ACCESS AND UTILIZATION OF SPECIAL INFORMATION RESOURCES IN KASHIM IBRAHIM LIBRARY BY POSTGRADUATE STUDENTS IN AHMADU BELLO UNIVERSITY, ZARIA, NIGERIA

BY

ALIYU, AYIKEYI MAJI

DEPARTMENT OF LIBRARY AND INFORMATION SCIENCE,

FACULTY OF EDUCATION,

AHMADU BELLO UNIVERSITY,

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JANUARY, 2020

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A DISSERTATION SUBMITTED TO THE SCHOOL OF POSTGRADUATE STUDIES AHMADU BELLO UNIVERSITY IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE AWARD OF MASTER DEGREE IN LIBRARY AND INFORMATION SCIENCE (MLS)

DEPARTMENT OF LIBRARY AND INFORMATION SCIENCE,

FACULTY OF EDUCATION,

AHMADU BELLO UNIVERSITY,

ZARIA, NIGERIA

JANUARY, 2020

DECLARATION

I hereby declare that this Dissertation titled "Access and Utilization of Special Information Resources in Kashim Ibrahim Library by Postgraduate Students in Ahmadu Bello University, Zaria." has been carried out by me in the Department of Library and Information Science. The information derived from the literature has been duly acknowledged in the text and a list of references provided. No part of this work was previously presented for the award of another Degree, Diploma or any other certificate at this institution or any other institution.

…….	……	……
Aliyu Ayikeyi Maji	Signature	Date

CERTIFICATION

This Dissertation entitled "Access and Utilization of Special Information Resources in Kashim Ibrahim Library by Postgraduate Students in Ahmadu Bello University, Zaria" by MAJI, Aliyu Ayikeyi met the regulations governing the award of Master Degree of Library Science (MLS) of Ahmadu Bello University, Zaria, and is approved for its contribution to knowledge and literary presentation.

…… …….

Prof. Tijjani Abubakar Date
Chairman, Supervisory Committee

…… ……..

Dr. Baba S. Aduku Date
Member, Supervisory Committee

…… ……

Dr Habibu Mohammed Date
Head of Department

…….. ……

Prof. S. Abdullahi Date
Dean, School of Postgraduate Studies

DEDICATION

This Dissertation is dedicated to my beloved late father, Alhaji Maji Ayikeyi and late mother Hassana Ashagba Maji, my children, Abubakar Maji, Ibrahim Maji, Late Faruk Maji, Abdulkarim Maji, Aminu Maji, Yahaya Maji, Mannir Maji and Maryam Maji.

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ABSTRACT

This study investigated Access and Utilization of Special Information Resources in Kashim Ibrahim Library by Postgraduate Students in Ahmadu Bello University, Zaria. In order to achieve this objective, seven (7) research questions were developed and answered. Survey research method was adopted to conduct the study. The population of the study comprised 8,087 postgraduate students and Head of RBSD who was the custodian of special information resources. A structured questionnaire was administered. The data collected for the study were presented and analyzed using descriptive statistics such as frequency distribution tables, and percentages. The research findings revealed amongst others that postgraduate students have access and also utilize some special information resources provided by the Research and Bibliographic Services Division (RBSD) of K.I.L., A.B.U., Zaria. The study revealed that postgraduate students were more aware of thesis/dissertations, Africana newspapers, and Africana books. Methods put in place in order to ensure access of special information includes, University Digital Repository, physical access by RBSD staff, use of Card Catalogue and use of Online Public Access Catalogue (OPAC). The special information resources that were extensively used were thesis/dissertations, Africana newspapers, Africana books and scrap books. The study also found out that postgraduate students were also highly satisfied with the use of thesis/dissertations, rare books and Africana books. The study concluded that the effort made in giving qualitative resources to users can only succeed by creating an avenue for periodic seminars, workshops and lectures on the various special information resources that are available in Research and Bibliographic Services Division, K.I.L., A.B.U., Zaria. It recommends that the library management should make available all types of special information resources for access and use of postgraduate students in line with global best practices.

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LIST OF ABBREVIATIONS

A.B.U.: Ahmadu Bello University

BC: Bliss Classification

CAS: Current Awareness Services

DDC: Dewey Decimal Classification

DR.: Doctor

F: Frequency

K.I.L.: Kashim Ibrahim Library

LCC: Library of Congress Classification

MARC: Machine Readable Catalogue

No: Number

%: Percentage

RBSD: Research and Bibliographic Services Division

SDI: Selective Dissemination of Information

CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

The primary purpose of university libraries is to support teaching, learning and research in ways consistent with, and supportive of the institution's mission and goals. In addition, library resources and services should be sufficient in quality, depth, diversity, and recency to support the institution's curriculum as posited by Oyewusi and Oyeboade (2009). As a result of this, university libraries are often considered the most important resource centre of an academic institution. As such, both staff and students have realized that the library has great roles to play in the provision of special information resources necessary for their day- to- day research needs or activities. The library acts as a medium of getting the latest scientific and technological information either in print or in electronic form, for accessibility and use of the library patrons.

Special information resources according to Akintunde (1995) are a collection of information resources, which are distinguished by their age, rarity, value, uniqueness, subject matter, provenance, or some defining characteristic. Special information resources in Libraries includes not only traditional print-on-paper medium like books, journals, newspapers, and maps, but also audio visual materials like cinematograph film records, cartographic materials, moving mega materials, born digital materials, microforms, artefacts, online databases, electronic books, and electronic journals and other media via the Internet (Love and Feather, 1998).

Moreover, Hasley (2006) added that libraries collections include not only printed materials but also art reproduction, maps, photographs, etc. For the library to advance

knowledge, it must not only provide resources but ensure their effective access and use (Williams-Osula, 1999). The growth of research in all fields of human endeavour is becoming increasingly detailed and sophisticated. University libraries collect a variety of materials (including special information resources), for access and use by the library patrons. These resources include not only traditional print- on-paper media like books, journals, newspapers, and maps, but also audiovisual materials like records, audiocassettes and projectors, art reproductions, electronic books, e-journals and other media (Oyewusi and Oyeboade (2009).

Universities are institutions concerned with teaching, learning and research. Since library's objective is to assist what transpires in the parent institution, it has to provide special information resources in relation to demands of various levels of programmes. Of these levels, the postgraduate programme has the largest research components. These researches are usually organized in some sort of order according to their degree of likeness, by subject or form. Okore and Ekere and Eke (2009) noted that resources are organized using specific types of classification scheme to collate materials in a given subject together. However, university libraries in most cases provide and organize separately another category of collections called special information resources. Special information resources like thesis/ dissertations are created by individual universities who own them.

1.1.1 Development of Special Information Resources in Nigerian University Libraries

The development of special information resources in Nigerian University libraries dates back to the establishment of the first university, namely the University College Ibadan, in 1948. Being the highest institution of learning and because there was no national library in existence, the university library was designated the national depository for Nigerian

publications (Nigerian Publications Ordinance of 1950). It thus became compulsory for all publishers in the country to deposit two copies of their books, journals, pamphlets, gazettes, sheets of music, maps, plans etc. in the university library. These deposits form a substantial part of the University special information resources. It played this role fully till 1964 when the then Northern Region designated Ahmadu Bello University, Zaria as the legal depository for all publications emanating from that region. In 1970, the National Library Decree (Decree 29 of 1970) was promulgated and this transferred the role of legal deposit from the Ibadan University Library and Ahmadu Bello University Library to the National Library in Lagos. It stated that three copies of all books published should be deposited with the National Library with one copy to be re-directed to the University of Ibadan. Thus, these two university libraries (Ibadan and Zaria) were able to acquire materials that formed part of their special information resources. Aguolu (2000) reported that, since independence in 1960, there has been an upsurge in the establishment of educational institutions at all levels, especially university education. Successive Nigerian governments have continued to invest strongly in education. It must be realized that university libraries, being integral academic parts of universities, generally emerged simultaneously with their parent institutions.

University libraries, including the A.B.U. Library Complex Zaria extend their specialized information resources/services beyond just making resources available for access and use, they also offer special assistance to users such as Advisory Services, Reprographic Services, Selective Dissemination of Information (SDI), Indexing and Abstracting Services, Short Term Loan Services, Current Awareness Services (CAS), User Education Programme, Carrels Services, Online Services etc. (Echezona and Edoka, 2009).

1.1.2 Special Information Resources in Kashim Ibrahim Library, A. B. U., Zaria

Special information resources are housed in the Research and Bibliographic Services Division of the Library. The collections of the Division are on closed access in order to monitor their use. the Research and Bibliographic Services Division (RBSD) where special information resources are housed is one of the nine principal divisions of the Library. The Division is housed in a closed access room on the first floor of the main library building. The division is then subdivided into three units, namely the Africana Unit, Government Documents and Archives/United Nations Organization Documents Unit and Arabic Collections Unit. The division also houses other small collections such as the Clarent Holt Collections and Rare Books Collections. Due to the rarity of special information resources, resources in the division are placed on closed access, postgraduate students and faculty members are the categories who are granted access to the special information resources. The Africana collection is solely for reference, and items in it may not be borrowed. Readers are requested to ask for materials they require from the assistants at the counter as they enter the reading area. Nearly all academic libraries including the Kashim Ibrahim Library, A. B. U., Zaria have some part of their resources which are treated in a special way.

Special information resources in K. I. L. comprises Africana newspapers and journals, rare books, valuable donations, university archives, theses/dissertations, conference papers, biographies, business organizations (multinational organizations, indigenous private companies, financial institutions), Africana (Africa –General, Nigeria, local history), United Nations and its specialized agencies, other specialized agencies, ephemeral, manuscripts, etc. In many cases, special information resources are resources of national importance; the qualities that are unique to special information resources according to Scham (1987) set this

division apart from the rest of the library and frequently from the library administration as well. According to Scham (1987), the decision by libraries to substitute the term'' Rare Books'' with'' special information resources'' has been of great significance to both libraries and their users. Therefore, if ''Rare books'' traditionally include mainly old, rare, unique and valuable works, then the change and expansion of such holdings offered by the term ''special information resources'' becomes obvious immediately.

It is important for library services to focus more on the access and use of special information resources provided for their patrons. Popoola (2008) affirmed that the special information resources and services available in institutional information systems must be capable of supporting research activities among the students and faculty members.

1.2 Statement of the Problem

It is a common knowledge that effective and informed learning relies on access and utilization of information resources including special collections, (Adeyemi, 2012). Ultimately, without the necessary preconditions for information access and use, it is doubtful that researchers can build on the work of others and this could jeopardize the goals and objectives of learning, teaching and research efforts of academic libraries.

According to Olusanya (2014), preliminary investigation revealed that postgraduate students do not access and make adequate use of special information resources in Nigerian university libraries to satisfy their information needs as they ought to. To support this assertion, Popoola, (2008) revealed that if faculty staff and postgraduate students are to make maximum use of library special collections and services and derive greater benefits from them, they must be informed of their availability and how to access and utilize these resources, they must be sensitized about it and their benefits must be explained to them.

According to Adeyemi (2012), access and use is the operational language of modern librarianship and for special information resources to be accessible, application of technology to its management and digitizing these resources would preserve their research values, enhance use, and promote their lifespan. This view is in agreement with Igbeka and Ola (2010). One is therefore left wondering with the question of could this lack of adequate access and utilization of some special information resources be attributed to lack of awareness of some of these resources among postgraduate students, this motivated the need to investigate the access and utilization of special information resources in Kashim Ibrahim Library by Postgraduate Students in A.B.U., Zaria.

1.3 Research Questions

The following research questions were formulated to guide the study:

1. What types of special information resources are available to postgraduate students in Kashim Ibrahim Library, A.B.U., Zaria?
2. What methods are used to organize special information resources for easy access and retrieval in Kashim Ibrahim Library, A.B.U., Zaria?
3. To what extent are the postgraduate students aware of special information resources in Kashim Ibrahim Library, A.B.U., Zaria?
4. How do the postgraduate students access special information resources in Kashim Ibrahim Library, A.B.U., Zaria?
5. To what extent the postgraduate students access special information resources in Kashim Ibrahim Library, A.B.U., Zaria?
6. To what extent the postgraduate students utilize special information resources in Kashim Ibrahim Library, A.B.U., Zaria?

7. To what extent are the postgraduate students satisfied with utilization of special information resources in Kashim Ibrahim Library, A.B.U., Zaria?

1.4 Objectives of the Study

The following objectives guided the study:

1. To find out the types of special information resources available to postgraduate students in Kashim Ibrahim Library, A.B.U., Zaria.
2. To find out the methods used in organizing special information resources for easy access and retrieval in Kashim Ibrahim Library, A.B.U., Zaria.
3. To find out the extent to which postgraduate students are aware of special information resources in Kashim Ibrahim Library, A.B.U., Zaria.
4. To determine how postgraduate students access special information resources in Kashim Ibrahim Library, A.B.U., Zaria.
5. To find out the extent to which postgraduate students access special information resources in Kashim Ibrahim Library, A.B.U., Zaria
6. To find out the extent to which postgraduate students utilize special information resources in Kashim Ibrahim Library, A.B.U., Zaria.
7. To find out the extent to which postgraduate students are satisfied with the utilization of special information resources in Kashim Ibrahim Library, A.B.U., Zaria.

1.5 Significance of the Study

The result of this research would be of great benefit to different scholars and University Library Administration. in knowing the factors that influence the accessibility and utilization of different types of special information resources in K.I.L. by postgraduate

students. This knowledge would help the University Authority and Library Administration to determine how best to provide special information resources in respective disciplines. It will also help to know the types of special information resources postgraduate students do access and utilize most of the time so that adequate provision can be made in order to make the Research and Bibliographic Services Division more responsive.. Also, the university authorities would find the result useful as it would provide the reason why the provision of sufficient funds and manpower would bring about efficient provision, access and utilization of special information resources for better research output/ performance.

More so, the findings of this work will assist in delivering quality information in the field of Library and Information Science, particularly to special collection librarians as the study hinges on access and utilization of special information resources in K.I.L. by postgraduate students in A.B.U., Zaria. Moreso, it will add to the existing literature on special information resources in university libraries in Nigeria

1.6 Scope of the Study

This study is restricted to utilization of special information resources in Kashim Ibrahim Library by postgraduate students in Ahmadu Bello University, Zaria. The study focuses on special information resources like rare books, Africana newspapers and journals, valuable donations, university archives, conference papers, biographies, business organizations (multinational organizations, indigenous private companies, financial institutions), Africana (Africa–General, Nigeria, local history), United Nations and its specialized agencies, other specialized agencies, ephemeral, manuscripts, etc. The respondents were postgraduate students and the Head of Research and Bibliographic Services

Division, Kashim Ibrahim Library, A.B.U., Zaria where special information resources are housed.

1.7 Operational Definition of Terms

The following terms are defined as they are used in the study:

Access: Access is the right of entry to a library or its collections. In a more general sense, the right or opportunity to use special information resources that may not be openly and freely available to everyone.

Awareness: Having the knowledge of the existence of special information resources in the library.

Special Information Resources: Refers to information resources collected because of their special nature, value, age, uniqueness, rarity, type, subject and origin. Such as thesis/dissertations, manuscripts, Africana newspapers, Africana journals, Africana books, ephemerals, conference papers, rare books etc.

Utilization: Refers to the number of times special information resources is used profitably and effectively by library patrons during a given period of time, including the number of times it is checked out.

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CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1 Introduction

This Chapter reviews literature that relates to utilization of special information resources and its basic components. The review is presented under the following sub-headings:

2.2 Special Information Resources

2.3 Availability of Special Information Resources

2.4 Organization of Special Information Resources

2.5 Awareness of Special Information Resources

2.6 Accessibility of Special Information Resources

2.7 Utilization of Special Information Resources

2.8 User Satisfaction with Special Information Resources

2.9 Summary of the Review

2.2 Special Information Resources

According to Apeji (1986), special information resources is a collection of books connected with local history, celebrities, industries etc. or a certain subject or period, or gathered for some particular reason in a library which is general in character. Many departmental libraries also contain subject-related resources in the Law Library at Harvard University and University of Illinois in North America. Special facilities within the departmental libraries are sometimes provided for these rarities. In many libraries and the field of Library Science, a special information resource is the name applied to information resources that are of rare and unique nature. Many Nigerian University special information

resources grew out of the merging of rare book rooms and manuscripts departments in a university library system. According to Akintunde (1995), special information resources in Nigerian academic libraries include: rare books, Africana newspapers, Africana Journals, Africana bookjs,valuable donations, university archives, theses/dissertations, conference papers, biographies, business organizations (multinational organizations, indigenous private companies, financial institutions), Africana (Africa –General, Nigeria, Local History), United Nations and its specialized agencies, other specialized agencies, ephemeral, manuscripts, etc. special information resources are created by individual universities who own them.

Dooley and Luce (2010) defined special information resources as library materials in any format (e.g., rare books, manuscripts, photographs, institutional archives) that are generally characterized by their artifactual or monetary value, physical format, uniqueness or rarity, and/or an institutional commitment to long-term preservation and access. They generally are housed in a separate unit with specialized security and user services. Circulation of materials is restricted. They are traditional features of many academic libraries, and an important resource for primary research in the humanities and historical social sciences (Love and Feather, 1998).

The importance attached to special information resources in Nigerian academic libraries is a necessary consequence of their nature (i. e. special collection). According to Akintunde (1995), they present three common and distinguishing characteristics: rarity, limited audience, and substantial raw data. They are rarely found on the bookshop shelves as other books because they are published and distributed in limited quantity for limited circulation. Their contents, like those of United Nations publications, appeal only to a limited curious public such as shareholders and researchers. Special information resources like any

other information resources serve an extremely important function in Nigerian university libraries.

Paavilainen (2010) states that special information resources offer professional expertise in particular fields. Therefore, they are unique information resources that are acquired in Nigerian university libraries. Special information resources exist because of the research needs of students, staff and researchers. They provide specialized information for researchers and other categories of users. Special information resources are gold-mines of raw, credible, authentic, and substantial data. Special information resources also preserve our human heritage, which are rare ‘’materials’’ that are indispensable for scholarship. Panitch (2001) averred that special information resources constitute a major portion of most academic libraries’ operations and are critical to scholarship. Special information resources in university libraries require some special attention in terms of organization and preservation. Special information resources usually contain highly valuable materials that would aid in teaching, learning and research. A good number of resources in special collection divisions in many university libraries are primary literatures which, because of their currency, are used in updating knowledge. Some of the materials have local or international dimensions, which are suitable for various kinds of research. One other valuable component of special information resources is a number of statistical information materials that present current data on almost all aspects of human activities. Special information resources are an essential part of university library collections because they are an assemblage of materials that are highly useful for teaching, learning and research. The materials are particularly valuable to postgraduate students who need current, up to date and precise information and data for their research. Special information resources may be housed

in a separate building- or within the central library building. According to Apeji (1986), special information resources usually synthesize, correlate and document the history and thought of distinguished people. They are mines of information illustrating the richness of the history, culture and civilization of people throughout the world.

2.3 Availability of Special Information Resources

According to Oyewole and Adesina (2014), availability of special information resources has to do with the provision of requisite information sources as may be needed by users. Oyewole and Adesina citing, Aguolu and Aguolu (2002) stated that availability of special information sources means ensuring their presence in the library for immediate use. Availability of special information resources will enable users to make use of the library's special collections. Non -availability of special information resources in the library may lead to non-usage of these collections. Availability of special information resources must be distinguished from accessibility. Availability of information resources means ensuring their presence in the library for immediate use (Aguolu and Aguolu 2002). Special information resources might be available i.e. the library has acquired them, but inaccessible to those who need them for whatever reason (uncatalogued, miscatalogued, mis -shelved, etc.

Aguolu and Aguolu (2002) argue that availability should be viewed from the national and instructional levels. They assign the lack of availability of some special information resource to the steady proliferation of universities: federal, state, and private, along with increase in students and faculties, and the diversification of courses and academic research programmes, without adequate acquisition of special information resources to meet research and information needs. They identified obstacles to the development of adequate special information resources. Buckland (1975) analyzes frustration felt by users who failed to find

the special information resources they want in the library. He outlined four relationships between the user and availability of special information resources, which are:

1. The greater, the popularity, the lower the immediate availability.
2. The longer the loan period, the lower the immediate availability, the shorter the loan period, the higher the immediate availability.
3. The greater the popularity, the shorter the loan period has to be and the less the popularity, the longer the loan period can be.
4. Increasing the number of copies available, like shortening the length of loan period, increase in the immediate availability.

In a study by Ajayi and Akiniyi (2004) they discovered frustration among information seekers due to the non-availability of special information sources in format they can access. In a similar study by Oyediran-Tidings (2004) at Yaba College of Technology, Lagos, the researchers discovered a strong correlation between low use of the library by students and lack of competencies of technical nature. This finding opined that for university libraries o be useful, they need to take cognizance of this necessary correlation between availability and accessibility of special information resources.

In another study conducted by Marama and Ogunrombi (1996), discovered high unavailability of special information resources on library and information science in most Nigerian university libraries. They said this had a negative effect on the use of special information resources in the libraries studied. They therefore recommended that 5% of the budget meant for the purchase of library and information Science resources be set aside for special information resources. The study which was limited to only Library and Information Science can also be generalized to other subject areas.

2.4 Organization of Special Information Resources

The need for organizing special information resources is driven by the general explosion of information, knowledge and exponential growth in publications. Effective organization provides for effective access, retrieval and use of special information resources. Information resources organization, which is often used with the term bibliographic control, is described by Taylor (2009) as the process of describing information resources and providing name, title and subject access to descriptors, resulting in records that serve surrogates for the actual items of recorded information. Bozimo (2006) emphasized that for easy access and use of the vast amount of knowledge and information in organizations, special information resources need to be organized and information providers must know the information users, their approaches of seeking information and how they use the information they get. Although online searching and electronic bibliographic databases are now available in almost every field, which confirms that as information expands, the ability of the user to process it remains fixed (Seth and Parida 2006).

Aguolu and Aguolu (2002) suggests that to organize special information resources, classification scheme such as Library of Congress Classification Scheme (LC), Dewey Decimal Classification Scheme (DDC), Universal decimal Classification Scheme (UDC), and Bliss Classification Scheme (BC) etc. could be used. All special information resources such as, journals, audios, visuals, multimedia to mention a few should be placed in their appropriate subject areas or classes which can be identified by either a class mark or code etc. may be used. This contravenes the view of Mohammed (2011) who asserted that information and information resources can be organized either conventionally or unconventionally. Information resources are said to be organized conventionally if it is based

on internationally accepted standards such as Anglo-American Cataloguing Rules (AACR2), Machine Readable Cataloguing 21 (MARC21), List of Subject Headings and classification schemes. He further stated that information resources are unconventionally arranged when they are not based on any global norms and culture. i.e. based on personal will or convenience.

This means that libraries are at liberty to arrange and systematically organize their special information resources based on the nature and convenience of their users. Musa (2011) proclaimed that organizing and storing special information resources may be facilitated with the application of information and communication technology. Abdullahi (1998) adds that the usefulness of a library depends upon its proper management which includes the availability, accessibility and use of information resources, their arrangement, the situation of the library, etc. Cave (1986) reported that the Library of Congress has published a separate volume of the cataloguing of rare books, entitled Bibliographic Description of Rare Books. With rules formulated under the AACR2 and ISBN (A) for the description, and cataloguing of Rare Books and other Special Information Resources. This work adheres strictly to the rule of MARC format, which some rare book curators feel very uneasy with, as Roderick Cave has attested in his excellent work, ''Rare Book Librarianship''. The relative hospitality of cataloguing codes like AACR2 and MARC format for the special needs of rare book cataloguing have been a cause of concern to the Independent Research Libraries Association and others who fear that modern methods of storing and disseminating cataloguing information will not be in the interest of users of rare book collection. Cave finds particular fault with the usual library techniques used for

cataloguing letters and other manuscripts materials, which instead require special considerations.

Lying beneath the unique qualities of special information resources, Cave (1986) emphasized the importance of the techniques used to catalogue and describe them and that they be capable of being moulded to fit the collection, hence the inadequacy of blindly applying rigid code. He gave an excellent example by referring to Hunt Institute's singular collection of rare works on botany, the catalogue for which was carefully treated by Allan Stevenson (1977) in his ''Bibliographical Method for the Description of Botanical Books. 'Undeservedly neglected, he writes, ''this section explains the function and importance of the various elements in a way which can be appreciated by the botanical reader as well as by the bibliographer. A catalogue description is written for at least two different kinds of readers: for the librarian and also for the scholar.'' The Stevenson catalogue is both formal and complete for both the librarian and the scholar. It illustrates how important it is for the catalogue description to include ample notes on the significance of both the edition and subject work at hand.

2.5 Awareness of Special Information Resources

Special information resources available in the library for the use of clientele may not be effectively utilized if they are not aware of it. Library provides different services to the users but users must have knowledge of the services to be rendered to them. Therefore, awareness is the state or quality of being aware of something. According Oxford Advanced Learners Dictionary of Current English (1995), awareness is referred to as "knowledge or perception of a situation or fact''. This implies that knowledge is gained through one's own perception or by means of information. Popoola and Zaid (2016), studied faculty awareness

and use of library special information resources in Nigerian Universities and averred that if faculty staff and students are to make maximum use of library special information resources and services and derive greater benefits from them, they must be informed of their availability and how these may be useful to their teaching and research activities. If postgraduate students are to make use of special information resources being provided for them, they must be sensitized about it and their benefits must be explained to them. The awareness will arouse their interest to make use of these resources provided for them. Zaman (2013) defined current awareness service in the library as the dissemination of information that will keep the users informed and up-to-date in their fields of basic interest as in related subject. Uhegbu (2006) studied national information awareness and utilization among rural women in Imo State and revealed that for people to be aware of special information resources, such information should:

- be communicated to the people at the right time
- be properly packaged and accurately targeted
- be disseminated through the right media
- be accurate, reliable and avoiding of ambiguity
- be disseminated to the people in the language of their understanding and,
- be in right quantity and quality

Awareness is knowledge about something that exists or understanding of a situation or subject at the present time based on information or experience (Ani and Ahiazu, 2008).It can also be seen as knowledge or perception of a situation, fact, consciousness, recognition, realization, grasp and acknowledgement concern about the well-informed interest or familiarity in a particular situation or development. Ojo and Akande (2005) opined that

students' level of access, usage and awareness of special information resources at the University College Hospital, Ibadan, Nigeria is not high and the major problem however identified in their study is lack of information retrieval skill for exploiting special information resources in electronic format. Arif and Meadows (1994) stated that once users become aware of an information source, they tend to use it. The implication of this is that special information sources which users are not aware of would be underutilized. Therefore, what is fundamental to special information provision is to create awareness. Awareness of the change of technology in recent years has dramatically altered how special information resources are accessed, stored and disseminated (Tsakonas and Papatheodorou, 2006). Whereas information provision and usage in academic libraries was previously based upon the collections of physical library materials, it is now increasingly the case that academic libraries are moving into the virtual environment. Postgraduate students in their reaction to such stimuli ought to be aware of the availability of electronic journals on special information resources to aid them in their academic pursuit. Similarly, Aseni and Riyahniya (2007) concluded that awareness of the existence of electronic journals on special information resources is crucial in influencing usage of the resources and maintained that when a user is aware of resources it would usually lead to greater access and use of such special information resources. Baro et al (2011) studied Delta State University and found that special information resources in electronic scholarly journal database were underutilized. Users cited lack of awareness of their existence as primary constraints they had. Okello and Magara (2008) supported this notion of underutilization and stated that the common obstacle in the use of special information resources in electronic format in higher institutions of learning was lack of awareness about this category of information resources. Also studies

have indicated that factors such as awareness and skill are the determining factors that may influence users' decision to use special information resources in electronic format Obuh, (2009); Prangya and Rabindra, (2013) and Vasishta, (2003) noted that promotion is the decisive factor in the effective use of sophisticated special information resources in electronic format. They argued that, since electronic journals are developing as a new platform, their promotion requires more than just notification. Therefore, awareness is paramount if postgraduate students are to harness these collections.

2.6 Accessibility of Special Information Resources

The university library is the academic heart of the university system and its basic purpose is to provide university staff, students and other researchers with special information resources and an enabling environment that would facilitate teaching, learning and research.

Poopola (2008) affirmed that the special information resources and services available in academic information system must be capable of supporting research activities among postgraduate students and faculty members. Ugah (2008) opined that the more accessible special information resources are the more likely they are to be used and users tend to use special information resources that require the least effort to access.

According to Nwachukwu, Abdulsalami and Salami (2014), accessibility is the degree to which a system is useable by a wide range of users as possible. In other words, it is the degree of ease with which it is possible to reach a certain location from other locations. They went further to state that it can be viewed as the ability to access the functionality and possible benefits of some system or entry. Accessibility remains the key to all information use. For users like postgraduate students, to make use of special information resources in the library, those resources must be accessible. Therefore, librarians should double their efforts

in providing access to postgraduate students with the relevant special information resources needed for their development.

Igbo and Imo (2010) found that special information resources were not easily available to postgraduate students of the Nnamdi Azikiwe University as a result of inadequacies emanating from out-datedness of special information resources, in-effective bibliographic organization and in-effective library services. The reasons stated for not easily accessing library special information resources in Nnamdi Azikiwe university is a serious one, most especially in-effective bibliographic organization of these resources. A university library should be able to organize their resources through cataloguing, classification, indexing and abstracting services to make them easily accessible and made use of by present and prospective users. A Federal university should be able to acquire recent and relevant special information resources for their students most especially post-graduate students for their research purposes.

Iyoro (2004) in his study identified accessibility as one of the pre-requisite of special information resources use. Accessibility and use of information sources is an important recurring theme in the literature. The more accessible information sources are the more likely they are to be used. Readers tend to use special information sources that require the least effort to access. These observations have been validated by empirical studies by Slatter (1963). The user may encounter five possible types of inaccessibility. The types are conceptual, linguistic, critical, bibliographic, and physical inaccessibility. Aguolu and Aguolu (2002), note that availability of an information source does not necessarily imply its accessibility, because the source may be available but access to it is prevented for one reason or the other.

Aina (1983) writes on access to scientific and technological information in Nigeria. He revealed that, of the 7,014 scientific papers published between 1900 and 1975, 5,607 (79%) are journal articles and 1,116 or (20%) of these journal articles were not indexed or abstracted, making them inaccessible. Further analysis shows that 77% of the papers not covered by any indexing or abstracting services were published in Nigeria. He recommends the establishment of a National Science Information Centre to acquire, organize, and disseminate scientific information sources in Nigeria and other places. Iyoro (2004) examines the impact of serial publications in the promotion of educational excellence among information professionals receiving further training at the University of Ibadan. The study looks at the perception of how serial accessibility has contributed to students' learning process. Serials were found to play a significant role in the acquisition of knowledge, because the serials collection was easily and conveniently accessible. In a similar study by Oyediran–Tidings (2004) at Yaba College of Technology, Lagos, low use of the library special information resources by students was observed. This was attributed to expressed accessibility problems. Neelamegham (1985) has identified accessibility as one of the prerequisites of special information resources use. Similarly, Kuhlthau (1991) argues that the action of information seeking depends on the needs, the perceived accessibility, sources, and information seeking habits. Iyoro (2004), in his study identified accessibility as one of the pre-requisite of special information resources use. Ugah (2008) studied the relationship between accessibility and library information resources use by undergraduates in Nigeria. He noted that the problem of Nigerian students is not the question of wanting to use the college library, but whether or not the university library can provide for their needs, and whether

there is access to what is provided. This assertion was agreed to in later studies by Iyoro (2004) and Popoola (2008).

In separate studies, Seth and Parida (2006), Ugwu (2008), Nnadozie and Nnadozie (2008) cautioned that availability of information resources and services does not automatically translate to information accessibility and use. Ugwu (2008) explained further in his study that the problems of transmission, storage, and display of information have been combined with the problem of getting information to users quickly.

Aguolu and Aguolu (2002) reveal that efforts are being made worldwide to promote access and use of special information resources in all formats. They lament the attendant features of underdevelopment such as power failure, machine breakdowns, and lack of spare parts and technicians, which intermittently stall the performance of the modern gadgets of information storage and transfer in developing countries.

2.7 Utilization of Special Information Resources

According to Opeke and Odunlade (2011), when talking about utilization of special information resources, one question that readily comes to mind is, can anyone utilize what he/she does not have access to Though, a fundamental factor in special information resources utilization is the 'perceived' information need, awareness, access to the existing information resources are all major determinants of use. Access to special information resources, therefore, is an important variable that has been found to have a positive association with use of information resources (John-Okeke, 2006; Kiyengyere, 2007; Manda and Mukangera, 2007). Sajjad Ur Rehman and Ramzy (2004) assert that lack of access is among the primary reasons for underutilization of special information resources by health professionals in Kuwait University.

According to Plumbe (2010), there are many hindrances and challenges faced by users in the utilization of special information resources which include lack of awareness of existence, lack of information literacy skills necessary to search retrieval tools, lack of time, the challenge of locating '' good citable stuff '', inability to use affectively the library, and poor skills in information searching due to which users at undergraduate and postgraduate level rarely access and make use of these resources (Baro, Endouware and Ubogu, 2011).

Udensi (2012), is of the view that, the usage of some special information resources like Africana is not very widely, and that this may have affected the extent of availability of the resources in Nigerian university libraries. He said that if nothing is done about their gradual disappearance, negligence and underutilization in Nigerian university libraries, generations of Africans may not know much about the history of their origin or their cultural heritage. Special information resources like theses/dissertations have been considered valuable sources of research information for prospective postgraduate students, researchers, policy makers and other practitioners who are the beneficiaries of research findings contained in these documents. According to Kiondo (2004), "theses/dissertations may contain results of preliminary studies or discussions of future research directions that would be very valuable to the researchers and scholars to follow''. However, the problem area has been that these sources of information has been grossly underutilized because of the difficulty in obtaining widely available, free access to them either through university libraries or through other organizations. He said that the examination of access and use of these special information resources in Africa indicate that the use is mainly restricted to the universities where they were submitted.

Okore, Ekere & Eke (2009) are of the view that the library can increase access and use of special information resources through collecting, preserving, disseminating and raising awareness of the existence of these resources in Nigerian university libraries. The awareness, access and use, of special information resources are very essential for users as well as for libraries. According to Oyewusi and Oyeboade (2009), the areas where libraries can improve access and use of special information resources to library users include improved academic liaison in combining library and information technology support, open access information technology (IT) area with personal or helpline supports from IT staff. Special information resources are non-circulating and available to students, faculty, staff, courtesy card holders, and the general public for use only in the Reading Rooms. All users are required to register with the reading room attendant and check in/out daily. Picture identification is required before users are allowed into the special information resources Division. The basic and fundamental difference between the general collection and special collections in an academic library is the question of material accessibility. Most general or main collections are on open stacks. While the patron can if conversant with the catalogue in use, gain access to materials in the main collection without bordering any of the library staff, the circulation desk is the ultimate key to the special information resources.

According to Apeji (1986), the question accessibility of special information resources, vis-à-vis their utilization has continued to generate serious debate. Should special information resources be on open stacks or closed stacks? Closed access has resulted in under-utilization of special information resources. Apart from de-emphasizing the significance of browsing proponents of open access haves always drawn attention to the possibility of serendipity. He said users should be allowed to roam in the stacks because they

are likely to pick up materials of interest. But there is the nagging question of whether a reader is best served by turning him loose in the collection to seek his salvation. What are his chances of finding the right special information resources? Since a high percentage of library users in Nigeria avoid the card catalogue, does direct access to shelves not waste readers' time? Even though special information resources need to be properly handled, physically protected and accessibility to these collections be controlled, yet they exist to be utilized. Discouraging their utilization in any form he said, is to turn special information resources into a museum, which is only one part of its functions. While acknowledging the validity of the points in support of open access, it might be unwise to leave access to special information resources unrestricted without solving the accompanying problems of theft, mutilation, improper handling, space, disarrangement, etc. A prime concern of every library of its user is to ensure that the special information resources provided are accessible, relevant for greater use and performance of the library. Whatever may be its role, a library has to be properly managed to enable it meet its expected responsibilities to the university community. Amkpa (2000) saw user study as a vital aid for effective planning and management of academic libraries. Neelamegham (1985) claimed that the scenario in many libraries in developing countries is under-utilization of special information sources and services. Ojo (1994) reported that if the library is to contribute to the advancement of knowledge, it must not only provide the special information resources, but also ensure their effective utilization. All these tend to establish the fact that a library is more than a building; it entails resources, manpower and management. As a way of managing library resources, certain materials are removed from other general materials to a designated location in order to enhance their utilization and prevent them from users' abuse. These materials are labeled special information resources.

Oyesiku (2002) noted that effective utilization of the library special information resources by staff and students is one of the principal objectives of establishing specialized information resources departments in university libraries. Tsafe (2004) submitted that in order to provide necessary special information resources for a rapidly growing number of postgraduate students, books likely to be in high demands by a large number of students should be placed in special information resources section of the library, so as to make them circulate faster or available and accessible whenever there are demands for their use.

However, the current trend shows that in an attempt to protect these special information resources, they are often not used at all or grossly under-used as users might not be aware of their existence. Popoola (2008) therefore observed that information availability does not mean accessibility and utilization. This situation however has been attributed to poor user education in our libraries. Mugyabus (1997) stated that user education is a device by libraries to educate users on how to use library resources effectively and efficiently.

2.8 User Satisfaction with Special Information Resources

Librarians and information scientists are not only concerned with the acquisition, processing, storage and dissemination of special information resources to individuals and organizations for their access and use, but also concerned with the manner in which the information provided is put to use. Zeithman and Bitmar (2000) defined users' satisfaction as the means which users determine that a product or service meet the required needs and expectations. If the products or services do not meet their needs or expectations, it is therefore assumed that they are dissatisfied with the product or services. Similarly, Iwhiwhu and Okorodudu (2012) stated that users' satisfaction of library information resources and services is a way in which users judge the adequacy of the library information resources and

services rendered to them and also if their expectations are provided to them. Library user satisfaction implies how users feel after using the information resources and services and their willingness to return to the library when next they need information (Ikenwe and Adegbilero-Iwari, 2014). According to Ijiekhuamhen, Aghojare and Lerdinand (2015) the level of using the library depends on users' satisfaction with the available information resources and services rendered to them. The main objective of a library is to meet the information needs of its users in the best possible way and for this purpose; a library makes policies and strategies. A library should provide an appropriate collection, services and facilities to patrons to gain their satisfaction. A library is an integral part of an academic and research organization, and users are the key stakeholders who require information. They further said that the basic objective of a library or information resource centre is to fulfill users' information needs. A number of terms like 'patron', 'client', 'customer', etc. are used as a synonym to user. However, 'user' is a preferred term. Enhancing user satisfaction is integral to a successful service oriented organization including libraries, because satisfied users remain loyal, have positive feelings and recommend the service to others.

According to Mairaj and Naseer, (2003) improving the quality of user services is a matter of deep concern for the libraries of the modern age. Traditionally, the term 'user's service' refers to the functions of, and interactions within, library public services. In order to provide better library services, it is imperative to know how users assess those services, and surveys are a common data collection instrument to investigate users' needs. Users' priorities and expectations vary, and a good library makes its best to fulfill the users' demands in order to achieve the highest level of user satisfaction. Library and Information Science (LIS) researchers and practitioners are making efforts to understand the 'satisfaction of information

processes in library users. They believe that along with delivery of quality information, certain information delivery services and/or systems equally contribute to users' satisfaction. Many research studies have been conducted on this theme in the developed world but an overarching theoretical model of user satisfaction or dissatisfaction has not yet been developed, which is commonly accepted by the LIS community.

Libraries are service oriented organizations established for the provision of relevant information resources and quality services to meet their users' special information needs. Sowole (1995) noted that users are described as the raison (reason for existence) of the library. Meeting the information needs of users requires the provision of the actual information resources and services that will satisfy the needs of users. Simmonds (2001) stated several factors that can influence user's satisfaction. These factors include responsiveness, competence and assurances, tangibles and resources. Sowole (1995) implored librarians to make maximum efforts to ensure that their library users derived the best possible benefits from the services they render. User's attitude combined with selected users statistics are the most common methods used by librarians to evaluate the effectiveness of the library services and to show the level of satisfaction of the Special information resources requirement of the users. Special information resources requirement are to be provided by academic libraries to support the learning, teaching and research processes and to provide assistance to users. Similarly, Abagai (1993) cited in Mairaj and Naseer, (2013), noted that the use of academic library special information resources by users and indeed their satisfaction with the types of services offered depend on the availability of suitable learning materials, accommodation and competent staff in the library.

2.9 Summary of the Review

This chapter reviewed literatures that are related to access and utilization of special information resources in Kashim Ibrahim Library by postgraduate students in Ahmadu Bello University, Zaria. While conducting literature search, it was discovered that works have been done in the area of special information resources in different libraries. Some writers view special information resources as information resources that grew out of the merging of rare book rooms and manuscripts departments in a university library system where special information resources unit was created, and those special information resources units were created for administrative convenience to take care of miscellaneous, non-conforming materials. Different types of special information resources found in academic libraries were mentioned; such as Africana books, thesis/dissertations, Africana newspapers and journals, manuscripts, government and United Nations documents, manuscripts, special information resources (pictures and maps), etc. In addition, methods of organizing special information resources in academic libraries were mentioned from a number of materials reviewed. These various methods however, depend on the collection development policy of such libraries. Also reviewed are types of special information resources, access and utilization, extent of access, utilization and satisfaction derived from the utilization of special information resources. Research question and methodology alongside their findings were discussed.

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CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter presented the research methodology adopted in carrying out this study. The chapter is organized under the following sub-headings;

3.2 Research Design Adopted for the Study

3.3 Population of the Study

3.4 Sample and Sampling Technique

3.5 Instrument for Data Collection

3.6 Validity and Reliability of the Instrument

3.7 Procedure for Data Collection

3.8 Procedure for Data Analysis

3.2 Research Design Adopted for the Study

Descriptive survey research design was adopted for the study. According to Ekoja, (2000) descriptive survey research is usually carried out to answer specific questions about a group or population so as to learn from it and proffer solutions. Descriptive survey research design has been identified as being the most popular data collection tool in outcomes measurement and evaluation. Aluko, (2009). Descriptive survey research design was found to be the most suitable for this study, as it enabled the researcher to identify and gather the relevant data and information which was be used to analyze the existing conditions/situations about the subject of the study.

3.3 Population of the Study

The population of this study consisted of eight thousand and eighty seven (8,087) postgraduate students and the Head, Research and Bibliographic Services Division who was the custodian of special the special in Kashim Ibrahim Library, A. B. U., Zaria

Table 3.1: Population of the Study

S/No.	Faculties/Division	Total no. of P.G. Students/ Staff of RBSD
1.	Administration	1702
2.	Agriculture	241
3.	Arts	379
4.	Education	1408
5.	Engineering	765
6.	Environmental Design	740
7.	Law	299
8	Life Sciences	497
9.	Medicine	298
10.	Pharmaceutical Sciences	216
11.	Physical Sciences	914
12.	Social Sciences	493
13.	Veterinary Medicine	164
14.	Africana & Document Units, (RBSD) KIL, ABU, Zaria.	1
		8,087

Source: Management Information System and Research & Bibliographic Services Division, Records and Statistics Unit (2017).

3.4 Sample Size and Sampling Techniques

Sample as opined by Suleiman (2007) is the strategy for selecting a smaller (more manageable) section of the population that will represent the entire population. The targeted respondents were the postgraduate students and the Head, Research and Bibliographic Services Division. The justification for choosing the samples was that the Head is the manager of special information resources and the postgraduate students are the customers of the library. The researcher appreciates that it might be difficult to get all the postgraduate students to respond to the questionnaire and interviews because the academic Staff Union of

Universities were on strike, and as such a substantial number of postgraduate students travelled back home.

Four hundred and six (406) Postgraduate students were used as sample of the study. On the part of the Head of RBSD, where only the head was selected, purposive sampling technique was used. The Head was chosen purposively because she was the right person that could give answers to research questions (one) 1 and (two) 2. Hence, the researcher excluded the other staff of the Research and Bibliographic Services Division. The sample size was drawn based on the recommendation of Krejcie and Morgan (1970) as cited in Sambo (2005), that a sample size of 5% of the population is a fair representation of such population if the population runs into thousands.

Table 3.2: Sample Size

S/No.	Faculties/RBSD (KIL)	Population	Sample Size 5%
1.	Administration	1,702	85
2.	Agriculture	241	12
3.	Arts	379	19
4.	Education	1,408	70
5.	Engineering	765	38
6.	Environmental Design	740	37
7.	Law	299	15
8.	Life Sciences	497	25
9.	Medicine	298	15
10.	Pharmaceutical Sciences	216	11
11.	Physical Sciences	914	46
12.	Social Sciences	493	25
13.	Veterinary Medicine	164	8
14.	Africana & Document Units, (RBSD) KIL, ABU, Zaria.	1	1
		8,087	**406**

Source: A.B.U. Postgraduate School and Management Information System Records and Statistics Unit, (2017).

Note: Digits after decimal point were rounded down and up accordingly to simply sampling number across the faculties and units.

3.5 Instrument for Data Collection

The research instrument used for the study is the questionnaire. The questionnaire was designed essentially for the collection data on access and utilization of special information resources in Kashim Ibrahim Library by postgraduate students in A. B. U., Zaria.

Osuala (1993) and Sambo (2005) argued that questionnaires are more economical for reasons of time or funds and are directly associated to survey research design. According to Bulmer (2004), questionnaire is a well established tool for acquiring information on participants' social characteristics, standards of attitude and reasons for action with respect to the topic under investigation. It is objective and relatively easy to analyze. These advantages make questionnaire an ideal instrument for this study. The questionnaire was used because the researcher was able to elicit required information from a large group. The questionnaire used was self-developed by the researcher. This is because it was difficult to get an instrument that would exactly match this study. For this study, two questionnaires were designed: one for Head of Research and Bibliographic Services Division, and the other for postgraduate students who utilize special information resources in K. I. L., A B U., Zaria. Questions in Sections A solicited for demographic information of the respondents which was used for identification and classification purposes. Section B: Types of special information resources found in Kashim Ibrahim Library; Section C: Organization of special information resources. For the PG Students, sections A-E contained items which sought out data to which other sections answer the six research questions which were used as a guide to the course of the investigation. A 5-point Lickert scale was applied. For research question five (5), HU (Highly Utilized), U (Utilized), RU (Rarely Utilized), NU (Not Utilized), & UN (Undecided) were given respectively. While for Research question Six (6), HS (Highly Satisfied), S

(Satisfied), RS (Rarely Satisfied), NS (Not Satisfied), UN (Undecided) were given respectively. The respondents are literate and capable of completing the questionnaire without any assistance from anybody. The choice of this instrument however was based on the above stated reasons.

3.6 Validity and Reliability of the Instrument

In order for the questionnaire to be useful, accurate and measurable, it was subjected to face and content validity. Content validity was done by my supervisors for scrutiny and also sought for other experts' opinions. The face validity was done to ensure that the questionnaire covers the area of need in terms of extracting the relevant data from the respondents. Both content and face validity was done by the supervisors and this was achieved by judging the items to represent the entire range of possible items it should cover.

The reliability of the instrument was established by conducting a pilot study within three weeks in University of Jos, Jos, Plateau State. The subjects that participated in the pilot study were 25 Postgraduate students and the Head of the Documents section where special information resources are housed. The purpose of the pilot study was to determine the reliability of the instruments and the choice of University of Jos was because it was not part of the population of the study. This is in line with Adigun (2005), who noted that pilot testing is usually done on a much smaller scale than the main study but under the same or similar conditions out of the main study area. Split-half method of reliability estimate was used by splitting the administered questionnaire into two sets after numbering them in the order of odd and even numbers. The results were subjected to Spearman-Brown formula where reliability co-efficient of 0.91 and 0.72 was obtained for the Library staff and PG students respectively.

3.7 Procedure for Data Collection

An introductory letter introducing the researcher and the purpose of the research was attached to the copies of the questionnaire to facilitate data collection. The questionnaire was personally administered across the areas of study, which were School of Postgraduate Studies and Kashim Ibrahim Library, A. B. U., Zaria, along with two research assistants who were employed and trained for distributing, supervising and collecting back the completed questionnaires. The questionnaires were distributed to the respondents as they came to the Library to access and utilize special information resources. This step was taken to ensure that the target respondents were reached and maximum return of questionnaires was achieved. The procedure for data administration and collection from the respondents lasted for four (4) weeks.

3.8 Procedure for Data Analysis

The data collected was analyzed using descriptive statistics. Frequency and percentages were also used. The results were presented using tabular form.

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CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND DISCUSSION

4.1 Introduction

This chapter presents the data collected from the respondents and how the data were analyzed using frequency count tables, mean and standard deviation. The discussions were based on the data. The chapter is presented under the following sub-headings:

4.2 Response Rate (Head of RBSD, KIL)

4.3 Response Rate (PG Students)

4.4 Data Presentation, Analysis and Discussions

4.2 Response Rate (Head of RBSD, KIL)

The response rate for the Head of Research and Bibliographic Services Division (RBSD) was 100%.

Table 4.1: Types of Special Information Resources Available in KIL, A.B.U., Zaria

	Special Information Resources	Response
1.	Theses/Dissertations	√
2.	Africana books	√
3.	Africana Journals	√
4.	Africana Newspaper	√
5.	University Archives	X
6.	Conference Paper	X
7.	Biographies	X
8.	Rare Books	√
9.	Scrap Books	√
10.	Business Organizations Publications	√
11.	United Nations Publications	√
12.	Ephemerals	X
13.	Manuscripts	√
14.	Special Information Resources (pictures and maps)	√
15.	CD-ROM Special Information Resources	√
16.	On-line Special Information Resources	√
17.	Others (Specify)	

Key: √ = Available, X = Not Available

Table 4.1 presented the types of special information resources available in K.I.L., A.B.U., Zaria. From the Table, it can be seen that some of the special information resources were available in Africana and Documents Unit of Research and Bibliographic Services Division K.I.L., A.B.U., Zaria, while some were not available. Those that were available included: Theses/Dissertations, Africana books, Africana journals, Africana newspapers, rare books, scrap books, business organization publications, United Nations and its specialized agencies publications, manuscripts and special information resources (pictures & maps), CD-Rom special information resources, and online database special information resources. While those that were not available were: university archives, conference papers, biographies, ephemerals, CD- Rom special information resources, and online database special information resources. However, it can be deduced that there were more special information resources in the library than those that were not available. This study is in line with that of Aguolu and Aguolu (2002) who reported that availability of special information resources means ensuring their presence in the library for immediate use, and that special information resources might be available, i.e., the libraries have acquired them, but are inaccessible to those who need them for whatever reason (uncatalogued, miscatalogued, misshelved etc.) This implies that postgraduate students have the chance of accessing a lot of information resources for their researches from the available special information resources in the library. For example, there were a lot of theses/dissertations; these are needed by postgraduate students for guidance, consultation etc.

Table 4.2: Organization of Special Information Resources in KI L, A.B.U., Zaria

Organization of Special Information Resources	Response
Numerical Arrangement	X
Alphabetical Arrangement	X
Subject Order	√
Title Order	√
Library of Congress Classification	√
Order	√
Chronological Order	√
Geographical Order	X
Author Order	√
Others (Specify)	

Table 4.2 presented the types of methods used in organizing special information resources available in K.I.L., A.B.U., Zaria. From the table, it can be seen that subject order, title order, Library of Congress classification order, chronological order, and author order were the methods used in organizing special information resources in Research and Bibliographic Services Division, K.I.L., A.B.U., Zaria, while numerical arrangement, alphabetical arrangement, and geographical order were not used in organizing special information resources in the Division. This is in agreement with Aguolu (2000), who suggests that to organize special information resources; classification scheme such as Library of Congress Classification Scheme (LC), Dewey Decimal Classification Scheme (DDC), Universal Decimal Classification Scheme (UDC), and Bliss Classification Scheme (BC) etc could be used. Research and Bibliographic Services Division (RBSD), K.I.L., A.B.U., Zaria chose the Dewey Decimal Classification Scheme (DDC) for organizing their numerous special information resource.

4.3 Response Rate (PG Students)

The total copies of questionnaire administered to the respondents (PG Students) were 406 out of which 281(69%) copies were successfully retrieved. Table 4.3 carries the breakdown of the response rate. The low response rate is attributed to the fact that the Academic Staff Union Universities were on strike at this period.

Table 4.3: Response Rate (PG Students) in Ahmadu Bello University, Zaria by Faculties

Faculties	Questionnaire Administered	Questionnaire Returned	% Returned
Administration	85	24	8.5
Agriculture	12	12	4.3
Arts	19	19	6.7
Education	70	33	11.7
Engineering	38	22	7.8
Environmental Design	37	37	13.1
Law	15	15	5.3
Life Sciences	25	25	8.8
Medicine	15	15	5.3
Pharmaceutical Sciences	12	12	3.9
Physical Sciences	46	41	14.5
Social Sciences	25	18	6.4
Veterinary Medicine	8	8	3.2
		281	**69**

From table 4.3, it can be seen that physical science has the highest distribution with frequency and percentage of 41 (14.55%), followed by Environmental Design with 37 (13.1 %), and Education with 33 (11.7 %). While the lowest frequency and percentage came from Veterinary Medicine with frequency and distribution of 8 (3.2 %), Pharmaceutical Sciences with 12 (3.9 %), and Agriculture with 12 (4.3 %) respectively. The response rate of 69% was

achieved. This means that more than half of the Postgraduate students selected filled and returned the questionnaire given to them.

Table 4.4 Gender Distribution of Respondents (PG Students) based on Faculties in A.B.U., Zaria

Gender	Frequency	Percentage (%)
Male	180	64.1
Female	101	35.9
Total	**281**	**100**

Table 4.4 Gender distribution of respondents based on faculties in A.B.U., Zaria indicates that a total of 180 (64.1 %) students were males and 101 (35.9 %) students were females. The reason for the higher percentage of the male respondents compared to that of the female was that more males remained in the school and utilized special information resources during the period of ASUU strike than their female counterparts.

4.5 Data Presentation, Analysis and Discussions

The presentations under this heading are based on the 281 copies of questionnaire retrieved from the subjects of the study. The data are grouped based on the research questions raised in the study, analyzed and discussed.

Table 4.5 Awareness of Special Information Resources by Postgraduate Students in Kashim Ibrahim Library, A.B.U., Zaria

S/No.	Awareness of Special Information Resources	Aware		Not Aware		Total	
		F	%	F	%	F	%
1.	Theses/Dissertations	54	19.2	3	1.06	281	100
2.	Africana books	24	8.5	2	0.7	281	100
3.	Africana Journals	22	7.8	13	4.6	281	100
4.	Africana Newspaper	41	14.5	2	0.7	281	100
5.	University Archives	9	3.2	4	1.4	281	100
6.	Conference Papers	22	7.8	27	9.6	281	100
7.	Biographies	2	0.7	11	3.9	281	100
8.	Rare Books	22	7.8	8	2.8	281	100
9.	Scrap Books	21	7.4	3	1.06	281	100
10.	Business Organizations Publications	9	3.2	24	3.2	281	100
11.	United Nations & its Specialized Agencies Publications	11	3.9	13	4.6	281	100
12.	Ephemerals	12	4.2	16	5.6	281	100
13.	Manuscripts	8	2.8	13	4.6	281	100
14.	Special Information Resources (pictures and maps)	2	0.7	18	6.4	281	100
15.	CD-Rom Special Information Resources	8	2.2	22	7.8	281	100
16.	Online Database Special Information Resources	6	2.1	20	7.1	281	100
17.	Others (Specify)						

Key: A=Aware, NA: Not Aware

Table 4.5 presented the awareness of postgraduate students on special information resources in K.I.L., A.B.U., Zaria. From the Table, it was observed that postgraduate students were aware of theses/dissertations which had 54 (19.2%), Africana newspapers 41 (14.5%), and Africana books 24 (8.5%). However, conference papers 27 (9.6%), business organization publications 24 (3.2%), and CD-Rom special information resources 22 (7.8%) were those that postgraduate students not aware of.

Also, from the Table, it was seen that theses/dissertations had the highest awareness, meaning that postgraduate students were more aware of them. This finding agreed with that of Arif and Meadows (1994) who showed that once users are aware of a special information resource, they tend to use it. The implication of this is that, special information resources which postgraduate students are not aware of would be underutilized. Biographies and special information resources (pictures and maps) had the lowest frequency and percentage; it signifies that user's awareness of special information resources is low.

Table 4.6: Procedures Through Which Postgraduate Students Access Special Information Resources in K.I.L., A.B.U., Zaria

Procedures	**F**	**%**
University Digital Repository	65	23.1
Physical access by RBSD staff	141	50.1
Use of Card Catalogue	40	14.2
Use of Online Public Access Catalogue (OPAC)	35	12.4
Others (Specify)		

Table 4.6 presented the procedure through which postgraduate students have access to special information resources in RBSD of K.I. L., A.B.U., Zaria. From the Table, it was observed that physical access by RBSD staff had the highest frequency and percentage with 141 (50.1%), access through digital repository had a frequency of 65 (23.1%), and use of card catalogue with 40 (14.2%) while use of Online Public Access Catalogue 35 (12.4%). Also, from the Table, it was seen that access through use of online public access catalogue had the lowest frequency and percentage of 35 (12.4%). This means that postgraduate students had more access using physical access by RBSD staff. According to Nwachukwu, Abdulsalami and Salami (2014), accessibility is the degree to which a system or procedure is `usable by a wide range of users as possible. In other words, it is the degree of ease with

which it is possible to reach a certain location from other locations. This implies that postgraduate students prefer using procedures that require less effort in accessing special information resources in K. I. L., A. B. U., Zaria.

Table 4.7: Extent at which Postgraduate Students Access Special Information Resources in Kashim Ibrahim Library, A.B.U., Zaria

												Total	
	Extent of Postgraduate Students Access	**HA**	**%**	**A**	**%**	**RA**	**%**	**NA**	**%**	**UN**	**%**	**F**	**%**
1.	Theses/Dissertations	120	42.7	67	23.8	3	1.0	4	1.4	4	1.4	281	100
2.	Africana books	85	30.0	77	27.4	4	1.4	19	6.7	97	34.5	281	100
3.	Africana Journals	68	24.1	47	16.7	50	17.7	26	9.2	88	31.3	281	100
4.	Africana Newspaper	130	46.2	86	30.6	25	8.8	20	7.1	20	7.1	281	100
5.	University Archives	15	5.3	37	13.1	53	18.8	80	28.4	96	34.1	281	100
6.	Conference Papers	12	4.2	37	13.1	48	17.0	60	21.3	124	44.1	281	100
7.	Biographies	10	3.5	27	9.6	78	27.7	34	12.0	132	46.9	281	100
8.	Rare Books	20	7.1	24	8.5	47	16.7	78	27.7	112	39.8	281	100
9.	Scrap Books	100	35.5	59	20.9	21	7.4	6	2.1	95	33.8	281	100
10.	Business Organizations Publications	20	7.1	45	16.0	30	10.6	32	11.3	154	54.8	281	100
11.	United Nations & its Specialized Agencies Publications	60	21.3	22	7.8	59	20.9	50	17.7	90	32.0	281	100
12.	Ephemerals	10	3.5	18	6.4	60	21.3	160	5.6	43	15.3	281	100
13.	Manuscripts	20	7.1	20	7.1	60	21.3	50	17.7	131	46.6	281	100
14.	Special Information Resources (pictures and maps)	20	7.1	35	12.4	61	21.7	70	24.9	95	33.8	281	100
15.	CD Rom Special Information Resources	15	5.3	30	10.6	58	20.6	79	28.1	99	35.2	281	100
16.	Online Database Special Information Resources	18	6.4	18	6.4	10	3.5	8	3.2	229	81.4	281	100
17.	Others (Specify)												

Key: HA=Highly Accessed, A=Accessed, RA=Rarely Accessed, NA=Not Accessed, UN=Undecided

Table 4.7 presented extent to which postgraduate students access special information resources in K.I.L., A.B.U., Zaria. From the table it was observed that Africana newspapers with frequencies and percentages of 130 (46.2), theses/dissertation 120 (42.7), and scrap books 100 (35.5) were the special information resources that were highly accessed. While

ephemerals 160 (56.9), university archives 80 (28.4), CD-Rom special information resources 79 (28.1) were the special information resources that were not accessed.

This study is in line with Ugah (2008), who opined that the more accessible special information resources are the more likely they are to be utilized and users tend to use special information resources that require the least effort to access.

Table 4.8: Extent of Postgraduate Students Utilization of Special Information Resources in Kashim Ibrahim Library, A.B.U., Zaria

	Extent of Postgraduate Students Utilization	HU	%	U	%	RU	%	NU	%	UN	%	Total F	%
1.	Theses/Dissertations	116	41.3	67	23.8	4	1.4	3	1.0	8	3.2	281	100
2.	Africana books	77	27.4	85	30.0	3	1.0	19	6.7	97	34.5	281	100
3.	Africana Journals	47	16.7	66	23.4	52	18.5	27	9.6	89	31.6	281	100
4.	Africana Newspaper	122	43.4	81	28.8	30	10.6	28	9.9	20	7.1	281	100
5.	University Archives	10	3.5	27	9.6	53	18.8	70	24.9	101	35.9	281	100
6.	Conference Papers	19	6.7	37	13.1	41	14.5	70	24.9	114	40.5	281	100
7.	Biographies	17	6.0	27	9.6	71	25.2	34	12.0	132	46.9	281	100
8.	Rare Books	16	5.6	85	30.2	89	31.6	31	11.0	60	21.3	281	100
9.	Scrap Books	104	37.0	55	19.5	21	7.4	1	0.3	100	35.5	281	100
10.	Business Organizations Publications	28	9.9	66	23.4	29	10.2	31	11.0	154	54.8	281	100
11.	United Nations & its Specialized Agencies Publications	55	19.5	27	9.6	59	20.0	50	17.7	90	32.0	281	100
12.	Ephemerals	10	3.5	16	5.6	62	22.0	160	5.6	43	15.3	281	100
13.	Manuscripts	22	7.8	18	6.4	67	23.8	43	15.3	131	46.6	281	100
14.	Special Information Resources (pictures and maps)	20	7.1	36	12.8	59	20.0	72	25.6	94	33.4	281	100
15.	CD Rom Special Information Resources	6	2.1	29	10.2	30	10.6	43	15.3	53	18.8	281	100
16.	Online Database Special Information Resources	18	6.4	17	6.0	9	3.2	8	3.2	229	81.4	281	100
17.	Others (Specify)												

Key: HU=Highly Utilized, U=Utilized, RU=Rarely Utilized, NU=Not Utilized, UN=Undecided

Table 4.8 presented extent to which postgraduate students utilize special information resources in K.I.L., A.B.U., Zaria. From the Table, it was observed that theses/dissertations

with frequencies and percentages of 116 (41.3%), Africana newspapers 122 (43.4%), and scrap books 104 (37.0) were those special information resources that were highly utilized. While university archives 70 (24.9%), conference papers 70 (24.9%), and special information resources (pictures and maps) with 20 (7.1%) and special information resources (pictures and maps) were the special information resources that were not utilized.

This study is in line with Aguolu and Aguolu (2002), who reported that resources may be available in the library and even identified bibliographically as relevant to one's subject of interest, but the user may not be able to lay hands on them. One may identify citations in indexes, but may not have access to the sources containing the relevant articles.

Table 4.9: Extent to which Postgraduate Students are Satisfied with the Utilization of Special Information Resources in K. I. L., A.B.U., Zaria

	Extent of Postgraduate Students Satisfaction	HS	%	S	%	RS	%	NS	%	UN	%	Total F	%
1.	Theses/Dissertations	123	47.3	82	29.1	20	7.1	27	9.6	29	10.3	281	100
2.	Africana books	90	32.0	53	18.8	26	9.2	84	29.8	28	9.9	281	100
3.	Africana Journals	85	30.0	70	24.9	50	17.7	40	14.2	36	12.8	281	100
4.	Africana Newspaper	56	19.9	49	17.4	68	24.1	84	29.8	24	8.5	281	100
5.	University Archives	24	8.5	29	10.3	68	24.1	61	21.7	99	35.2	281	100
6.	Conference Papers	56	19.9	44	15.6	40	14.2	59	20.9	82	29.1	281	100
7.	Biographies	27	9.6	29	10.3	62	22.0	83	29.5	80	28.4	281	100
8.	Rare Books	25	8.8	26	9.2	38	13.5	91	32.3	101	35.9	281	100
9.	Scrap Books	109	38.7	92	32.7	12	4.2	15	5.3	53	18.8	281	100
10.	Business Organizations Publications	56	19.9	40	14.2	61	21.7	50	17.7	78	27.7	281	100
11.	United Nations & its Specialized Agencies Publications	52	18.5	72	25.6	76	27.0	42	14.9	39	13.8	281	100
12.	Ephemerals	31	11.0	30	10.6	68	24.1	70	24.9	82	29.1	281	100
13.	Manuscripts	36	12.8	43	22.7	66	23.4	88	31.3	48	17.0	281	100
14.	Special Information Resources (pictures and maps)	40	14.2	41	14.5	64	22.7	52	18.5	84	29.8	281	100
15.	CD Rom Special Information Resources	4	1.4	6	2.1	27	9.6	34	12.0	36	12.8	281	100
16.	Online Database Special Information Resources	25	8.8	34	12.0	64	22.7	86	30.6	72	25.6	281	100
17.	Others (Specify)												

Key: HS= Highly Satisfied, S=Satisfied, RS= Rarely Satisfied, NS= Not Satisfied, UN=Undecided

Table 4.9 presented the extent to which postgraduate students derive satisfaction from the utilization of special information resources in K.I.L., A.B.U., Zaria. From the Table, it was observed that postgraduate students were highly satisfied with the use of theses/dissertations 123(43.7%), followed by scrap books 109 (38.7%), and Africana books 90 (32.0%) respectively. While they were not satisfied with the utilization of rare books 91 (32.3%), manuscripts 88 (31.3%), and Africana books 84 (29.8%). Also, from the table it was seen that theses/dissertations had the highest score, meaning that postgraduate students were highly satisfied with the utilization of theses /dissertation than any other special information resources in Kashim Ibrahim Library.

According to Ikenwa and Adebgbilero-Iwari (2011), user satisfaction implies how users feel after using the special information resources they desire and their willingness to return to the library when next they need those special information resources. Therefore, the user is the focal point of the entire library and information services. A library is adjudged to have achieved its mandate only when its users are satisfied with the special information resources offered to them. This implies that when users are satisfied with a certain special information resources, it is as a result of the awareness and motivation they received from the staff.

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CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

This Chapter presents the summary of the study, conclusion and recommendations.

5.2 Summary of the Study

The study was carried out to investigate the access and utilization of special information resources by postgraduate students in Kashim Ibrahim Library, Ahmadu Bello University, Zaria. To realize this, six (6) research questions were formulated, which are: What types of special information resources are available to postgraduate students in Kashim Ibrahim Library, Ahmadu Bello University, Zaria? What methods are used to organize special information resources for easy access and use in Kashim Ibrahim Library, A.B.U., Zaria? To what extent the postgraduate students are aware of special information resources in K.I.L., A.B.U., Zaria? How do the postgraduate students access special information resources in Kashim Ibrahim Library, A.B.U., Zaria? To what extent the postgraduate students access and utilize special information resources in Kashim Ibrahim Library, A.B.U., Zaria? To what extent are the postgraduate students satisfied with utilization of special information resources in Kashim Ibrahim Library, A. B. U., Zaria? Review of relevant literature was carried out in line with research questions and objectives of the study. The reviewed literature revealed the types of special information resources available to postgraduate students in Kashim Ibrahim Library, Ahmadu Bello University, Zaria. Likewise, the review outlined various ways of accessing and utilizing special information resources for better research output.

Descriptive survey research design was adopted for the study. The population of the study comprised of eight thousand and eighty-seven (8,087) postgraduate students and one

(1) Research and Bibliographic Services Librarian (Head of the Division). The instrument for data collection was the questionnaire. The data collected for the study was presented and analyzed using descriptive statistics such as frequency distribution tables and percentages. The study made seven recommendations that would enhance efficient access and utilization of special information resources in K. I. L., A. B. U., Zaria.

5.3 Summary of the Major Findings

Based on the data collected and analyzed, the following are the major findings of the study:

1. theses/ dissertations, Africana books, Africana journals, Africana newspapers, rare books, scrap books, business organization publications, United Nations and its specialized agencies publications, manuscripts, and special information resources (pictures and maps), were the special information resources available and in varying quantities.
2. subject order, Library of Congress classification order, and author order were the methods used in organizing special information resources in K.I.L., A.B.U., Zaria.
3. postgraduate students were highly aware of theses/dissertations followed by Africana newspapers and Africana books.
4. physical access through RBSD staff was the procedure that most postgraduate students used in accessing special information resources in K.I.L., A.B.U., Zaria
5. Africana newspapers, theses/dissertations, and scrap books were the special information resources that were highly accessed in K.I.L., A.B.U., Zaria
6. theses/dissertations, Africana newspapers, and scrap books were the special information resources that were highly utilized in K.I.L., A.B.U., Zaria

7. postgraduate students were highly satisfied with the use of theses/dissertations, scrap books and Africana newspapers.

5.4 Limitation of the study

In the course of this study, the researcher encountered some challenges such as when the researcher's father was seriously ill and admitted in the hospital. The researcher had to apply for his annual leave in order to take care of his sick father in the hospital. The researcher had to stay in the hospital with his father for over nine (9) months. He died two weeks after being discharged from the hospital. His sickness and death affected the researcher's ability to think and make sensible judgments for quite some time. Due to the constraints of time, the study was restricted to 8,087 postgraduate students in the 13 faculties of A.B.U., Zaria using Kashim Ibrahim Library.

5.5 Conclusion

Based on the findings of the study, it can be concluded that postgraduate students in A.B.U., Zaria lack enough information on special information resources available in K.I.L., A.B.U., Zaria. This is evident considering the fact that only theses /dissertations, Africana newspapers, scrap books and Africana books are available, aware of and highly utilized. Therefore, postgraduate students in A.B.U., Zaria need more awareness in order to have access and utilize the other special information resources available in K.I.L., A.B.U., Zaria. This could be possible by creating an avenue for periodic seminars, workshops and lectures on the available special information resources in K.I.L., A.B.U., Zaria.

5.6 Recommendations

Arising from the findings and conclusions of this study, the following recommendations were made:

1. There is need for the K.I.L. Management to improve on their acquisition of special collections by providing more special information resources that are available and those that are not available in the library, such as conference papers, ephemerals, biographies, and university archives
2. The Library Complex of A.B.U., Zaria should from time-to-time organize user education programme to orientate users on how special information resources are organized in in the Library in order to familiarize them with the methods of arrangement on the shelves and catalogues.
3. Library management in collaboration with the faculties should organize carry out enlightenment campaigns and training workshops in order to create more awareness of the existence of varieties of special information resources in K.I.L., A.B.U., Zaria.
4. Library management should encourage postgraduate students easy access to other types of information resources, Africana journals, business organization publications, and United Nations publications as they are also valuable research coolections.
5. Library management needs to automate their special information resources by establishing on-line library services so as to enhance access to these valuable and rare collections.
6. The Library management should make special information resources attractive and convenient for use by educating users on how to utilize these resources so as to enhance effective learning and research.

7. The user is the focal point of the entire library. A library is adjudged to have achieved its mandate only when its users are satisfied with the resources offered to them. Therefore, providing the required special information resources to users will enhance user satisfaction.

5.7 Suggestions for further Studies

Based on the findings and conclusions of the study, the following area was suggested for further research:

1. A replication of the study should be made in other academic libraries with similar collections.
2. A study could also be undertaken on the problems of developing special information resources in a recessed economy.

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APPENDIX A

DEPARTMENT OF LIBRARY AND INFORMATION SCIENCE
AHMADU BELLO UNIVERSITY, ZARIA, NIGERIA

Vice Chancellor: **Professor Ibrahim Garba,** B.Sc. (Hons) Geology, M.Sc. (Mineral Exploration) ABU, Ph.D Geology (London), D.I.C., FNMGS
Ag. Head of Department: **Dr. Mohammed Habibu,** NCE, BLIS, MLIS, Ph.D (ABU),
e-Mail: lis@abu.edu.ng
Tel: **08174568401/09033706347**

P15EDLS8026

16th August, 2018

TO WHOM IT MAY CONCERN

Dear Sir,

INTRODUCTORY LETTER: ALIYU A. MAJI

This is to certify that ALIYU A. MAJI with Registration **Number P15EDLS8026** is a Postgraduate Student in this Department. He is currently engaged in a research titled **"Assessment of Special Information Resources for Access and Use by Postgraduate Students in Ahmadu Bello University, Zaria"**. We would be grateful if you could kindly give him the assistance he requires for conducting the research work successfully.

Thanks for your cooperation.

Yours sincerely,

Dr. Habibu Mohammed
Head of Department

APPENDIX B

DEPARTMENT OF LIBRARY AND INFORMATION SCIENCE
AHMADU BELLO UNIVERSITY, ZARIA, NIGERIA

Vice Chancellor: Professor Ibrahim Garba, B.Sc. (Hons) Geology, M.Sc. (Mineral Exploration) ABU, Ph.D Geology (London), D.I.C., FNMGS
Ag. Head of Department: Dr. Mohammed Habibu, NCE, BLIS, MLIS, Ph.D (ABU),
e-Mail: lis@abu.edu.ng
Tel: **08174568401/09033706347**

P15EDLS8026

16th August, 2018

The University Librarian
Kashim Ibrahim Library
Ahmadu Bello University
Zaria

Dear Sir,

INTRODUCTORY LETTER: ALIYU A. MAJI

This is to certify that ALIYU A. MAJI with Registration **Number P15EDLS8026** is a Postgraduate Student in this Department. He is currently engaged in a research titled **"Assessment of Special Information Resources for Access and Use by Postgraduate Students in Ahmadu Bello University, Zaria"**. We would be grateful if you could kindly give him the assistance he requires for conducting the research work successfully.

Thanks for your cooperation.

Yours sincerely,

Dr. Habibu Mohammed
Head of Department

HRBSD
Pls assist the bearer

APPENDIX C

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

QUESTIONNAIRE ON ACCESS AND UTILIZATION OF SPECIAL INFORMATION RESOURCES IN KASHIM IBRAHIM LIBRARY BY POSTGRADUATE STUDENTS IN AHMADU BELLO UNIVERSITY, ZARIA.

Dear Respondent,

I am a Postgraduate student in the above named Institution department conducting a research entitled **"Access and Utilization of Special Information Resources in Kashim Ibrahim Library by Postgraduate Students in Ahmadu Bello University, Zaria''**.

This research is essentially for academic purposes. Your organization is selected for this exercise. Therefore, kindly assist to respond to questions in this questionnaire. All the information given will be used strictly for the purpose of this study only.

Your usual cooperation is highly anticipated as it is very important for the success of this study.

Thank you for your cooperation.

Yours Sincerely,

Aliyu A. Maji

Phone No. 08068047173, 09091551961

QUESTIONNAIRE FOR THE HEAD: RBSD, K.I.L., A.B.U., ZARIA.

SECTION A: DEMOGRAPHIC INFORMATION

Kindly tick [√]/fill where applicable

1. Name of Library.....

SECTION B: Types of Special Information Resources are Available to Postgraduate Students in K.I.L., A.B.U., Zaria.

2. What types of special information resources available and provided to Postgraduate Students for Access and Use in K.I.L., A.B.U., Zaria?

1.	Theses/Dissertations	[ ]
2.	Africana Books	[ ]
3.	Africana Journals	[ ]
4.	Africana Newspapers	[ ]
5.	University Archives	[ ]
6	Conference Papers	[ ]
7.	Biographies	[ ]
8.	Rare Books	[ ]
9.	Scrap Books	[ ]
10.	Business Organization Publications	[ ]
11.	United Nations & its Specialized Agencies Publications	[ ]
12.	Ephemerals	[ ]
13.	Manuscripts	[ ]
14.	Special Information Resources (pictures and maps)	[ ]
15.	CD Rom Special Information Resources	[ ]
16.	On-line database Special Information Resources	[ ]
17.	Others (Specify) _____	

SECTION C: Organization of Special Information Resources in K.I.L., A.B.U., Zaria.

3. How do K.I.L., A.B.U., Zaria organize special information resources for easy access and retrieval?

- Numerical Arrangement [ ]
- Alphabetical Arrangement [ ]
- Subject Order [ ]
- Title Order [ ]
- Author Order [ ]
- Classification Order [ ]
- Chronological Order [ ]
- Geographical Order [ ]
- Others (Specify)_____

APPENDIX D

QUESTIONNAIRE ON ACCESS AND UTILIZATION OF SPECIAL INFORMATION RESOURCES IN KASHIM IBRAHIM LIBRARY BY POSTGRADUATE STUDENTS IN AHMADU BELLO UNIVERSITY, ZARIA.

Dear Respondent,

I am a Postgraduate student in the above named department conducting a research entitled **"Access and Utilization of Special Information Resources in Kashim Ibrahim Library by Postgraduate Students in Ahmadu Bello University, Zaria''**.

This research is essentially for academic purposes. Therefore, kindly assist to respond to questions in this questionnaire. All the information given will be used strictly for the purpose of this study only.

Your usual cooperation is highly anticipated as it is very important for the success of this study.

Thank you for your cooperation.

Yours Sincerely

Aliyu A. Maji
Phone No. 08068047173, 09091551961

QUESTIONNAIRE FOR POSTGRADUATE STUDENTS

SECTION A: DEMOGRAPHIC INFORMATION

Kindly tick [√] the appropriate space provided.
Faculties……..

Gender: Male [ ] Female [ ]

Section B: Awareness of Postgraduate Students on Special Information Resources in K.I.L., A.B.U., Zaria.

3. Which of the following special information resources are you aware of K.I.L., A.B.U., Zaria?

	SPECIAL INFORMATION RESOURCES	**AWARENESS**	
		Aware	**Not Aware**
1.	Thesis/Dissertations		
2.	Africana Books		
3.	Africana Journals		
4.	Africana Newspapers		
5.	University Archives		
6.	Conference Papers		
7.	Biographies		
8.	Rare Books		
9.	Scrap Books		
10.	Business Organization Publications		
11.	United Nations & its Specialized Agencies Publications		
12.	Ephemerals		
13.	Manuscripts		
14.	Special Information Resources(pictures and maps)		
15.	CD-ROM Special Information Resources		
16.	On-line database Special Information Resources		
17.	Others (Specify)		

Key: A=Aware, NA: Not Aware

Section C: Procedures through which Postgraduate Students Access Special Information Resources in K. L. L., A. B. U., Zaria.

4. How do you access special information resources in K.I.L., A.B.U., Zaria?

Procedure through which postgraduate students access Special Information Resources		
	F	**%**
University Digital Repository		
Physical access by RBSD staff		
Use of Card Catalogue		
Use of Online Public Access catalogue (OPAC)		
Others (specify)		

Section D: Extent of Accessibility of Special Information Resources by Postgraduate Students in K.I.L., A.B.U., Zaria

5. To what extent do you access special information resources in K.I.L., A.B.U., Zaria?

	EXTENT OF ACCESSIBILITY OF SPECIAL INFORMATION RESOURCES	**EXTENT OF ACCESSILITY OF SPECIAL INFORMATION RESOURCES**				
		HA	**A**	**RA**	**NA**	**UN**
1.	Thesis/Dissertations					
2.	Africana books					
3.	Africana journals					
4.	Africana newspapers					
5.	University archives					
6.	Conference papers					
7.	Biographies					
8.	Scrap books					
9.	Rare Books					
10.	Business Organization publications					
11.	UN & its Specialized Agencies					
12.	Ephemerals					
13.	Manuscripts					
14.	Special Information Resources(pictures and maps)					
15.	CD-ROM Special Information Resources					
16.	On-line database Special Information Resources					
17.	Others (Specify)					

Key: HA= Highly Accessed, **A= Accssed, RA= Rarely Accessed**, N**A= Not Accessed, UN= Undecided**

Section D: Extent of Utilization of Special Information Resources by Postgraduate Students in K.I.L., A.B.U., Zaria

5. To what extent do you utilize special information resources in K.I.L., A.B.U., Zaria?

	EXTENT OF UTILIZATION OF SPECIAL INFORMATION RESOURCES	**EXTENT OF UTILIZATION OF SPECIAL INFORMATION RESOURCES**				
		HU	**U**	**RU**	**NU**	**UN**
1.	Thesis/Dissertations					
2.	Africana books					
3.	Africana journals					
4.	Africana newspapers					
5.	University archives					
6.	Conference papers					
7.	Biographies					
8.	Scrap books					
9.	Rare Books					
10.	Business Organization publications					
11.	UN & its Specialized Agencies					
12.	Ephemerals					
13.	Manuscripts					
14.	Special Information Resources(pictures and maps)					
15.	CD-ROM Special Information Resources					
16.	On-line database Special Information Resources					
17.	Others (Specify)					

Key: HU= Highly Utilized, **U= Utilized, RU= Rarely Utilized**, N**U= Not Utilized, UN= Undecided**

Section E: Extent at which Postgraduate Students Satisfied with the Utilization of Special Information Resources in K.I.L., A.B.U., Zaria.

6. To what extent are you satisfied with the utilization of special information resources in K.I.L., A.B.U., Zaria?

EXTENT OF SATISFACTION WITH SPECIAL INFORMATION RESOURCES		**EXTENT OF SATISFACTION WITH SPECIAL INFORMATION RESOURCES**						
		HS	**S**	**RS**	**NS**	**UN**	**F**	**%**
1.	Thesis/Dissertations							
2.	Africana books							
3.	Africana journals							
4.	Africana newspapers							
5.	University archives							
6.	Conference papers							
7.	Biographies							
8.	Scrap Books							
9.	Rare Books							
10.	Business Organization publications							
11.	UN & its Specialized Agencies publications							
12.	Ephemerals							
13.	Manuscripts							
14.	Special Information Resources(pictures and maps)							
15.	CD-ROM Special Information Resources							
16.	On-line database Special Information Resources							
17.	Others (Specify)							

Key: HS = Highly Satisfied, **S=**Satisfied, **RS** = Rarely Satisfied, **NS**=Not Satisfied, **UD**= Undecided.