include:

(a) Basic materials in various forms and formats used to respond to present and future demands for university education such as book collection, comprising in this case, basic textbooks, journals, periodicals, audio-visual and computer.

(b) Personnel trained to provide access to information such as librarians and information specialists.

(c) Building and space that provide area for collaboration for both clienteles, students, academic and non-teaching staff and professional staff that man the library and its resources.

(d) Fund, generating facilities for conservation and maintenance such as bindery, bookshops, photocopying and laminating services.

(e) Budget or funds directed to the operation of library service to the clienteles.

(f) Networking or system that are developed to improve access to and delivery of information such as computer application, telephone services, reference tools, index and bibliographic work on local periodicals and directories to common resources.

These are, therefore, forms and composition that are basic and necessary for effective support for university education

Higher Education and University Education in Northern Nigeria.

According to United Nation Education Scientific and Cultural Organization, UNESCO (1998) higher education is a vital arm of the education sector of any nation. It is an essential tool for the attainment of the larger goals for making society more stable economically, socially and politically Higher education which is here used alternately with the term, tertiary education, is constituted by all educational institutions offering post- secondary certificates, diplomas, and degrees. The array of such institutions includes universities, colleges of education and polytechnics FRN (1989),Okebuokola (2000) And Olelewn (2000).As implied in their nomenclature, universities pursue essentially degrees that are relevant to training and activities geared towards advanced knowledge and skills development for the production of high level human resource for the society. Generally, the tripartite task of higher educational institutions are teaching, research and community service. T hey are also expected t o extend the frontiers of knowledge through intensive research and disseminate their outcomes in order to help improve the standard of practice in all sectors of national life.

The introduction of western education into Nigeria can be regarded as a key catalyst that has shaped her solid economic system over the last century. At different historical stages, education has directly or

indirectly occupied the centre stage in all human endeavours. Prior to the formal colonization of Nigeria which started about 1860, western education had been introduced into the country Its main agents were the Christian missionaries who saw the acquisition of basic education as a means of saving African souls especially through Bible reading.

The spread of western education to Northern Nigeria started after the political amalgamation of 1914; even so, its spread met with a formidable cultural and religious resistance. The slow pace in overcoming these obstacles led Sir, Hugh Clifford to lament in 1919 that:

> "After two decades of British occupation the Northern Province have not yet produce a single native of these province who is sufficiently educated to enable him fill the most minor clerical post in the office of any government department!! J.umo. (1989).

According Kudu(2002:25),despite the concern expressed by Governor Clifford above, the rate at which education was introduced in Northern Nigeria was dictated more by political calculations than by anything else. History is a social necessity it existed long before its study became academic. It is the cumulative of the activities and experiences of man in space and time. In view of this it is both evolutionary and revolutionary as man continue to struggle to develop and improve on his previous experiences thus to be able to influence the course of events or any

meaningful development to take place in his society, man must have a proper grasp and understanding of his past which informs the present.

Education being part of man's activity and cumulative experiences is the carrier and promoter of his material and non material culture transmitted from one generation to another.

Northern Nigeria had its educational system of Arabic education based on the Islamic religion i.e. Islam before the white man came with his western system of education. There was therefore an over resistance to this "alien" education. Banjo(1993:1-6) indicated that in order not to lose control of Northern Nigeria to competing European powers, the then generation of colonial administrators allowed educational progress there to go at its own pace.

Education for many missionary bodies was the most important tool for many conversion and expansion of the faith. It was a known fact that Islamic education had existed before the coming of the western education. All Muslim communities had Qur'anic schools for the moral and religious training of the young.

In fact, prior to the proclamation of the protectorate of Northern Nigeria in 1900 with Lokoja as the headquarters, organized educational activities had been going on in the North. These were, however, for the

most Qur'anic schools for religious instruction and the reading of the Holy Quran, with Mallams as instructions.s

The chief actors in the introduction of the western system of formal education into the northern part of Nigeria were Lord Lugard, the first Higher Commissioner; Hanns Vischer, the first Director of Education in the North; with the Sudan Interior Mission who were the chief missionary bodies engaged in the early educational development in the north. The early attempts by Miller to open missionary schools in the North were met with strong resistance and thus failed. Hanns Visher was then appointed Director of Education to organize a government controlled education system for the North.

Establishment of State Universities

The establishment of the various universities in Nigeria was no longer federal government affairs as it were from inception of the first and second-generation Universities. The new trend as noted by Afolayan (1982) is for some of the states to owned Universities in order to increase their number of man power!! As a result of this some Northern state governors decided to establish Universities.

The establishment of a state owned University in Nigeria dates back to 1979 with the establishment of the Rivers state Universities of Sciences and

Technology, Port Harcourt, it must be noted also that most of these Universities were established during the civilian administration. The governments that only have the period of only four years within which to plan and execute their policies then subsequently to depend on the votes of the electorates, It is not easy to plan and execute a concrete university foundation in such a haste time. Consequently, it this that led to the establishment of some states Universities without proper planning. As everything had to start off during the tenure of office of the successful or incumbent government into office.

The first state university in the Northern Nigeria was established by the Benue State Government in 1982 According to Goje (2008), some of the Northern State Governors established Universities to complement the efforts of the Federal Government and also to boast the production of high manpower to support the development of both human and material resources of the nation in general and state in particular.NTA(2008)

According to Okojie (2009) while presenting the welcome license to Kwara State Governor, Dr. Bukola Saraki in Abuja. He noted it as a welcome development, designed to bring relief and succor to the over 1.2 million seeking for admission, out of which only about 250 thousand eventually gain entry into Universities. In the same vein the Executive

Governor of Kwara State responded that the desire to get a new University was borne out of the need to cater for the education needs of millions of Kwara indigenes, who had to wait year after year to gain admission as a result of the inadequate carrying capacity, which had been the bane of the University system in the country. He noted that education had remained the most essential instrument of human development, and as such the state government could not afford to deny its citizens the right to qualitative education. According to him "Today's World education has proven to be the most singularly potential instrument for socio-economic and technological advancement of all nations. As the new world order has shown us, nations with few natural resources are now achieving greater economic growth rate than even those blessed with natural resources. This is so because it is not money but intellectual capital that drives prosperity in today's world.

1.2 Statement of the Problem

The importance of library to any society today, institution and organization can never be over emphases. Libraries from ages have been indispensable agents of knowledge and information gathering organization, storing retrieval and dissemination. There is no doubt that the university scholars, researchers and some members of the general

public largely depend upon university libraries for acquisition of knowledge. The information need for the university community is often very urgent to support the teachings, learning and research to all faculties.

Most of the state owned university libraries are in fact at their infancy stage. However, despite the economic downturn in the country and funding to university is low. And according to Fabunmi (2005:148) even though the national university commission (NUC) has a statutory provision that at least10 percent of every university's recurrent expenditure should be allocated to the library. This is in order to provide libraries with enough funds towards the provision of relevant information resources, efficient technology and services.

It is in view of this that the study is set to investigate and harness the activities of state owned university's libraries in respect to the development and utilization of information resources.

As it is remains unclear at what or to what extent the libraries under state university system are performing toward the development and utilization of information resources as their cardinal responsibility towards achievement of their various university's vision, mission and as well objectives.

1.3 Research Questions

In the light of the aforementioned problems this study is seek to answer the following questions and answers on the information resource development and utilization in the libraries of the state universities in Northern Nigeria.

1. What types of information resource are acquired the Sates University Libraries in Northern Nigeria?
2. What are the methods of acquiring information resources in the States University Libraries in Northern Nigeria?
3. Who are the stakeholders responsible for the development of information resources in the States University Libraries in Northern Nigeria?
4. How regular are information resources acquired in the State University Libraries in Northern Nigeria?
5. To what extent are the information resources in the State University libraries of Northern Nigeria utilized by users?
6. What are the challenges confronting the State University libraries in Northern Nigeria in the acquisition of information resources?

1.4 Objectives of the Study

1. To identify the types information resources acquired by the State University libraries in Northern Nigeria.

2. To identify the methods of acquiring information resources in the State University Libraries in Northern Nigeria.
3. To identify the stake holders responsible for the development information resources in the state universities libraries in Northern Nigeria.
4. To determine the regularity of acquisition of information resources in the state university libraries in Northern Nigeria..
5. To determine the extent utilization of information resources in the States University Libraries in Northern Nigeria.
6. To identify the challenges confronting states university libraries in Northern Nigeria in the acquisition of information resources.

1.5 Significance of the Study

The study of information resources development and utilization is considered significant in many aspects. Firstly, the study will help the management of the state universities in taking decision with respect to the development of their library systems.

Secondly, the study is of great importance to researchers, educationists, librarians, information managers and policy makers of the University libraries.

Thirdly, the study will contribute to the existing literature in the field of library and information science.

In conclusion, the study is considered significant in considering the development of knowledge and information which firmly rested upon the cardinal functions of a library.

1.6 Scope of the study

The study covers the states owned university libraries in the Northern Nigeria. By this it means other libraries that are not under university of education are not included in this study.

1.7 Limitation of the Study

The study covers fourteen Northern State University Libraries in Nigeria. It is Further limited to seven randomly selected to represent the whole in the survey. The target respondents were information resources developers, Acquisition Librarians, Academic staff and Students.

1.8 Operational Definition of Terms

- ***Information*:** Is an idea which is transmitted in the process of communication. It is a process of conveying a message from the source through a medium to the receiver.
- ***Information Resources***: The total collection of library materials including print and non-print provided with a review to satisfying information needs of users to help them perform better in their chosen areas of studies, such materials include books, journals, reference books, computers and related electronic gadgets.

- ***Information Needs**:* Information seekers normally have the need for everyday information to answer specific questions arising from work and this will enhance the way certain activities are carried out. That is, trying to find information on queries that are needed daily to satisfy the reliability of a source normally in handbook, encyclopedia, year book etc. for everyday information.
- ***Resource Utilization*:** The extent of usage of the available information resources and services to facilitate improvement in the standard of academic performance of the clienteles.
- ***Information Resource Development***: It is the aspect of the practice that is responsible for selecting, acquiring information materials that will enable librarians and information specialist to perform their myriad functions to the users efficiently and effectively.

References

Abdulkareem, A.Y. (2001). Nigerian Universities development of Human Resources". In N.A. Nwagwu, E.T. Ehiametalor; M.A. Ogunu and Mon Nwachiani (eds) Current Issues in Educational Management in Nigeria NAEAP Publications. Benin-city, Nigeria.

Ajayi, I.A. and Ekundayo, H.T. (2007). Funding Initiatives in University Education in Nigeria: In J.B.. Babalola; Akpa, A.O. Ayeni and O. Adedeji (eds) Access, Equity and Quantity in Higher Education. NAEAP Publications, Lagos, Nigeria; Awe Mark Printers.

Ajayi, I.A. and Ekundayo, H.T. (2008). The Development of University Education in Nigeria: Implications for Quality Assurance. www.nobleworld.biz/images/pdf accessed 29/08/2011

Ashby Commission (1960) cited in Omotoye Obarode (2009). The National Scholars, Mar. 2009, vol. 6, No. 1. Kaduna. Academic Staff Union of universities (ASSU) Publication.

Banjo, Alagboyega, A. (1993). College of Education Libraries and Teacher opportunities; National Commission for Colleges of Education (NCCE) Kaduna. Seminar on Library Services for colleges of Education.

Council, (1994). Council on Library Resources. Thirty eight-Annual Report. Library Resource Inc. Washington, D.C.

Dauda, B.E.N. (1993). A welcome address by the Provost, Dr. B.E.N. Dauda at the opening Ceremony of the seminar on library services of colleges of Education in Nigeria, Niger state, Minna.

Ibukun, W.O. (1997). Educational Management: Theory and practice, Ado-Ekiti: Green line publishers.

Ifidon, S. (1997). A practical Approach to collection Development. Ekopma: University Press. Edo State.

Ike, V.C. (1976). University Development in Africa: The Nigeria Experience. Ibadan: Oxford University Press.

Jolley, L. (1978). The functions of the Library: In Gerald, D. (ed). Libraries in Society: a reader, London: Clive Bingley.

Kudu, Isah, M. (2002). History of Western Education in Nupe Land. A Post-graduate Project work submitted to the Post-graduate school, University of Ilorin.

Okebukola, Peter (2010). Fifty years of Higher Education in Nigeria: Trends in Quality Assurance being presented at the International Conference on the Contributions of Nigerian Universities to the 50th Independence Anniversary of Nigeria. 22 – 29 September 2010. P. 47 – 49.

CHAPTER TWO

REVIEW OF LITERATURE

2.1 Introduction

This chapter presents a review of literature related to the study. It is arranged under the following sub-headings:

2.2 The concept of information Resources.

2.3 Types of Information Resources.

2.4 The Concept of Information Resources Development Process.

2.5 Information Utilization.

2.6 Summary of the Review

2.2 The Concept of Information Resources

Ray Prytherch (2000:163) defined resource development as: "the process of planning a stock acquisition programme not simply to carter for the immediate needs, but to build a coherent and reliable resources over a number of years to meet the objective of services" Librarians usually build or assemble their collections or resources through a combination of strategies. Ifidon (2006:40-47), recorded that direct purchase, legal deposit, exchange of publications, donations, bequeaths and photocopying are the most popular strategies adopted by Nigerian libraries to develop their collection or resources.

Several research findings have established that the academic library is an important facility in tertiary institutions of learning. Perhaps, the most popular and off-quoted of these reports is that of the Universities Grant Committee of United Kingdom which revealed in 1921 that "… an adequate library is not only the basis of all teaching and study, it is the essential condition of research without which additions cannot be made to the sum of human knowledge. Nwalo, (2004:41-50) posited, "the Polytechnic or College of Technology library has the primary objectives of providing literature support for the entire academic, research and extension programmes of the parent institutions." This is a clear re-affirmation of earlier findings about the relevant objectives of Polytechnic libraries by Lyle (1967:54) and Ita (1980:40).

Resource development is acknowledged as a purely professional and academic activity. This explains why academic routine such as resource development can be more progressively organized with the participation of the teaching staff" various regulating and accrediting bodies for tertiary education in Nigeria have standards for assessing the collection and other resources of various cadres of academic libraries. According to Ifidon (1997:168), "the ultimate size of a university library collection as

recommended by the National Universities Commission (NUC) is 500,000 volumes.

"Wombo's (1993:63) survey of the patterns of resource growth in Nigerian University libraries revealed that the total library resources of Universities established before the 1970s and 1980s in Nigeria was 948,62volumes. Ozomba and Sule (1997:19) argued that this findings, when judged by library resource standards, including that of the Committee of University Librarians of Nigeria Universities (CULNU) shows that the resource growth rate of Nigerian University libraries is not impressive.

Elikhamenor (1983:53-54) observed that there are shortfalls and paucity in the resources of Nigerian libraries are benefit of the latest intellectual output. This disappointing picture accounts for the prediction that no Nigerian University Library is likely to attain the status of a "self renewing library" in the nearest future.

Aguolu (1984), presented a gloomy description of resource development activities in many library and information service centers in Nigeria. Omolayole (2004:1-9) explained that "this situation is as a result of inadequate funding, rising cost of library materials and high exchange rate of local currency". The aftermath of this unfortunate situation is hydra-headed including the "unavailability syndrome in academic libraries. Omolayole,

(2004:91). Though an increasing number of students in Nigerian tertiary institutions seek information through the web research findings show that even in this new millennium, most Nigerian libraries do not have resources in formats other than books. Many have since stopped subscriptions to journals while some have drastically cut down on theirs Omolayole, (2004:5-6).

The problem associated with resource development activities in academic libraries are responsible for the unavailability syndrome in academic libraries. Robson (1997:15) hinted that acquisition and resource development generally continue to present intractable problems in Nigeria because 80% of the materials needed for university education are sourced from foreign countries. Various researchers such as Clark (1989) have identified other problems of acquisition in Nigeria and elsewhere. These include, the decline in Nigeria economy and the attendant dwindling acquisition budget, escalating prices and information cum-publication explosion.

These studies over the use of the library, book circulation, effect of physical facilities on library use, collection use study and effect of class assignments on library use. The main aim of the studies is to identify the

problem of under utilization of library resources in the university and academic libraries as well as provide solutions to the problem.

In addition, such an approach is against one of the fundamental aims of university education of equipping students with vital skills of independent thinking, since it reduces universities to mere designers of pre-packed, pre-programmed learning. Thus, unless libraries are encouraged to play central role in the learning process by attracting students to use them, students will be academically weak and find it difficult to face challenges in future.

The justification for library services for university education is that, access to adequate library services and resources is essential for the attainment of supervision academic skills in university education, regardless of where students, faculty/schools of programmes are located.

Davies (1974:30) showed that a good library can help in promoting the development of reading skills and the provision of framework for academic achievement owing to the fact that at present the scope of knowledge has become too vast, to be covered extensively within the boundaries of classroom instruction. A good library education which is usually achieved through library usage can cause behavioural and developmental changes which can be observed in attitudes towards knowledge and its utilization.

Utilization of library and its resources is essential for the justification of the existence and survival of any university library. The major objectives of any library are to ensure that maximum use is made of its resources and services. This is because no matter how rich a library collection may be; it is believed that if the users of such library are not able to gain access and use the library resources, the collection of the library is regarded as a waste. Unfortunately, some literatures have revealed that the access and utilization of Nigerian University libraries by the Undergraduate Students is generally low.

Federal University of Technology (F.U.T) Minna library was low and that provision of certain materials was thus redundant and unnecessary. The need to improve certain provisions and de-emphasis others was highlighted.

2.3 Types of Information Resources.

Information resources are the tools with which library services are performed. They include books, microforms, tapes, computers and dairies among others. The importance of library materials can be seen from the fact that if they are removed, the library ceases to exist as what will be left is only a building. The library is made up of both the building and the materials and none of them can function effectively without the other. There are many

types of information resources available for use in libraries. They are usually categorized into two forms of print and non-print materials.

2.3.1 Print Information Resources

Print information resources in the library are those items that are printed on paper which appear in book form. The uses of these materials must be able to read as that is the only way print materials can be used. Print materials consist of the following:

(a) **Book**: A book is a print material printed and often bound in one or more volumes. It may be written by one or more individual persons or corporate bodies.

.

Dictionary: This is another reference material and it lists words or terms of general or particular subject, profession, usually providing certain basic information about them. Dictionaries are also arranged in an alphabetical order. Some of the basic information which a dictionary provides are words and terms include their meanings, spellings, origin, pronunciation, use and abbreviations among others. There are both general and subject dictionaries. Examples include: Advanced Learners Dictionary, Longman Contemporary English Language Dictionary.

Directory is a reference material that lists persons, companies, institutions and organizations giving their names and addresses. There are

directories for telephone services, government parastatals, trade and business, example Nitel Telephone Directory.

Almanacs and year books are yet another types of reference book. These two perform the same function or role of covering activities and events within a period of one year and presenting them in descriptive and or statistical form. Topics covered are politics, economy, business, culture, education, music, science and sports statesman's yearbook, Whitaker's Almanac and Nigerian year book are examples of Almanacs and year books.

Handbooks and manuals are reference books that provide relevant information in a concise form on different aspects of knowledge. An example includes Guinness Book of World Records.

Other types of reference books include abstracts, indexes, gazettes, gazetteers, biographies and bibliographies.

Serials/ Periodicals: These are information resources published in successive parts (daily, weekly, monthly, quarterly or annually) and intended to be continued indefinitely, serials are also called periodicals and they are considered essentials in libraries. Examples of serials include journals, newspapers and magazines.

Government Publications: These include all official documents published by all levels of government (local, state and federal). In addition

to these are documents emanating from international organizations such as the United Nations and its agencies, African Union (AU), Economic Community of West African States (ECOWAS), Organisation of Islamic Countries (OIC) and Organisation of Petroleum Exporting Countries (OPEC). Documents ranked as government publications are published laws, acts of parliament. Military decrees, state edicts, by-laws, constitutions of countries, correspondences between the three arms of government, books are pamphlets emanating from government.

Maps and Atlases: These are another type of print resources available in libraries; maps are drawings and illustrations of the earth's surface usually showing countries, rivers, seas, lakes and mountains. On the other hand an atlas is a collection of maps.

Pamphlets and Clippings: A pamphlet or a piece of writing appearing with soft covers that deals with an issue of current interest. It is usually less than 50 pages.

Clippings which are pieces of paper cut out from newspapers or magazines. Clippings which are also called cuttings contain very important information of current interest such as job advertisement.

Manuscripts:

These are books or paper writing by hand or with a typewriter intended for publication. It is from a manuscript that books are subsequently published.

2.3.2 Non-print Information Resources

These are library materials that are not printed on paper. They come in forms other than in book form and are also called non-book materials or audio-visual materials. Some of them are listened to, some are viewed while others can be both listened to and viewed. Non-print information resources being products of the new information technology cannot be used on their own like books, rather they require certain equipment to facilitate their use. The non-print information resources into three: audio, visual and audio-visual.

(a) **Audio Information Resources**: These are information resources that can only be listened to but cannot be viewed or read. Examples include audio tapes or cassettes, phono discs and other sound recordings. The use of these information resources requires good listening skill which is the only way to receive the information contained in them. Most of them require a radio-cassette medium or record player for their use.

(b) **Visual Information Resources**: These are those that can only be used by viewing as they do not have any sound and cannot be heard. There are many library materials in use today that fall into this category: Examples include:

(i) ***Transparencies***: These are those with images that are seen only when light is passed through them. They include filmstrips and slides.

(ii) ***Microforms***: These are information resources that contains information in greatly reduced form .Microform is composed of microfilms, micro, microfiche and micro cards, microfilm has become a great space saver for uncomputerized libraries as it is used to store back stock of newspapers with minimal space.

Transparencies require a projector in order to operate while microforms must be backed up with what is known as a Reader. This is an equipment that enlarges and displays the words or pictures contained in the microforms.

(c) **Audio-Visual Information Resources**: These are materials that combine both the audio and visual effects in the transmission of information. The full benefit of these information resources is received when the user implores both his listening and viewing skills. Resources that are audio-visual in nature include television, motion pictures (sound film), veiled films and video disks. In addition to the above examples, advanced technology has provided other audio-visual materials such as computer aided compact disks (CD) and video compact dices (VCD). Equipment required to use these materials include film projectors, video players, compact disks players and computers. Due to the high cost of the equipment, audio-visual information resources are not commonly found in libraries of developing countries

Non Printed Information Resource Materials are categorized into:

	Soft wares	**Hard wares**
I. Audio, e.g.	Audio cassette, Audio compound disk, CD, Phornodisks	Tape recorder Disk Player Stereo player
II. Video, e.g.	Video cassette Micro Fiche Micro Film Slides Film strip	Video player Micro Fiche reader Micro film reader Slides projector Film strip viewer
III. Audio-Visual e.g.	Compound Disk (CD) Digital vise tile disk Smart card DVD Motion film Compound Disk Read Only memory (CD Rom) Flash drive etc	CD Player DVD player DSTV Digital Satellite Television Film projector Computers Computers
IV. Toys	Toys, games, models, specimens, video games, building blocks, abacus, puzzles (cross words), step up, Sudoku etc)	Manually operated

2.4 The **Concept of Information Resource Development Process**

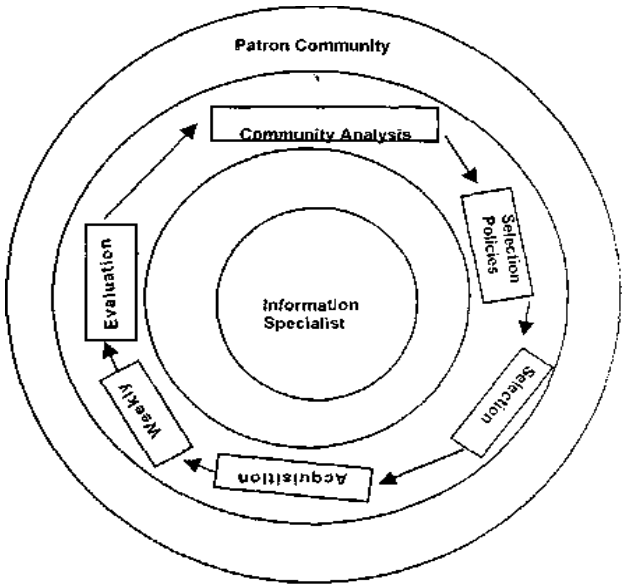
The Dictionary for Library and Information Science (2004:163) has defined information resource development as a process of planning and building a useful and balanced collection of information resources over a period of years, based on an ongoing assessment of the information needs of the library's clientele, analysis of usage statistics and demographic projections.

Aina, (2004:201) sees information resource development as that aspect of the practice that is responsible for selecting and acquiring information materials that will enable librarians and information specialists to perform their myriad functions to the users effectively.

Information resource development can be said to be a universal process whereby the information specialists (Librarian) brings together different variety of information resources to meet the clientele demands or information needs. This dynamic, self-perpetuating cycle or process consists of six definable elements:

(a) Community analysis
(b) Selection policies
(c) Selection
(d) Acquisition
(e) Weeding
(f) Evaluation

Diagram of Information Resource Development Process



The above diagram has provided an over view of the process. Given the sequential relationship of the elements of the information resource development process or cycle, it is possible to begin to describe the cycle at any point. And given the concern that will be reiterated throughout for the library's active role in answering patron demands, the library's examination of its own community is an appropriate starting place for an overview as community analysis is the way in which those needs can be best ascertained.

2.4.1 **Patron Community**: This study use "Patron Community" in a generic sense to cover the group of persons or information users that the library has been established to serve. Here it does not mean only the active users; it means everyone within the community's defined limits.

Community as the entire political unit (i.e. nation, region, state, province, country, city, town, etc or a more specialized groupings or association (i.e. University, College school government agency, or invite organization). Furthermore the number of patrons that the library is to serve may range from the tens to the millions.

2.4.2 ***Community Analysis:*** The library as a social service, to the community. It serves the community which must be actively involved in helping to provide and maintain smooth flow of the library services or operations. The information resource developer should involve the members of the community in information resource development activities for their library. The participation will enable the community express their information needs. Secondly, to enable the community to help publicize the library especially in the public libraries. Thirdly, it offers the members of the community opportunities for voluntary services, either by donations or by gifts. Therefore, a total knowledge of the community is indispensable in order to understand their needs and then proper solution. It means, therefore that information resource developer has to understand the community for proper analysis.

Since the research study is centered on academic libraries, the community analysis here and members or patrons are both staff, researchers and students, they should be given the opportunity to contribute towards the

development of the information resource centre i.e. library since the library in the word Ranganathan (1933) “Library is a growing organism”.

2.4.3 ***Selection Policy***: This is the second and most interesting elements of the information resource development process, the policy must reflect the vision and mission of the parent institution. It is an effective document that clearly states the types of information resources to be acquired by the library as to meet the goals and objectives of the library’s parent institute.

The selection policy is prepared to guide the activities of the information resource developer on the type of information resources he is to acquire into the information resource centre i.e. library, the balance of allocation among information resources both print and non-print. This policy statement covers what information resource need to conserved, preserved or weed out of the library, what is the status of gifts and exchanges and resource sharing pattern and procedure to be adopted by the library.

2.4.4. ***Selection***: This is the act of carefully selecting the least relevant information resource and other non-print resource to the benefit of library users. This the first stage of information resource development.

It involves the identification of both print and non-print information resources with which the library will satisfy the information needs of its users.

Selection is a professional duty usually performed by the librarian. It requires a good knowledge of the people for whom the resources are meant e.g. primary school or secondary school. Pupils/students will

not require the same information resources by university students or research fellows. This is to say, therefore that information needs of intended users should always be determine.

The term selection in itself connotes choosing from variety of information resources and there are millions of resources from which librarians have to choose in developing their collections. This makes it necessary for extreme care to be taken before resources are selected. This is the reason why librarians often involve subject experts or specialists in different subject areas.

The selector should also bear in mind the theories or laws of library and information science as postulated by an international scholar in the field of librarianship. Ranganathan (1933) which says "Every reader his book", "Every book its reader and the right book to the right reader at the right time".

2.4.5. ***Acquisition***

Having selected the appropriate information resources for a library, the next step is to acquire them into the library. This is done through a variety of ways. These include purchase, gifts, exchanges and legal deposits.

Acquisition through purchase applies if the library pays for the books. The purchase could be through an agent or a bookshop or direct from publishers. Acquisition by gift is a situation where a library receives donation of books or resources from individuals or corporate bodies. It may also be in form of bequest which is a gift given to the library by means of a will when the donor dies. Information resources are

acquired by exchange when two or more libraries agree to exchange some of the materials.

Under normal circumstances, libraries acquire larger part of their information resource through purchase but this situation here change especially for libraries in the developing countries. Due to inadequate funding, many of them now depend on gifts; there is the tendency to become dumping ground of irrelevant and outdated materials.

In Nigeria, a comprehensive bibliography is not available due to the fact that, authors and publishers do not fully comply with the legal deposit law.

2.4.6 ***Weeding of Information Resources***: Weeding is seen as the process of removing from the library information resources considered retrospective or outdated and irrelevant to the needs of the users. This activity is carried out by professionals who determine the information resources to be weeded. There are some factors that are considered before weeding takes place. It includes the age of the information resource i.e. if the age of the information resource has affected the information contained in it and especially if there are latter editions.

Secondly, the possibility of the replacement being able to serve the users better than the one to be weeded. Weeding is carried out with a clear purpose of removing unwanted information resources from the shelves in order to create space for wanted ones and avoid the spread of outdated information to users.

Furthermore weeding involves decision making which may be difficult to actualize. Librarians recognize that weeding is as important as acquisition of information resource materials.

2.4.7 ***Evaluation:*** Evaluation is the last element in the information resources development process". To some extent, weeding is an evaluative activity, but weeding is also more of an internal library operation. Evaluating a collection may serve many different purposes, both within and outside the library e.g. it may help to increase funding for the library, it may assist the library in gaining sources of recognition, such as high standing in a comparative survey, or it may help to determine the quality of work being performed by the library.

Furthermore evaluation of information resources is to enable the library to asses it strength and weakness of it resources, as to adjust towards the provision of relevant resources.

2.5 Information Utilization.

Information is a commodity, significantly different from other commodities which, if you share with others, you reduce your resources and increase the resources of others without decreasing your own.

Information is an indispensable and essential ingredients in today's educational, social, economic, political industrial, and technological development, without information, no meaningful development can be achieved.

Information as the total series of products and phenomena resulting from mental activities that can be grasped and assimilated in order to realize a new technological development. Information is the data for decision-making. It is said to be a resource that must be acquired and used in order to make an informed decision. Every individual whether literate or non-literate needs information in order to take decisions.

Information, therefore, is fundamental to life and human beings and it continues to be relevant in all aspects of human endevour. The major function of information is to increase the knowledge of the user, to reduce its level of uncertainty or to reduce the variety of choices available.

Information seeking behaviour which results from the recognition of some need is as any activity of an individual that is undertaken to identify a message that satisfies a perceived need. In other words, information seeking begins when someone perceives that the current state of possessed knowledge is less than that needed to deal with some issue or problems.

Inadequate libraries and information centres with inadequate qualified staff are the major problems facing users in getting their information needs.Other factors are economic squeeze, lack of relevant and up-to-date information bearing materials, lack of information and communication technology facilities like internet services, e-mail

facilities/services, telephone, photocopiers, computer facilities and CR-ROMS and data-bases, and parental responsibilities.

The changing information environment, therefore, calls for continual research to ensure that knowledge generated by user studies can help to develop information systems and information services vis-à-vis information professionals' expertise and plan for the future. To ensure this there is an urgent need to understand and grasp the complex process of "identifying information needs", which is a very vital link in the chain of operations from information gathering to dissemination.

Information is a critical instrument for academic work and scholarly development. The instrumental value of information relates to how it empowers the academic enterprise. Information needs arise from the aspiration to acquire bits of information that would contribute to the advancement of the frontiers of knowledge in teaching, learning, research and publication. Information seeking behaviour is the expression of those dispositions that aim to fill the need-gap in information of instrumental value. Invariably, most libraries hardly identify the information needs of the critical clientele, yet information needs identification is critical to the development of need-based information resources and the proactive services. The articulation of the information-seeking dispositions of the clientele

community provides the basis for predictable interpretation and meeting of the behaviourable patterns

The Utilization of Information resources is a function of how proper the resources are organized and made available for use. According to BBC English Dictionary (1992), utilization means the usefulness of something or making proper use of something in order to achieve a desired result.

The primary aim or objectives of information resources in library or any information centre is to select, acquire, process, store and make available for users. These resources are meant for the use (utilization) of library clienteles.

Utilization of Information resources and services is usually determined by the library statistics which show the number of materials consulted and those actually borrowed for home reading. In libraries, it is easy to count all the books that are removed from the shelves before re-shelving them. That constitutes the statistics of consulted materials. On the other hand, the number of charges. That is, record of borrowed materials for day shows the number of books borrowed. This shows the actual utilization of the resources and the carried out by the library.

- 11.2% of monographs and 13% of serial publications did not circulate but had some recorded in-library use, and 19.5% of the monographs and 12.5% of the serial publication had no

recorded in-library use but circulated. Consequently, a total of 30.7% of the monographs and 25.8% of the serial publications had one kind of use but not the other.

- relative to each other, monographs received much more external circulation (while) more in-house use.
- in some cases, the number of recorded in-house use was quite high, even when there was little or no external use.
- there are striking differences by subject (in the utilization of information resources).

From the above study it is suggested that serials or periodicals are often used within the library while monographs are more used externally. The reason for this could be that serials are consulted for specific information which facilitates execution of the job at hand while monographs are read in preparation for anticipated tasks ahead.

2.6 Summary of the Review

The various literatures reviewed it could be concluded that the utilization of information resources is an important aspect in the development of information resources in the University libraries. It has also revealed from the review that information resources are developed through various process.

It has seen from the review that despite the relevance of the review with the existing research work, there were not information that talked directly on the state universities but rather on Universities in general.

In conclusion, the summary shed more light on the information resources, its development, types and it utilization in the University libraries.

References

Aguolu C.C. (1983). The Quality and Availability of Learning Materials in Nigeria Universities "Nigeria Library and Information Science Review. 1(1) 1983. P.1-18.

Aina, L.O. (2004). Research in Information Science. Bostwana: Stirling-Horden publishers. Nigeria.

Anyanwu, E.U. Zande E., and Amadi. E.I. (2006). Introduction to Collection Development in Libraries. Owerri: Springfield publishers.

Apeji, A. (1991). "Book Publishing as a Developing Strategies in Nigeria". COMMUNICATE: Journal of library and information Science 1(1): 12-21

Attama, O.R. (2005). "Polytechnic Education, Library Resources and Technological Development in Nigeria". Global Review of library and information science 1(1): 9-18.

Chuma, Opara Nnatozie (2006). Collection Development Activities in Selected Academic Libraries. Nigerbiblios vol. 17 No. 1&2. January - December 2006 Pp22-34.

Clark, L (1987) Material Costs and Collection Development in Academic libraries pricing and costs of monographs serials. New York: Harworth press, Inc.

Eguavoen, Edward O.L. (2002). Collection Development in Information Science and Technology for library schools in Africa/edited by C. Madu and Marie B. Dirisu Ibadan: Evi-coleman Publications. 181 p.

Ehikhamenor, F.A. (1983). Collection Development under constraints: Nigerian Library and information science Review. 1(1); 53-54.

Ezema, J.S U. (2004). Library statistics as a tool for library management. The Nigerian Library Link 2(2): 30-36.

Ifidon S.E. (2006). Modern theory and practice of library collection development Benin City: Justice Jeco press and Pub. Ltd.

Ifidon, S.E. (1997). A practical approach to collection development. Ekopma: Edo State Library.

Ita N.O. (1980). Approaches to college library administration: Nigerian Libraries. 16(3): 40-47.

Jolley L. (1978). The Functions of the Library. In Gerald, D. (ed). Libraries in Society: a reader London: Clive Bingley.

Khurshid, A. (1990). Library Resources in Pakistan: Progress, Problems and Achievements: Third world Libraries 1(1): 10-21.

Nwalo, K.N. (2004). Effectiveness of polytechnic libraries in Nigeria. Journal of librarianship and information science in Africa. 1(1): 41-50.

Okoro, M.O. (1991). Collections Development in Academic Libraries the case of Nigerian University libraries. International Library Review. Vol. 23, No. 2 Pp. 121-126.

Omolayole, O.O. (2004). Nigerian Libraries and Information Service Centres: The challenges of socio-economic/technological development of the 21st century. Nigerbiblios 15(1): 1-9.

Ozomba. V.N, and Sule, N.N. (1997). The World Bank credit facility to Nigerian Universities. The impact on information supply in third-generation University libraries". World libraries. 7(2): 19-26.

Pradham, M.R. (2004). Developing digital libraries: technologies and challenges. Library Herald: journal of the Dehi Library Association. 42(2): 108.

Prytherch, R. (Comp). (2000). Harrod's librarians glossary and reference book. 9th ed. Aldershot Gower.

Robson, W. (1997). Strategic Management and Information System. 2nd ed. London Clays Ltd.

Wombo. B.S.H. (1993) Trends in collection growth in Nigerian University libraries' Third World Libraries. 3(2): 62.

World Encyclopedia of library and information services (1993) 3ra edition, Chicago: American Library Association.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter discusses the methodology employed in carrying out the entire study. It is divided into the following sub-headings: Research design, population of the study: Research instruments, method for Data collection and method of data analysis shall be explained.

3.2 Research Design adopted for the Study

The research method adopted for this study is survey. This is because a survey method attempts to measure one or more characteristics of events, objects, and people at a given time. According to Osuala (2005) survey research method has the advantage of "studying both large and small populations by selecting and studying samples chosen from the population to discover the relative incidence, distribution and inter-relations of sociological and psychological variables."

Kolo (2003:20), pointed out that the method provides the opportunity to select samples from a wide range of population. Thomas (1996:45) simply put it as a procedure in which information is collected systematically about a set of cases (such as people, organization, objects).

Furthermore, Busha and Harter (1980:54) explained that survey research is characterized by the selection of random samples from large and small populations to obtain empirical knowledge of a contemporary nature. This knowledge allows generalizations to be made about characteristics, opinions, beliefs, attitudes and so on, of the entire population been studied.

3.3 Population of the study

The target population of this study comprised librarians, lecturers and students of the fourteen Northern States University libraries who are charged with the responsibility of developing resources as well as their use by the clienteles. According to Omotosho (1990:4), population is the "total number of objects in an area of interest and that they must be constable and may be finite or infinite". Osuala (2005:) also argued that "population is a means of identifying characteristics which members of the universe have in common and which will identify each unit as identifying a member of a particular group".

The (14) State university libraries that formed the population of this study are presented in Table 3.3.1 below

Table 3.3.1 :Population of the Study

	Total of No. Libriarians	Total of No. Academic Staff	Total of Number of students
Benue state University, Makurdi	11	1,246	22,000
Ibrahim Badamasi Babangida University Zapai, Niger State	09	116	3,232
Nasarawa State University, Keffi	08	365	14,000
Adamawa state University, Mubi	06	307	5,614
Gombe State, University Gombe	09	215	2,750
Kano State, University of Science and technology Wudil	06	300	3,450
Kebbi State, universityto Sci. and Tech. Aliero	07	230	1,850
Total	56	2,779	52,826

3.4 Sample and Sampling Procedure

The researcher used proportionate stratified technique sampling to have equal and fair representation of all the respondents from their various libraries in the state Universities of the Northern Nigeria. From the population of 259, a total of two hundred and twenty (220) library staff was used as sample of this study. This represents 85% of the population under study.

3.5 Instruments for Data Collection

In order to be able to collect relevant data regarding the provision and utilization of information resources in the state University libraries in

Northern Nigeria, this study used two instruments. These are questionnaire and observation. The choice of the questionnaire as an instrument was to measure the opinions of the respondents.

Questionnaire, according to Omotosho (1990:1) is "the form containing prepared questions to which the respondent is expected to supply answers".

3.5.1 Questionnaire

Considering the predisposition of the respondents, the researcher used questionnaire and observation as instrument for collecting data. This is in line with Akuezuilo (1993) views. He postulates that the survey researcher utilizes instrument like questionnaire, interview, and /or observation. The researcher believes that the questionnaire and observation are adequate to provide the data required for the study.

Osuala (2005) identified some advantages for the choice of questionnaire as a research instrument thus:

a. Permits wide coverage for a minimum expenses both in money and effort, it affords not only wider geographical coverage than any other technique, but it also reaches individuals who are normally difficult to contact.

b. Particularly when it does not call for a signature or other means of identification, the questionnaire may, because of its greater impersonality, elicit more candid and more objective replies.

c. The questionnaire is more adequate in the situations in which the respondent has to check his information.

3.5.2 Observation

This is a direct method of studying overt situations or behaviors. It enables the observer to see at first hand the actual situation and characteristics as they exit. Ndakotsu (2006:53) said "it is either controlled where aspects to be observed are pre-determine or uncontrolled where the observer takes clues from unexpected events.

The advantages of observational method of collecting data are obvious. Events are recorded as they occur it is necessary "to rely on the willingness and ability of respondents to report accurately. Data collected by observation, therefore, are more objective and usually more accurate". Osuala (2000).

3.6 Method of Data Collection

The researcher made personal visits to various universities under study which distributed questionnaires to the various respondents in order to obtain the required data for the study. At the same time it is through this process I made observation on the various variables related to the study.

3.7 Data Analysis

The data collected were analyzed using frequency counts, percentages tables, bar charts and simple statistical techniques such as tables and charts.

References

Abubakar, Abdulsami Sambo (2008). Research Methods in Education. Ibadan: Stirling-Horden Publisher (Nig) Ltd.

Akuezuilo, E.O (1993).Research Methods and Statistics. Nigeria:Nuel Centi.

Busha, L.H and Harter, S.P (1980) Research Methods in Librarianship: Techniques and Interpretations. New York: Academic Press.

Kolo, A. (2003) Research Methodology in Education Zaria. Ahmadu Bello University Press.

Ndakotsu, J.J. (2006) The Effectiveness of Vocational and Technical Education Programme for Development in Niger State. Unpublished. Ph.D Thesis submitted to Post-Graduate School, Bayero University, Kano.

Obiora, A. (1991) Mining Education Towards the Year 2000. Enugu: Optimal Computer.

Omotosho, A. (1991) Statistics... Ibadan: N.P.S. Educational Publishers Ltd.

Osuala, E.C (2005) Introduction to Research Methodology. 3rd ed. Onitsha. Africana First Publishers Ltd

Thomas, R. (1996) Survey in Research Methods: Guidance for Post-Graduate Studies (ed.) By Toney Greenfield, London: Arnold.

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND DISCUSSION

4.0 INTRODUCTION

This chapter presents the data collected for the study. It further analysed and discussed the data according to the research questions raised in the study.

4.1 Response Rate

A total of two hundred and fifty nine (259) questionnaires were distributed to the respondents at their various locations. Out of this, 220 (85%) were completed and returned. The high response rate could be attributed to the long period that the researcher spent in persuading the respondents to complete the questionnaire. The distribution of the respondents by their university's libraries is shown s table 4.1 below.

Table 4.1: Distribution of respondents by their University's libraries

Libraries	Professional Librarians	Para-Professional Librarians	No of Questionnaire Distributed	No. of Questionnaire Returned	Percentage
AdamawaState University,Yola	13	20	33	29	13.2
Gombe state University	16	22	38	32	14.5
IBB University Lapai Niger State.	14	19	33	30	13.6
Kano State University of Science and Technology Kano	19	27	46	41	18.6
Kebbi State University Science and Technology Kebbi	12	21	33	28	12.7
Kogi state University	14	18	32	29	13.2
Nasarawa State University Nasarawa	21	23	44	31	14.1
Total	109	150	259	220	100

The table above shows that Gombe state University library has the highest respondents with 41 (18.6%). While the University with least respondents is that of University of Kebbi 29(12.7%) respondents.

4.2 Data Presentation And Analysis

This section analysed and discussed the data collected with regards to the six research questions raised in the study.

4.2.1 Types of Information Resources Acquired by the Libraries

Table below presents the respondents rate on the types of information resources acquired by the Libraries under study. The respondents were requested to indicate the types of information resources they acquired in their libraries. The data collected in this regard was analysed and presented in table 4.2 below.

Table 4.2: Type of Information Resources Acquired by the State S University Libraries in Northern Nigeria.

Information Resources in the Libraries

S/N	Resources	Frequency	Percentage
1	Books	121	55.0
2.	Periodicals and Geographical sources	15	6.0
3.	Reference	30	13.6
4.	E-books and E-journals	31	14.9
5.	Internet and A/V Materials	23	10.4
	Total	220	100

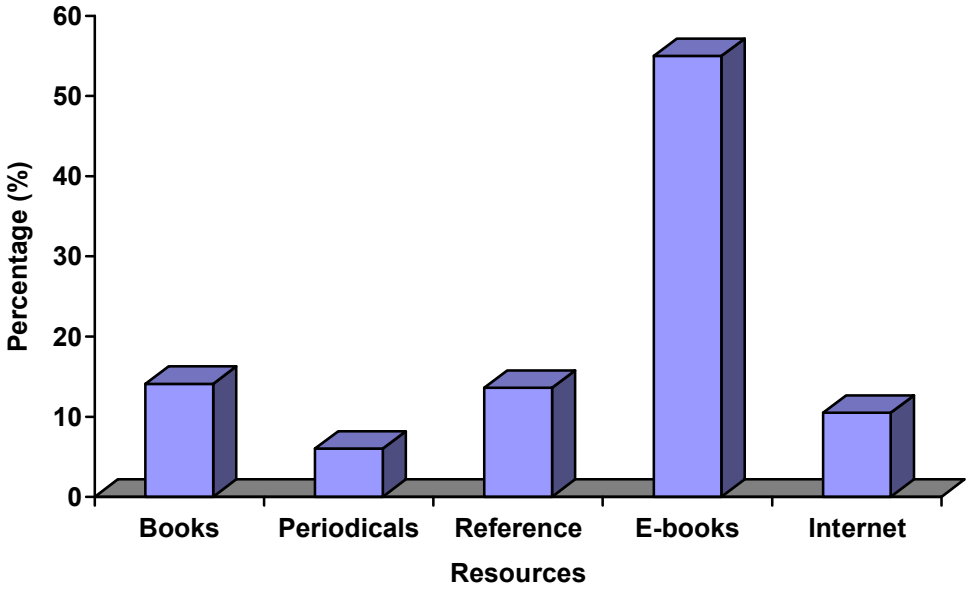


Fig. 1: Percentage distribution of Information Resources.

Table 4.2 above and figure 1 revealed the type of information resources acquired by the state owned University libraries in Northern Nigeria. It was revealed that books as information resources were the highest among the various information resources acquired by the libraries with 121(55%).The E-books and Journal resources are having 31(14.9%) and periodicals/geographical information sources are the least with (6.0%). However, the implication of this finding according to the researcher is that the libraries own by the state universities in Northern are acquire more books as information resources.

Also, from the analysis on the E-books/Journals one can conclude that the libraries of the State Universities are having ICT infrastructure and their managements are encouraging technical knowledge and its funding.

4.3 The Methods Through which Information Resources are Acquired by the State University Libraries in Northern Nigeria

The researcher discovered that the libraries own by the State Universities in Northern Nigeria acquired their information resources through various methods as revealed in Table 4.3 below.

Table 4.3: Methods through which the state libraries in Northern Nigeria acquired their information resources.

s/n	Methods	Frequency	Percentage
1	Purchase	168	76.4
2.	Gifts and exchanges	42	19.1
3.	Donations	8	3.6
4.	Bequeath	2	0.9
	Total	220	100%

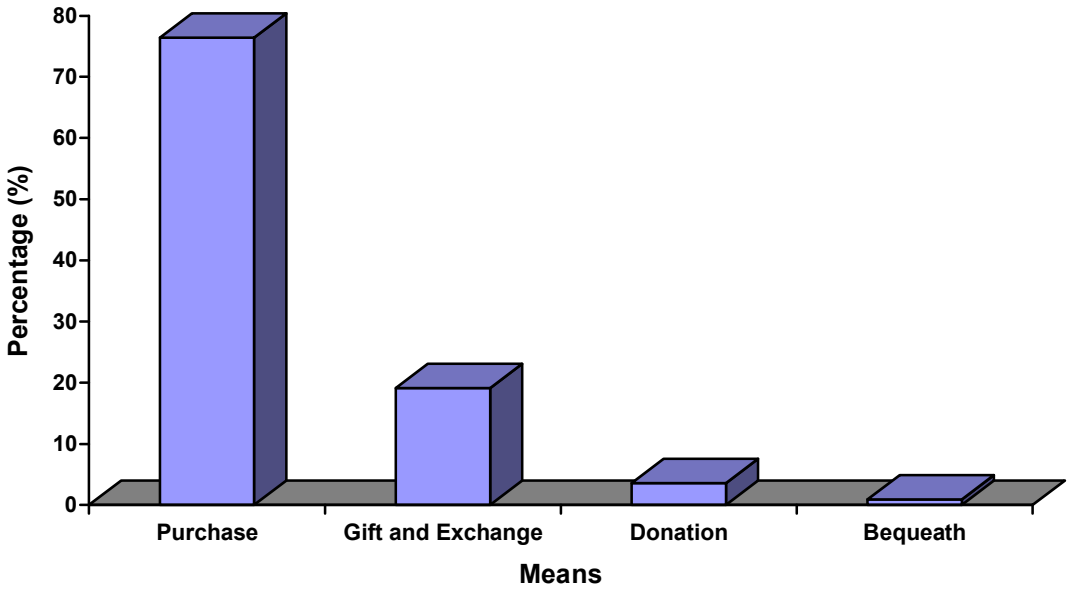


Fig. 2: Percentage distribution of the means through which information resources are acquired.

From the above table 4.3 and figure 2 above clearly indicated that purchase has the highest among the various methods that the libraries used to acquire their information resources in the State universities in Northern Nigeria. While gifts and exchanges are second with 42 (19.1%). The implication of this finding is that the Management of the State University in the Northern Nigeria are making efforts towards the providing their Libraries with information resources to support their academic programmes. Fabunmi (2004:150) asserted that the main function of University libraries is to support the teaching learning process and research of the faculty and graduate students.

4.4 Those Responsible for the Development of Information Resources in the Libraries owned by the Northern State Universities

Library is an integral part of any academic institution. It is a resource center for the students, teachers, researchers and the management as well. It provides answers to specific and general information queries and problems. The University libraries are set up to assist the Universities to perform their functions effectively and efficiently. It is thus worth noting to those that are very much responsible for the development of the information resources in the

libraries owned by the state Universities in Northern Nigeria. Table 4.4 below reveals the various stakeholders who are responsible for this.

Table 4.4: Those Responsible for the Development of Information Resources in Northern State Universities.

S/N	Stakeholders	Frequency	Percentage
1.	Librarian	163	74.0
2.	Academic staff	33	15.0
3.	Students	12	5.5
4.	Others	5	2.3
5.	No response	7	3.2
	Total	220	100

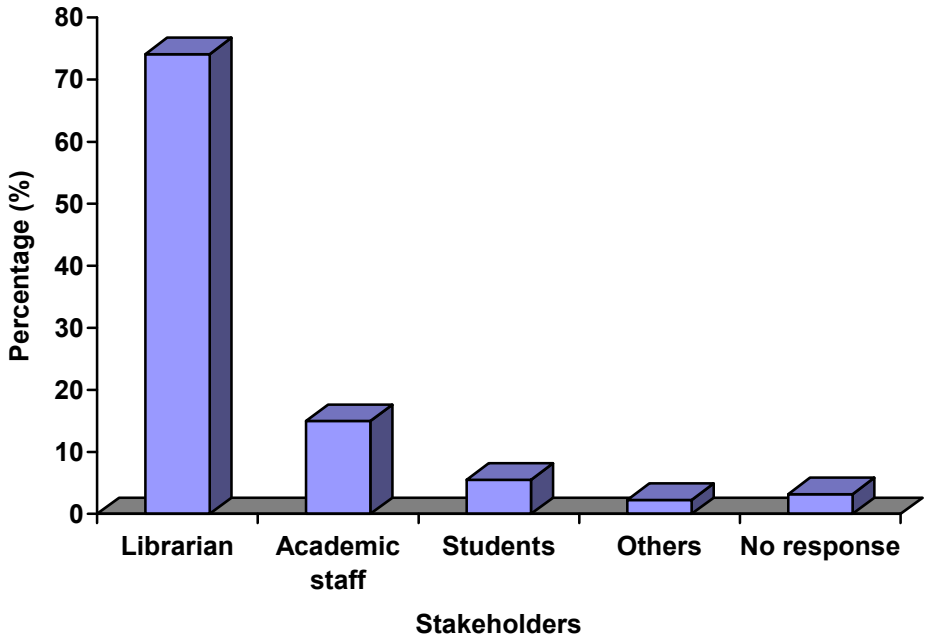


Fig. 3: Percentage distribution of stakeholders of the libraries

From Table 4.4 and Figure 3 above one can see that, out of 220 respondents who are responsible for the development of information resources in the libraries under study, 163(74.1%) for librarians. It is not surprising to found that librarians are having the highest number as they are the responsible for the management of the Libraries. This is in line with what Olanrewaju and Salman (2005:88) asserted those that are saddled with the responsibility of managing the acquisition, organization and dissemination of information to an identifiable group of users are the librarians. Then this is followed by the academic staff with 33(13%),students with 12 (5.5) and 5(2.3%) fallen on others, that

were specified as researchers and other scholars, while 7 (3.2%) have no response.

4.5 The Regularity of Acquiring Information in the State own University Libraries in Northern Nigeria

In academic institutions, the successful performance of such institutions depends largely upon the services and resources of their Libraries. The frequency at which every library acquires its information resources could be a measure towards understanding the efficiency of such libraries, in acquiring relevant information resources to its users. Table 4.5 below reveals the frequency at which the libraries own. State Universities Libraries in Northern-Nigeria acquire their information resources.

Table 4.5: Frequency of acquisition by State University Libraries in Northern Nigeria.

S/N	Regularity	Frequency	Percentage
1.	Very Regular	186	84.6
2.	Regular	11	5.0
3.	Irregular	19	8.6
4.	Occasionally	4	1.8
	Total	220	100

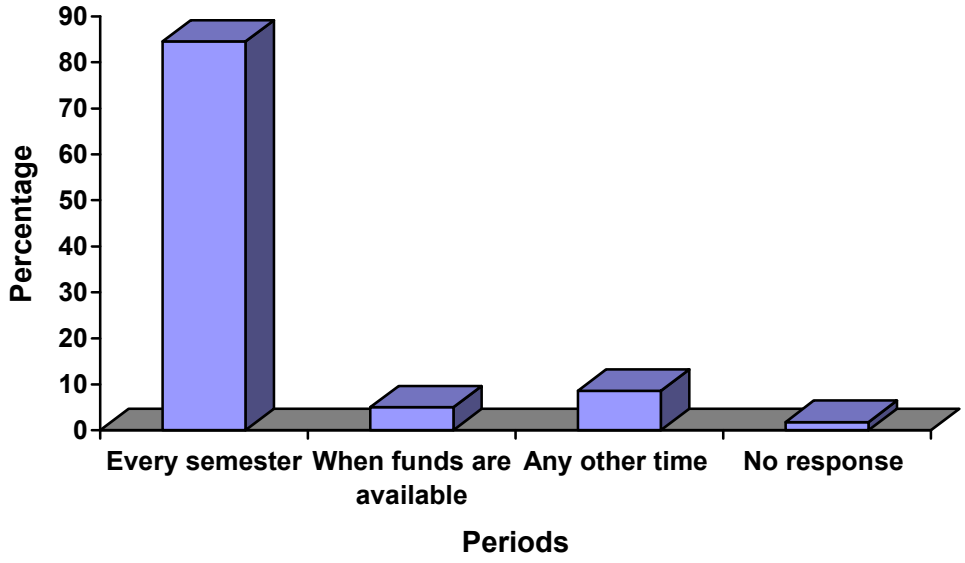


Fig. 4: Percentage distribution of periods of acquisition.

From table 4.5 and figure 4 above, it has been indicated that information resources are acquired at very regular which has the highest response by the respondents, that is 186(84.6%).The implication to this finding could be attributed to the fact that most of the State Universities are on their infant stage.While those that

responded that at irregular are 19(8.6%), the time they specified include when there is accreditation. 4(1.8%) have no response.

The implication of this finding according to the research is that the libraries under state own universities in Northern Nigeria are acquiring information resources at regular interval of time, and whenever funds are available within the semester periods in a year. More so the researcher is of the view that the libraries are acquiring information resources based on the increase of population of their university's admission and courses at hand as most of them are in their infant stage.

4.6 The Extent of Utilization of Information Resources uses at the Libraries own by the state Universities in Northern Nigeria.

It is the extent to which users patronize library and consult information resources that one can determine the relevancy and efficiency of the resources provided for them. Table 4.6 below reveals the extent to which the users consult the information resources available in the state own universityLibraries in Northern Nigeria.

Table 4.6: The Extent of Utilization information resources in the state Universities libraries in Northern Nigeria.

S/N	Extent	Frequency	Percentage
1.	Very frequent	143	65.0
2.	Frequent	67	30.5
3.	Not frequent	0	0
4.	No response	10	4.5
	Total	220	100

From Table 4.6 above,. As revealed from the study the response rate of those with in using the information resources very frequent is 143(65.0) those response frequent 67(30.5) and those without response 10(4.5).The implication of study is that the users of the libraries in the State Universities are consulting the information resources with their Libraries frequently.

4.7 The Challenges faced in resources acquisition by Libraries Under State owned Universities in Northern Nigeria.

There is no doubt in any given organization despite their level efficiency, they must be associated with one problem or the other that could be affecting it services. However, the study, from its findings, was able to trace some challenges in information

resources acquisition by the libraries under state owned universities in Northern Nigeria. Table 4.7 below shows the frequency distribution of these challenges to information resources acquisition.

Table4.7: Distribution of Challenges of Information Resources Acquisition in Libraries under State owned Universities in Northern Nigeria.

S/N	Challenges	Frequency	Percentage
1.	Lack of funds	53	24.0
2.	Lack of separate budget	93	42.0
3.	Inadequate staff	51	24.0
4.	Proliferation of information	23	10.0
	Total	220	100

From the above table 4.7, we can see clearly the various challenges affecting the acquisition of information resources by the libraries under study. As indicated in the table, the most significant we can see that as challenge to the acquisition of information resources is lack of separate budget for the libraries, which has 93(42.0%) of the total respondents. This followed by lack of funds which is has 53(24.0%).Inadequate staff has 51(240.0%) and the proliferation of information resources is has 23(10.0%).

The implication of this finding is that it is true that no matter what is put in place to satisfied needs there must be one problem or the other as matter of human factor and endeavor. Lack of funds and separate budget will affect the currency and adequacy of the collection, user's needs cannot be met. Quality of teaching and research in the Universities will be negatively affected. The inadequate of staff this would lead excess workload on the existing staff and the quality of work and services would suffer.

REFERENCES

Fabonmi, B.A. (2004). Planning University Libraries for Effective Customer Services in Nigeria. In Everest C. Madu (2004) Technology for Information Management and Service: Modern Libraries and Information Centres in Developing Countries. Ibadan: Envi Coleman Publications.

Salman, A.A. and Olarewaju A.I. (2005). Library and Information Science Practice in Nigeria. Trends and Issues. The Information Technologist. Vol. 2. No. 2. Pp.88-95.

CHAPTER FIVE

SUMMARY OF FINDINGS, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

This chapter provides the summaries of the study and its findings, conclusion and recommendations on the development and utilization of information resources in the state owned University libraries in Northern Nigeria.

5.2 Summary of The Study

The purpose of the study was to investigate and reveal the development of information resources and utilization by the state owned university libraries the Northern Nigeria. The research also sougt to know the method of acquiring information resources by these libraries and also the challenges of information resources among others.

In order to achieve the objectives of the study, six research questions were raised. The research questions sought to identify the development and utilization of information resources and utilization in these libraries.

The local universe of the study was 14 universities through which proportionate stratified sampling was used to select 7 Universities from the three geo-political zones in the Northern Nigeria.

Then the population of the study is two hundred and fifty nine (259), eighty five percent representing two hundred and twenty (220) of the total population was adopted of the sample of the study. The data collected from the study were analysed using frequency counts, percentages, bar chats and simple statistical techniques.

5.3 Summary of The Findings

The summaries of the major findings of the study are as follows:

1. The study revealed that the different types of information resources available in the libraries of the state own universities of Northern Nigeria include books, E-book resources, internet facilities and Audio Visual materials.
2. The study identified that the state own universities libraries in Northern Nigeria acquire their information resources through various methods, that include purchase, gift and exchange programmes, donations and bequeath.
3. The study revealed that the stakeholders that are responsible for the development of information resources in state own Universities libraries in Northern Nigeria are librarians and the academic staff others such as the people in the catchment area.

4. The study revealed that the frequency at which the state own Universities libraries are acquiring information resources is every regular.
5. The study revealed that the problems that are affecting the acquisition of information resources in the libraries own by the state Universities in Northern Nigeria include lack of separate budget by the libraries, lack funds and inadequate staff and the proliferation of information.
6. The study revealed that the users' of the State University Libraries are using their information resources frequently.

5.4 CONCLUSION

The findings of the study revealed that the role played by the state owned University Management in Northern Nigeria are in funding their libraries is encouraging looking at the response rate of the looking at the response rate of the respondents, that purchase is having 168 (76.4%) of the total sampled population. This has encouraged acquiring of relevant materials that would effectively and sufficiently support the teaching-learning process and research in the Universities.

Also the study revealed that the users' of the State Universities are frequently making use of the information resources in their Libraries. It was also observed that among the challenges to the acquisition of information

resources to the State University there is lack of funds among others which can lead to an adverse affects on the currency and adequacy of their collection .

The study further found out that there were various stakeholders that are responsible for the development of the information resources in these libraries.

5.5 RECOMMENDATIONS

Based on the findings of this study, the researcher found it necessary to make the following recommendations:

1. The management of the state owned universities libraries should give their library management full autonomy for management of their libraries most especially a separate budget for the facilitation of their cardinal activities.
2. There is the need for by the various management of state Universities in the Northern Nigeria to allow and support the library staff to further their education and participate in various capacity building programmes. This would enable the university libraries to have more qualified staff.

3. The various libraries in Northern Nigeria should intensify efforts on resource sharing and cooperation among themselves. This would facilitate access to current and relevant information needed by their numerous users.
4. The state university Libraries in Northern Nigeria should try, through their cooperation, to adopt a uniform scheme of cataloguing and classification of their information resources. This will help to have access to the information resources of the Libraries without tears as all the Libraries are having same cataloguing and classification scheme. It would also improve the issue of Union Catalogue among the Libraries and away forward towards a regional and national bibliography.

5.6 SUGGESTION FOR FURTHER STUDY

From the findings of the study, it is suggested that further study could be carried out to encourage generalization of findings obtained from the study:

1. It is recommended that a study should be carried out on the budget implementation of the libraries owned by states Universities in Northern Nigeria.

2. It is also recommended that a study should be carried on the users' behavior and utilization of information resources in the libraries under state Universities in Northern Nigeria.

BIBLIOGRAPHY

Abdulkareem, A.Y. (2001). Nigerian Universities development of Human Resources". In N.A. Nwagwu, E.T. Ehiametalor; M.A. Ogunu and Mon Nwachiani (eds) Current Issues in Educational Management in Nigeria NAEAP Publications. Benin-city, Nigeria.

Abubakar, Abdulsami Sambo (2008). Research Methods in Education. Ibadan: Stirling-Horden Publisher (Nig) Ltd.

Aguolu C.C. (1983). The Quality and Availability of Learning Materials in Nigeria Universities "Nigeria Library and Information Science Review. 1(1) 1983. P.1-18.

Aina, L.O. (2004). Research in Information Science. Bostwana: Stirling-Horden publishers. Nigeria.

Ajayi, I.A. and Ekundayo, H.T. (2007). Funding Initiatives in University Education in Nigeria: In J.B.. Babalola; Akpa, A.O. Ayeni and O. Adedeji (eds) Access, Equity and Quantity in Higher Education. NAEAP Publications, Lagos, Nigeria; Awe Mark Printers.

Ajayi, I.A. and Ekundayo, H.T. (2008). The Development of University Education in Nigeria: Implications for Quality Assurance. www.nobleworld.biz/images/pdf accessed 29/08/2011

Akuezuilo, E.O (1993).Research Methods and Statistics. Nigeria:Nuel Centi.

Anyanwu, E.U. Zande E., and Amadi. E.I. (2006). Introduction to Collection Development in Libraries. Owerri: Springfield publishers.

Apeji, A. (1991). "Book Publishing as a Developing Strategies in Nigeria". COMMUNICATE: Journal of library and information Science 1(1): 12-21

Ashby Commission (1960) cited in Omotoye Obarode (2009). The National Scholars, Mar. 2009, vol. 6, No. 1. Kaduna. Academic Staff Union of universities (ASSU) Publication.

Attama, O.R. (2005). "Polytechnic Education, Library Resources and Technological Development in Nigeria". Global Review of library and information science 1(1): 9-18.

Banjo, Alagboyega, A. (1993). College of Education Libraries and Teacher opportunities; National Commission for Colleges of Education (NCCE) Kaduna. Seminar on Library Services for colleges of Education.

Busha, L.H and Harter, S.P (1980) Research Methods in Librarianship: Techniques and Interpretations. New York: Academic Press.

Chuma, Opara Nnatozie (2006). Collection Development Activities in Selected Academic Libraries. Nigerbiblios vol. 17 No. 1&2. January - December 2006 Pp22-34.

Clark, L (1987) Material Costs and Collection Development in Academic libraries pricing and costs of monographs serials. New York: Harworth press, Inc.

Council, (1994). Council on Library Resources. Thirty eight-Annual Report. Library Resource Inc. Washington, D.C.

Dauda, B.E.N. (1993). A welcome address by the Provost, Dr. B.E.N. Dauda at the opening Ceremony of the seminar on library services of colleges of Education in Nigeria, Niger state, Minna.

Eguavoen, Edward O.L. (2002). Collection Development in Information Science and Technology for library schools in Africa/edited by C. Madu and Marie B. Dirisu Ibadan: Evi-coleman Publications. 181 p.

Ehikhamenor, F.A. (1983). Collection Development under constraints: Nigerian Library and information science Review. 1(1); 53-54.

Ezema, J.S U. (2004). Library statistics as a tool for library management. The Nigerian Library Link 2(2): 30-36.

Fabonmi, B.A. (2004). Planning University Libraries for Effective Customer Services in Nigeria. In Everest C. Madu (2004) Technology for Information Management and Service: Modern Libraries and Information Centres in Developing Countries. Ibadan: Envi Coleman Publications.

Ibukun, W.O. (1997). Educational Management: Theory and practice, Ado-Ekiti: Green line publishers.

Ifidon S.E. (2006). Modern theory and practice of library collection development Benin City: Justice Jeco press and Pub. Ltd.

Ifidon, S. (1997). A practical Approach to collection Development. Ekopma: University Press. Edo State.

Ike, V.C. (1976). University Development in Africa: The Nigeria Experience. Ibadan: Oxford University Press.

Ita N.O. (1980). Approaches to college library administration: Nigerian Libraries. 16(3): 40-47.

Jolley L. (1978). The Functions of the Library. In Gerald, D. (ed). Libraries in Society: a reader London: Clive Bingley.

Khurshid, A. (1990). Library Resources in Pakistan: Progress, Problems and Achievements: Third world Libraries 1(1): 10-21.

Kolo, A. (2003) Research Methodology in Education Zaria. Ahmadu Bello University Press.

Kudu, Isah, M. (2002). History of Western Education in Nupe Land. A Post-graduate Project work submitted to the Post-graduate school, University of Ilorin.

Ndakotsu, J.J. (2006) The Effectiveness of Vocational and Technical Education Programme for Development in Niger State. Unpublished. Ph.D Thesis submitted to Post-Graduate School, Bayero University, Kano.

Nwalo, K.N. (2004). Effectiveness of polytechnic libraries in Nigeria. Journal of librarianship and information science in Africa. 1(1): 41-50.

Obiora, A. (1991) Mining Education Towards the Year 2000. Enugu: Optimal Computer.

Okebukola, Peter (2010). Fifty years of Higher Education in Nigeria: Trends in Quality Assurance being presented at the International Conference on the Contributions of Nigerian Universities to the 50th Independence Anniversary of Nigeria. 22 – 29 September 2010. P. 47 – 49.

Okoro, M.O. (1991). Collections Development in Academic Libraries the case of Nigerian University libraries. International Library Review. Vol. 23, No. 2 Pp. 121-126.

Omolayole, O.O. (2004). Nigerian Libraries and Information Service Centres: The challenges of socio-economic/technological development of the 21st century. Nigerbiblios 15(1): 1-9.

Omotosho, A. (1991) Statistics... Ibadan: N.P.S. Educational Publishers Ltd.

Osuala, E.C (2005) Introduction to Research Methodology. 3rd ed. Onitsha. Africana First Publishers Ltd

Ozomba. V.N, and Sule, N.N. (1997). The World Bank credit facility to Nigerian Universities. The impact on information supply in third-generation University libraries". World libraries. 7(2): 19-26.

Pradham, M.R. (2004). Developing digital libraries: technologies and challenges. Library Herald: journal of the Dehi Library Association. 42(2): 108.

Prytherch, R. (Comp). (2000). Harrod's librarians glossary and reference book. 9th ed. Aldershot Gower.

Robson, W. (1997). Strategic Management and Information System. 2nd ed. London Clays Ltd.

Salman, A.A. and Olarewaju A.I. (2005). Library and Information Science Practice in Nigeria. Trends and Issues. The Information Technologist. Vol. 2. No. 2. Pp.88-95.

Thomas, R. (1996) Survey in Research Methods: Guidance for Post-Graduate Studies (ed.) By Toney Greenfield, London: Arnold.

Wombo. B.S.H. (1993) Trends in collection growth in Nigerian University libraries' Third World Libraries. 3(2): 62.

World Encyclopedia of library and information services (1993) 3ra edition, Chicago: American Library Association.

APPENDIX I

Ahmadu Bello University,
Dept. of Library & Information Science,
Faculty of Education,
Zaria.

_____
_____
_____
_____

Sir,

I am a Post Graduate Student of the Department of Library and Information Science, Ahmadu Bello University, Zaria. I am currently undertaking a research on the Development of Utilization of Information resources in state owned University Libraries in Northern Nigeria. I am therefore requesting you to kindly provide answers to the questions as contained in the attached questionnaire.

Your earliest response will be highly appreciated.

Thanks for your cooperation.

Yours faithfully,

ABUBAKAR, M.B

APPENDIX II

QUESTIONNAIRE FOR LIBRARIANS

SECTION A: RESPONDENT'S PERSONAL INFORMATION

1. Name of the University Library_____
2. Sex: (a) Male [ ] (b) Female [ ]
3. Age: (a) 19-29 [ ] (b) 30-49 [ ] (c) 50 and above [ ]
4. Academic qualification?
   (a) First Degree [ ]
   (b) MLS and above [ ]
5. How long have you been in the services of the University library?
   (a) Below 5 years[ ]
   (b) 5-10 years [ ]
   (c) 10-15 years [ ]

SECTION B:

6. What type of information resources are acquired in your library? (a) Books [ ] (b) Periodicals [ ] (c) Reference sources [ ] (d) E-books [ ] (e) Others specify_____
7. Do you have selection policies in your library?
   (a) Yes [ ] (b) No [ ] (c) Others specify _____
8. Through which means do you acquire information resources into your library? (a) Purchase [ ] (b) Gifts/Exchange [ ]
   (c) Donations [ ] (d) Bequeath [ ] (e) Others specify_____
9. Who is responsible for the development of information resources in your library? (a) Librarian [ ] (b) Academic staff members [ ] (c) Students [ ] (d) Others specify_____

10. What is the relevancy of the stakeholders?

Stakeholders	Very relevant	Relevant	Not relevant
Librarians			
Academic staff			
Students			
Others			

11. What is the frequency of acquiring information resources in your library?

Every semester	Anytime funds are made available	Any other time specify

12. How current are the information resources in your library?
    (a) Very current
    (b) Moderately current
    (c) Fairly current
    (d) Not current at all

13. What is the frequency of information resources in your library?

Very frequent	Frequent	Not frequent

14. How often do patrons use the library?

    (a) Daily [ ]

    (b) Weekly [ ]

    (c) Others specify_____

15. Which of the following information resources do your library patrons use mostly?

    (a) Text and reference books [ ]

    (b) Journals and related periodicals [ ]

    (c) E-books [ ]

    (d) Others specify_____

16. Are there relevant information resources to the patron needs?

    (a) Yes [ ]

    (b) No [ ]

    (c) Others specify_____

17. What are the challenges faced by your library in acquisition of information resources?

    (a) Lack of funds [ ]

    (b) Lack of separate budget for the library [ ]

    (c) Inflation in prices of information resources [ ]

    (d) Proliferation of information resources [ ]