

**AWARENESS, AVAILABILITY AND ACCESSIBILITY OF
LIBRARY RESOURCES USED BY IDEL STUDENT OF KWARA
STATE UNIVERSITY LIBRARY, MALETE, KWARA STATE**

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CERTIFICATION

This is to certify that this project titled “*Awareness, Availability and Accessibility of Library Resources Used by IDEL Student of Kwara State University Library, Malete, Kwara State*” by Abdulfatai Zainab Omotayo meet the regulations guiding the award in National Diploma in Kwara State Polytechnic Ilorin and is approved.

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DEDICATION

This project is dedicated to God for being my ultimate source of strength and inspiration. In Him, I derived all powers needed to live, weather the storms and become an embodiment of hope to myself and the people around me.

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ABSTRACT

This study is set to examine awareness, availability and accessibility of library resources by IDEL students of Kwara State University, Malete, Kwara State of Nigeria. The objectives of the study were to (i) Identify the library resource available to distance learners in Kwasu (ii) Find out if the available resources are accessible to users (iii) Ascertain the level of awareness of library resource by IDEL Students (iv) Ascertain whether the information needs of distance learner are adequately met (v) Investigate the problem faced by IDEL students when seeking for information.

This study is aimed at finding out the level of availability and accessibility of library resources by IDEL students of Kwara State University, Malete, Kwara State. This study adopted a descriptive survey research design with the population of 1,134 as the study population, which was the total population of the IDEL students in Kwara State University, Malete. Simple random sampling technique was adopted and used to select IDEL students from various colleges within the university. A structured questionnaire was used to collect data from a sample of 291 IDEL students. Frequencies and percentages were used for data analysis.

The findings of the study were:

- i. Findings revealed that some of the library resources available to distance learners are text books, encyclopedias, bibliographies, indexes, magazines among others.
- ii. Findings revealed that some of the library resources accessible to distance learners are text books, encyclopedias, bibliographies, indexes, magazines, handbooks, Serial, Thesis/dissertation, dictionaries and CD-ROM.
- iii. Findings revealed that IDEL students of Kwara State University were not fully aware of most of the resources the library holds especially e-resources.
- iv. Findings revealed that the information needs of distance learners are occasionally met.
- v. In addition, the findings revealed that the problems faced by IDEL students when seeking for information are difficulty in using the library catalogue, inadequate search skills and among others.

The study recommended that the library should be more proactive in the area of awareness of its resources to IDEL students by employing proactive marketing strategies such as the use of

flyers, newsletters and brochures which could be widely distributed to their department and also information on library resources could be publicized during university's ceremonies. Based on the findings of the study, conclusion and recommendation were drawn to help kwara state university library management to improve awareness, availability and accessibility of library resources by IDEL students.

CHAPTER ONE

INTRODUCTION

1.1 Background of the Study

Libraries play an important role in the intellectual development of an individual as well as the total development of a society. The Library is the most enduring and flexible agency for Learning and has been in existence for over two millennia transcending even the first universities (Bundy, 2024). The University library has been described by ALA (2010) as the “heart of the University”. It is the brain and the centre point of intellectual activities. The library invests in making information resources, available and accessible to users which include students, faculty, and researchers. The library executes this fundamental responsibility for higher education as championed by Universities”. It is the brain and the centre point of intellectual activities.

The bottom-line of all the activities and collections in the library is quick awareness, accessibility and availability of the resources to library patrons. To achieve this responsibility rests on the librarians to continually create awareness of the resources in the library to patrons especially the academic staff. When users of a library have adequate information on the resources that are available in the library, they are encouraged to use them as the need arises. Library resources should be packaged and marketed in such a way that will attract patronage. Academic librarians should regularly organize orientation and training programmes for library users in order to create awareness of the resources in the library since information availability does not necessarily equate to information accessibility and use (Popoola, 2021).

Information resources availability, accessibility and awareness are important factors in knowledge acquisition, learning and research. Indeed, every academic library regardless of size is expected to have adequate information resources available for its community for reading, learning and research. Aina (2011) stated that accessibility determines the speed at which an information output in any format is obtained.

The availability of library resources in libraries and their use to retrieve valuable information is the reason for the paradigm shift in the role of the traditional library services to those of an electronic or digital library.

Availability of information resources means ensuring their presence in libraries for immediate use. According to Agoulu (2022). The resources might be available i.e. the libraries would acquire them, but they could be inaccessible to those who need them for whatsoever reason (miss-shelved, or uncatalogued etc.). Amusa (2021) encourages libraries to embark on Selective Dissemination of Information (SDI) as this will advertise and market the available resources and services to those in needs. It will also give access to the right information by the right seeker.

User satisfaction in Academic libraries has become an important goal to be achieved. Users will use the library more effectively if they find its services satisfactory. User's satisfactions have a significant influence on the use of library services. Thus, to justify the existence of any academic library, such library must provide and make information available, accessible and procure a proper awareness of library resources to satisfy all users. Successful user's satisfaction in the library is a function of how efficient the services are rendered as well as the degree of availability and accessibility of needed information resources. Nwachukwu et al (2024) Posited that the effectiveness of any library is a measure of how available, accessible and aware to users its resources are. The task at hand is for the academic librarian to always ensure availability and accessibility of needed information materials which will consequently lead to user satisfaction.

Resource awareness, accessibility and availability are central to user satisfaction in any academic library setting. The significance of user satisfaction in the library cannot be overemphasized. The availability of information resources in the library without their` accessibility will render such library underutilized. However, easy accessibility of available information resources will consequently result to user satisfaction. These three variables work hand in hand hence they cannot be treated in isolation. The above view shows the relationship between "library resources availability, accessibility and awareness to user satisfaction in kwara state university, Malete, kwara state.

Information is a common term, often used by people of different professions. The effect of any organization's operations depends, to a large extent on awareness, availability and accessibility of relevant information to the user and nation as a whole. Every organization needs information and records that are vital for its operations. There has been growing concern about students' access, availability and use of the library in higher education institutions especially among The Institute of Distance and E-learning (IDEL) in Nigeria, to attain a successful

completion of their studies. Effective use of the library enhances the realization of these objectives. It is the library that provides numerous services to users, addressing their diverse needs, and interest (Andaleeb, 2021). Library is an institution that manages the intellectual products that individual can gain access to reality. Iyadave & Salawu (2006) described library as a public institution or an establishment charged with the responsibility for acquiring books, the duty of making them accessible to those who require them and the task of converting every person in its neighborhood into habitual library goers and readers of books. Therefore, the library must create a balance between specific research and information needs and a usable collection of information materials to meet the need of the institution's academic programmes (Oseghale, 2018)

Kwara State University, also known as KWASU, is the 77th university to be registered by the National Universities Commission (NUC). It is the 95th university to be recognized in Nigeria. KWASU has since inaugurated the institution of distance and e-learning (Idel). The institution is charged with the responsibility of coordinating part time programmes, affiliated programmes, distance learning programmes and e-learning programmes of the university.' The institute is an important arm of the university that is intended to make major impact in our communities' (VC, prof. Abdurashheed Na'Allah at the inauguration of idel board on Thursday, May 26th 2016.)

Distance learning is learning that takes place when the instructor and the learner are not in the same physical location. "The idea is that students can learn wherever they wish, whenever they wish, in an environment that requires independent work but is structured by an instructor and perhaps involves contact with other students" (Burke, 2013).

There is the need to put in place learning support services to aid significantly the distance educational curricula. Among the many learning support services, Cox (2024) underscored that library services always played a major role in expanding distance learning programs in higher learning institutions. Just as library systems provide services to regular students; it is the task of the university libraries to equally make available equal services to distance learners. So therefore for learning to take place effectively, learners must have access to necessary information materials and resources. Therefore, accessibility of information sources is an important recurring theme in the literature. The more accessible information sources are, the more likely they will be

used. Readers tend to use information sources that require the least effort to access. The terms distance education and online education are synonymous with distance learning and may be used in its place throughout this study. The expansion into distance education has significantly contributed to how academic libraries are reshaping their resources and services to meet the needs of online, distance learners. Several authors (Primus, 2019; Nielsen, 2024 ;) make note towards the changing nature of library services to distance learners, in which distance education has led to the development of specialized library and academic library that can appropriately be called distance librarianship”.

Distance learners access library and educational resources and services in various ways (Sacchanand, 2022). Access can be direct e.g. face to face, or mediated by printed material, e.g. manuals, brochure or mediated by technology, using a variety of media such as telephone, radio, the Internet etc. Successful direct access is characterized by flexibility, reliability, availability, user-friendly, portability, efficiency and service ability

The distinguishing characteristic of distance education from other forms of education is the physical separation that exists between the students, their tutors and the institution of instruction. This separation has been termed the “tyranny of distance” within the literature of distance education. In Europe and Africa, Distance Learning has had an effect not only on the discipline of education, but has fundamentally affected education. Niemi, Ehrhard and Neeley (2008) posit that the library requirements of distant learners are not exceptional; they have similar library and information needs as regular students.

The provision of high level of making use of library services to those who learn at a distance is undoubtedly one of the most exciting and challenging developments that have occurred in contemporary librarianship. Distance education has led to the development of specialized library and information services that can appropriately be called distance librarianship. Librarians, distance educators and administrators must therefore adopt new strategies to ensure that quality library and information services are available to those who learn at a distance. These new strategies or paradigms must be applied to every aspect of library and information services.

However, without sufficient availability of library resource – accessibility to the library cannot be guaranteed; if the information resources are available and accessible, without proper awareness, the resource in the library might not be used by the user.

1.2 Statement of the Problem

The aim of every academic library is to support the academic programmes of the institution by providing relevant information with a view to responding to the ever-increasing information demands of the users which comprised the students and the academic staff of the university. Most academic libraries acquire, organize, store and disseminate information with a view to improve information availability, accessibility and use.

More so, Academic libraries all over the world are concerned with increasing user satisfaction hence new policies are being adopted, effective strategies are being put in place to achieve such goal. It is the primary duty of professional academic librarians to acquire, process preserve and disseminate current, adequate and relevant information resources in such a way that it will ensure availability and easy accessibility for maximum user satisfaction

This study therefore sought to investigate the level of information awareness, availability and accessibility and how this has affected library use among idel students in kwara state University, Nigeria.

1.3 Objectives of the Study

The main objective of this study is to investigate awareness, availability and accessibility of library resource by Institute of Distance and E-learning Students in kwara state university, Malete. The specific objectives are to:

- i. identify the library resource available to distance learners in Kwasu;
 - ii. find out if the available resources are accessible to users;
 - iii. ascertain the level of awareness of library resource by IDEL Students;
 - iv. ascertain whether the information needs of distance learner are adequately met;
- and

- v. investigate the problem faced by IDEL students when seeking for information.

1.4 Research Question

- i. What are the library resources available to distance learners in Kwasu?
- ii. What are the available resources that are accessible to users?
- iii. What are the levels of awareness of library resource by IDEL Students?
- iv. Are the information needs of distance learner adequately met?
- v. What are the problems faced by IDEL students when seeking for information?

1.5 Significance of the Study

The study is consider significant and highly useful because it is designed to investigate the awareness, availability and accessibility of information sources by idel in Kwara state university library, Kwara state.

More so, Finding from this study will help librarians in their effort to satisfy the users, to understand the underlying relationship and interdependencies between awareness, availability and accessibility as variables that determine user satisfaction in the library, putting adequate effort to ensure the availability and accessibility of required library resources to enhance user satisfaction. The librarian will also know the extent of available information resource and the reason why users consult or fail to consult the library often. It will also be of benefit to users when they know that their interest is being taken care of.

Finding from this study will also assist the university library bodies in planning towards developing a framework for improved library service delivery among the university and his idel student. It will also create awareness on the degree of patronage of kwara state university library services among distance educator, university administrator and contribute to the existing literature on Academic libraries in Nigeria.

1.6 Scope of the Study.

The study is essential because it is hoped to provide an insight into awareness, availability and accessibility of information resources of kwara state university library (Malete). The study also focuses on the awareness, availability and accessibility of library sources used by

Idel students in kwara state university library. This study is limited only to the idel students in kwara state university library, Malete, Kwara state.

1.7 Operational Definition of Terms

Awareness - describes as a state wherein a subject is aware of some information when that information is directly available to bring to bear in the direction of a wide range of behavioral processes

Availability - Is information that the Library has in stock that is ready for the user to be use. Or act of getting information down for the user.

Accessibility - The ease with which a user may enter a library, gain access to its online systems, use its resources, and obtain needed information regardless of its format.

Library Resources – refers to totality of acquired material gathered together by a library for its users either print or non-printed material.

IDEL - The Institute of Distance and E-learning (IDEL)

Distance Learning – a method of studying in which lectures are broadcast or lessons are conducted by correspondence, without the student needing to attend a school or college.

CHAPTER TWO

REVIEW OF THE RELATED LITERATURE

This chapter is concerned with the review of related literature to the study addressing the awareness, availability and accessibility of library resource by idel students.. The review is done under the following Sub-headings:

- 2.1** Concept of Distance and E-learning
- 2.2** Concept of Library Resources
- 2.3** Availability of Library Resources
- 2.4** Awareness of Library Resources
- 2.5** Information needs of Distance and E-learning Students
- 2.6** Problem affecting Library Usage
- 2.7** Summary

2.1 Concept of Distance and E-learning

Distance learning is a field of education that focuses on teaching methods and technology with the aim of delivering teaching, often on an individual basis, to students who are not physically present in a traditional educational setting such as a classroom.

Distance learners and E-learners have different characteristics from conventional students, they are usually adult, matured, employed and responsible (Ayorinde, 2001). Distance learners are independent learners, they study on their own, prepare for exams on their own, that makes them self-directed and self-motivated. As such their independence makes them have needs of some types of information.

Modern distance learning initially relied on the development of postal services in the 19th century and has been practiced at least since Isaac Pitman taught shorthand in Great Britain via correspondence in the 1840s (Moore & Kearsley, 2005). The University of London claims to be the first university to offer distance learning degrees, establishing its External Program in 1858. This program is now known as the University of London International Programs and includes Postgraduate, Undergraduate and Diploma degrees created by colleges such as the London School of Economics, Royal Holloway and Goldsmiths.

Distance Education (DE) is a system of education characterized by physical separation between the teacher and the learner in which instruction is delivered through a variety of media including print and other ICTs to learner who may either have missed the opportunity earlier in life or have been denied the face-to-face formal education due to socio-economic, career, family and other circumstances. Jegede, (2023) defined distance education as education provided by a mode other than the conventional face-to-face method whose goals are similar to and just as noble and practical as those of on-campus full time face-to-face education.

Distance learning and E-learning is used for a wide range of purposes. Today, by virtue of new technologies fast development and constant cost fall in processing, storing and transmitting data, many private and public, non-profit and for-profit institutions worldwide offer distance learning from the most basic instruction through the highest level of degree.

The Internet has become one of the vital ways to make available resources for research and learning for both teachers and students to share and acquire information (Richard and Haya 2019). Technology-based e-learning encompasses the use of the internet and other important technologies to produce materials for learning, teach learners, and also regulate courses in an organization (Fry, 2001). There has been extensive debate about a common definition of the term e-learning. Existing definitions according to Dublin (2013) tend to reveal the specialization and interest of the researchers. E-learning as a concept covers a range of applications, learning methods and processes (Rossi, 2019).

In some definitions e-Learning encompasses more than just the offering of wholly on-line courses. For instance Oblinger and Hawkins (2005) noted that e-Learning has transformed from a fully-online course to using technology to deliver part or all of a course independent of permanent time and place. Also the European Commission (2001) describes, e-Learning as the use of new multimedia technologies and the Internet to increase learning quality by easing access

to facilities and services as well as distant exchanges and collaboration. The following are also different definitions of e-learning.

E-learning refers to the use of information and communication technologies to enable the access to online learning/teaching resources. In its broadest sense, Abbad et al (2009) defined E-Learning to mean any learning that is enabled electronically. They however narrowed this definition down to mean learning that is empowered by the use of digital technologies. This definition is further narrowed by some researchers as any learning that is internet-enabled or web-based (Keller and Cernerud, 2002).

While e-learning is not new, only in recent years has it received substantial interest from Nigerian educators and the government. The e-learning theme is gaining much attention among world class universities and most schools in the United States and United Kingdom are implementing it (Turban, 2010). Although people use electronics for communication and other tasks, but only a minority use them on a regular basis for education. In 2012, more than 6.7 million students took at least one online course representing an all-time high of 32 percent of higher education students (Allen and Seaman, 2013)

The e-learning is not a new phenomenon in promoting education in some parts of world. Presently, some institutions in Nigeria are using it to promote distance education (DE) and lifelong learning. E-learning according to Sale (2002), is the use of electronic technology to deliver education and training applications, monitor learner's performance and report learner's progress. Hedge and Hayward (2004), defined it as an innovative approach for delivering electronically mediated, well-designed, learner-centered and interactive learning environments to anyone, anyplace, anytime by utilizing the internet and digital technologies in concern with instructional design principles. It is all about learning with the use of computers. In this age, learning with the use of computer is simply online ways of acquiring knowledge through the internet or through the offline – CD-ROM. The online involves the use of Internet Explorer/Navigator. It may be in form of Audio, Visual, and or Audio/Visual. The convergence of the internet and learning, or Internet enabled learning is called e-learning. The applications and process of e-learning include computer-based learning, web-based learning, virtual

classroom and digital collaboration where contents is delivered via the internet, intranet/extranet, audio and or video tapes, satellite TV and CD-ROM (Islam 2001).

Nigeria is the most populous nation in sub-Saharan Africa with about 140 million people (NPC, 2007), occupying a landmass of about 923,768 square kilometers and with over 274 ethnic groups making up the federation. The social and economic dimensions of providing education for the population, within the context of prevailing national circumstances of dwindling financial and other resources in the face of developments needs are heavy. The ever-continuing growth in Nigeria's population, the attendant escalating demand for education at all levels, the difficulty of re-sourcing education through the traditional means of face-to-face classroom bound mode, and the compelling need to provide education for all (EFA) irrespective of environmental, social or cultural circumstances have meant that the country must of necessity find the appropriate and cost effective means to respond adequately to the huge unmet demand for education. All these emerging situations have signal to the need for a comprehensive search for a more viable, robust, reliable, efficient, effective, and cost-beneficial educational solutions, which according to Jegede, 2003 and Sadeq, 2003 the most logical pathway to achieve these is by embracing distance education method.

2.1.1 Historical Background of Distance Education in Nigeria

The history of distance education in Nigeria dates back to the correspondence education as a means of preparing candidates for General Certificate in Education, a prerequisites for the London Matriculation Examination. The first indigenous distance learning programme was the English by Radio programme of Nigeria Broadcasting Corporation that followed independence in 1960. The programme was primarily targeted at primary and secondary school levels and covered core courses at both levels with more emphasis placed on the teaching and learning of Science, Mathematics and English. The technology driven distance learning came into existence almost the same time with the first indigenous distance learning with the emergent of Educational Television programmes of the then National Television of Nigeria (NTV). There was also Schools Educational Broadcast of the Radio Nigeria stationed in Lagos and relayed all through the federation. All radio stations were required to hook at specific times of the day during school hours for broadcasting of programmes. In the last 31 years, University education programmes in the country begin to witness a lot of changes in terms of instructional delivery

mode in some of our tertiary institutions. The Correspondence and Open Studies Unit (COSU) of University of Lagos that started in 1974, which later changed to Correspondence and Open Studies Institute (COSI) and now known as Distance Learning Institute was the first attempt made to establish a distance education unit as part of a University in Nigeria. It began initially to offer programmes in science education at first degree level in Biology, Chemistry, Mathematics, Physics and Postgraduate Diploma in Education (PGDE) for degree holders that did not possess teaching qualifications. The National Teachers' Institute (NTI) started as a distance education institution in 1976 (as the first dedicated distance education institution) with the support of UNESCO. It began by training Grade Two Teachers (TC II). In 1990, the Nigerian Certificate in Education (NCE) programme was introduced when the expectation was that the minimum teaching certificate in Nigeria was expected to be NCE. The Institute also introduced the PGDE programme in the year 2005. Ahmadu Bello University (ABU) also started its distance education through a training Programme known as Teachers-in-service Education Programme (TISEP) for Grades Three and Two teachers and later the Nigerian Certificate in Education (NCE). Also in November, 1972, the University also established a University of the Air Programme for teachers in secondary schools and teacher training colleges. The Distance Learning Institute of the University of Ibadan which started in 1979 as External Degree Programmes of the university is another institution which adopted the distance learning mode. The National Open University of Nigeria (NOUN), was established in July, 1983, by an Act of the National Assembly as the first distance learning tertiary institution in Nigeria when it became crystal clear to the then Federal Government that the ever growing demand for education by her people cannot be met by the traditional means of face-to-face classroom instructional delivery. The institution was closed down few weeks after its establishment and the Act that established the University was suspended in 1984 by the then Federal Military Government that overthrew the civilian government. Many years after the closure, the compelling reasons that informed the earlier establishment of the university as well as the need to fill the gap created by the Federal Government clamped down on mushroom outreach study centers of many conventional universities all over the country and the need to take advantage of emerging developments in the field of ICTs which have revolutionized the techniques and methods of instructional deliveries in the distance learning mode necessitated the reactivation of the suspended NOUN Act of 1983 in 2002. This paved the way for the resuscitation of the NOUN.

2.1.2 Development of e-Learning in Nigerian Universities

The development of e-learning in Nigeria could be traced back to the development of telecommunication which began in 1886 when e-cable connections was established by the colonial masters between Lagos and the colonial office in London to transmit information and receive feedback. By 1893, all government offices in Lagos were provided with telephone service for easy communication, feedback and easy access and later all other parts of the country were provided with telephone services. A lot of changes have been witnessed in the telecommunication industry since 1886. The provision of telecommunication services was initially monopolized by the Nigeria Telecommunication (NITEL) until sometimes in 90's when the federal government of Nigeria commenced the liberalization policy of telecommunication industry. Four (4) private telephone service providers (Mtel – NITEL, Econet Now Vmobile, MTN and Communication Investment Limited – CIL) were initially licensed to provide General System for Mobile Services. CIL license was later revoked for inability to pay the license fee before the prescribed which was later given to Globacom (Glo) Nigeria.

With this development, more companies were licensed to provide internet services in Nigeria, and this led to improved access to the internet by Nigerians. The country has less than 11 ISPs in 2000, but by the year 2006, it has risen to above 100 and many got connected to the information super-highway, through broadband VSAT connection see.

In Nigerian schools, the commonest type of e-learning adopted is in form of lectures note on CD-ROM which can be played as at when the learners desires. The challenge of this method is that the numbers of students per computer in which these facilities are available are un-interactive as compared to when lectures are been received in the classroom. Some institutions adopted the use of intranet facilities; however, this is not well maintained because of incessant power problem and high cost of running generating set. Most students in Nigeria go to the cyber café but because there are people of diverse intension on the net at the same time, and the bandwidth problem, a multimedia interactive cannot be done. Despite all these and other challenges facing e-learning in Nigeria educational institution, institutions such as University of Ibadan, Obafemi Awolowo University, University of Benin, University of Abuja, University of Lagos, National Open University of Nigeria among others has the facilities for e-learning. The number seems very low (compared to other parts of the world and the usefulness of the e-

learning in the economy development) because of location of most institutions, bandwidth issue and mostly the challenge of electricity. Though most of the educational institutions (private and public) have started setting up their ICT centers for internet services alone without actually taking into consideration other components of e-learning center.

2.1.3 Type of E-Learning

There are diverse ways of classifying the types of e-learning. According to Algahtani (2011), there have been some classifications based on the extent of their engagement in education. Some classifications are also based on the timing of interaction. Algahtani (2011) divided e-learning into two basic types, consisting of

- i. Computer-based
- ii. The internet based e-learning.

According to Algahtani (2011), The Computer-based learning comprises the use of a full range of hardware and software generally that are available for the use of Information and Communication Technology and also each component can be used in either of two ways: computer managed instruction and computer-assisted-learning. In computer assisted- learning, to him, computers are used instead of the traditional methods by providing interactive software as a support tool within the class or as a tool for self-learning outside the class. In the computer-managed instruction, however, computers are employed for the purpose of storing and retrieving information to aid in the management of education.

The internet-based learning according to Almosa (2001) is a further improvement of the computer-based learning, and it makes the content available on the internet, with the readiness of links to related knowledge sources, for examples e-mail services and references which could be used by learners at any time and place as well as the availability or absence of teachers or instructors (Almosa, 2001). Zeitoun (2008) classified this by the extent of such features use in education, mixed or blended more, assistant mode, and completely online mode. The assistant mode supplements the traditional method as needed. Mixed or blended mode offers a short-term degree for a partly traditional method. The completely online mode, which is the most complete improvement, involves the exclusive use of the network for learning (Zeitoun, 2008).

Algahtani (2011) described the completely online mode as “synchronous” or “asynchronous” by the application of applying optional timing of interaction. The synchronous

timing comprises alternate on-line access between teachers or instructors and learners, or between learners, and the asynchronous, to him allows all participants to post communications to any other participant over the internet (Algahtani, 2011; Almosa and Almubarak, 2005).

2.1.4 The Use of E-learning in Education

The development of multimedia and information technologies, as well as the use internet as a new technique of teaching, has made radical changes in the traditional process of teaching (Wang et al. 2007). Agendas of schools and educational institutions have recognized e-Learning as having the prospect to transform people, knowledge, skills and performance (Henry, 2001). Also according to Love and Fry (2006), colleges, universities, and other institutions of higher learning race to advance online course capability in a speedily developing cyber education market. E-learning, has come to be more and more important in institutions of higher education. The introduction and expansion of a range of e-Learning tools has been initiating several changes in higher education institutions, particularly when it comes to their educational delivery and support processes (Dublin, 2003).

Just as there are different types of e- Learning, there are also different ways of employing the technique in education. Algahtani, (2011), in his evaluation of E-learning effectiveness and experience in Saudi Arabia, discovered three distinct models of using e-learning in education including the following:-

- i. Adjunct,
- ii. Blended e-Learning
- iii. Online.

The three ways of using e-Learning technologies as discovered by Algahtani (2011) are described below.

The “adjunct e-Learning is the situation which e-Learning is employed as an assistant in the traditional classroom providing relative independence to the learners or students (Algahtani, 2011).

In the blended e-Learning, Algahtani (2011) and Zeitoun (2008) explained that, in this way of using e-Learning, the delivery of course materials and explanations is shared between traditional learning method and e-learning method in the classroom setting.

The third one which is the online is devoid of the traditional learning participation or classroom participation. In this form of usage, the e- Learning is total so that there is maximum independence of the learners or students (Algahtani, 2011; Zeitoun, 2008).

2.1.5 Difference Between Distance Learning and E-Learning

- i. Distance learning: Distance learning is a sequential and step by step delivery system that connects learners, regardless of their location, with educational resources provided to them. The resources and a step by step guide are provided to the learner for keeping in touch with normal regular attending students.
- ii. E-learning: E-Learning is a term that refers to a wide range of electronically distributed teaching and training materials. It most commonly refers to anytime, anywhere electronic or computer-supported learning and is often associated with online courses. It also includes the power point presentations, short video films, questionnaire based on them and graphical representations to teach all the stuff.

2.1.6 Advantages and Disadvantages of Distance Education.

Distance Education has both its advantages and disadvantages. The list of advantages seems to outweigh the list of disadvantages, but it's important to keep in mind the social development aspect of education which is not present in distance education.

Some Advantages:

- i. It allows for individualized instruction. The teacher is able to tailor the curriculum to each student's instructional needs.
- ii. It permits instruction to take place anywhere, anytime. This is convenient for students and teachers.
- iii. It allows further exploration of individual interests. Teachers can develop hyperlinks for students to pursue personal interest in depth.
- iv. It provides availability of information. Information for distance learning is typically more up to date and screened by the teacher.
- v. It allows for interactive simulation. Due to the absence of personal instruction, the activity for the content being studied is highly interactive and may involve simulations.

- vi. It allows for appropriate feedback for all actions. All students will have equal participation time.
- vii. It develops self-discipline. Learning is student-driven rather than teacher-driven.
- viii. It makes all students apparent in the classroom. Quiet students cannot hide from participation.
- ix. It creates a focused environment. Less discipline problems means less time spent off the topic.
- x. It provides efficient use of time. Students and parents do not waste time commuting.

Some Disadvantages:

- i. There's less face-to-face interaction time between peers and between teacher and students. Also students do not have recess time to socialize and play.
 - ii. There's a lack of time to develop appropriate social skills. No face-to-face meeting for interactions among peers and with teacher in different settings.
 - iii. There's less physical activity. It means not getting up to do scaffolding activities or activities that are geared for the kinesthetic learners.
- Students may not have the necessary resources and skills (typing, equipment, software, etc.) at home.

2.1.7 Advantages and Disadvantages of E-learning.

Advantages or Benefits of E-learning

The adoption of E-learning in education, especially for higher educational institutions has several benefits, and given its several advantages and benefits, e-learning is considered among the best methods of education. Some of the advantages that the adoption of e-learning in education includes the following:

- i. It is flexible when issues of time and place are taken into consideration. Every student has the luxury of choosing the place and time that suits him/her. According to Smedley (2010), the adoption of e-learning provides the institutions as well as their students or learners the much flexibility of time and place of delivery or receipt of according to learning information.

- ii. E-learning enhances the efficacy of knowledge and qualifications via ease of access to a huge amount of information.
- iii. It is able to provide opportunities for relations between learners by the use of discussion forums. Through this, e-learning helps eliminate barriers that have the potential of hindering participation including the fear of talking to other learners. E-learning motivates students to interact with other, as well as exchange and respect different point of views. E-learning eases communication and also improves the relationships that sustain learning. Wagner et al (2008) note that e-Learning makes available extra prospects for interactivity between students and teachers during content delivery.
- iv. E-learning is cost effective in the sense that there is no need for the students or learners to travel. It is also cost effective in the sense that it offers opportunities for learning for maximum number of learners with no need for many buildings.
- v. E-learning always takes into consideration the individual learners differences. Some learners, for instance prefer to concentrate on certain parts of the course, while others are prepared to review the entire course.
- vi. E-learning helps compensate for scarcities of academic staff, including instructors or teachers as well as facilitators, lab technicians etc.
- vii. The use of e-Learning allows self-pacing. For instance the asynchronous way permits each student to study at his or her own pace and speed whether slow or quick. It therefore increases satisfaction and decreases stress (Codone, 2001; Klein and Ware, 2003)

The above-mentioned advantages of e-learning has been summed up by Holmes and Gardner (2016) by noting that the ability of e-learning to assess the students or learners as they learn, and at the same time increasing their experiences in education, by way of interactivity suitable to community education, cultural diversity and globalization, and eradicating boundaries of place and time.

Disadvantages of E-learning

E-learning, in spite of the advantages that it has when adopted in education, also has some disadvantages. According to Almosa (2002), regardless of all the disadvantages of e-learning, there are a lot of benefits which inspire its use and also encourage the search for ways

to reduce disadvantages. The disadvantages of e-learning that have been given by studies include the following:

- i. E-learning as a method of education makes the learners undergo contemplation, remoteness, as well as lack of interaction or relation. It therefore requires a very strong inspiration as well as skills with to the management of time in order to reduce such effects.
- ii. With respect to clarifications, offer of explanations, as well as interpretations, the e-learning method might be less effective than the traditional method of learning. The learning process is much easier with the use of the face to face encounter with the instructors or teachers.
- iii. When it comes to improvement in communication skills of learners, e-learning as a method might have a negative effect. The learners. Though might have an excellent knowledge in academics, they may not possess the needed skills to deliver their acquired knowledge to others.
- iv. Since tests for assessments in e-learning are possibly done with the use of proxy, it will be difficult, if not impossible to control or regulate bad activities like cheating.
- v. E-learning may also probably be misled to piracy and plagiarism, predisposed by inadequate selection skills, as well as the ease of copy and paste.
- vi. E-learning may also deteriorate institutions' role socialization role and also the role of instructors as the directors of the process of education.
- vii. Also not all fields or discipline can employ the e-learning technique in education. For instance the purely scientific fields that include practical cannot be properly studies through e-learning. Researches have argued that e-learning is more appropriate in social science and humanities than the fields such as medical science and pharmacy, where there is the need to develop practical skills.
- viii. E-learning may also lead to congestion or heavy use of some websites. This may bring about unanticipated costs both in time and money disadvantages (Klein and Ware, 2003; Hameed et al, 2008; Almosa, 2002.)

2.2 Concept of Library Resource.

Library is one of those resources which are essential to support and strengthen the educational quality. Over the centuries, libraries are the source of keeping and distributing the information through books, journals, maps and other resources that are used by students in their learning process.

A library is a collection of sources, resources, and services, and the structure in which it is housed. Ogbemor (2019) defined library as an „organized collection of published and unpublished books and audiovisual materials with the aid of services of staff that are able to provide and interpret such material as required, to meet the informative research, educational and recreational needs of its users“. In the same context Adeoye and Popoola (2019) added that library information resources can be in both printed and electronic formats including textbooks, journals, indexes, abstracts, newspapers, magazines, reports, CD-ROM databases, internet, email, video tapes/cassettes, diskettes, computers and microforms. Ezeala and Yusuff (2021) added the electronic resources as: functional computers, photocopying machines, CD-ROM, microforms, microform readers, fax machines, internet, local area network, radio messages, telephone, lighting and computer workstations for library users which must have to be measured periodically by librarians to ensure that the resources and services of their libraries as a way of ensuring that they are meeting the set objectives of the library.

Information is an important and key resource for every organization and is an essential input for all types of organizations. Libraries are organized information centers as they have limited resources with which they have to satisfy the information needs of users.

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

Library Information resources according to Aina (2002) are materials consulted for aid to information or knowledge about topics, theme, events, date, number, places and or even words. However, Keith (2004) notes that information resource is anything that user consult and obtain relevant information. Following this, Obi (2004) revealed that information resources can be

grouped into two; the print and non- prints. The print information resources may be in book and non-book form while the non-prints are audio, visual or audio visual resources. In line with this division, Popoola and Haliso (2009) provides a comprehensive definition of information resource as those information resources that are in print, non- print and electronic formats such as text books, journals, indexes, abstract, newspaper and magazines, reports, CD Rom database, internet/e-mails, videotapes/cassettes, diskettes, magnetic disk, computers, micro form, etc. Other information resources as listed by Obi (2004) include government documents and publications, journals, official statistics, thesis and dissertations, internet sources, cartographic materials, manuscripts, maps, sound recordings and graphic materials. From the definitions so far, the concept of information resource has being captured effectively, however, those of Halison and Obi, are just more elaborate in terms of detailed summary of what the definition entails compared to those of Aina and Keith which only stopped at what the term basically refers to. However, in all the definitions, information resources should be what will be able to provide the necessary and important information that will satisfy the needs of a user.

Based on the above information, Lance, Rodney & Pennell (2005) posited that library resources can be divided into two categories such as;

- I. Traditional printed material/resources
- II. Non-printed material.

2.2.1 Categories and Sub-Categories of Library Information Resources.

I. Traditional printed material/resources

Traditional Printed material can be define as any publication, document, or record including, but not limited to, the following: newspapers, magazines, books, photographs, drawings, prerecorded magnetic audio tape. Examples of Printed material are listed below:-

- i. Textbook
- ii. Journal
- iii. Abstract
- iv. Dictionaries
- v. Encyclopedias

- vi. Bibliographies
- vii. Indexes
- viii. Magazines
- ix. Pamphlets
- x. Memoir
- xi. Manuscripts
- xii. Directories
- xiii. Handbooks
- xiv. Yearbooks
- xv. Guides

According to (ODLIS, 2002) defined the following printed material;

TEXTBOOK

A textbook is a book of instruction. Its primary aim is not to impart information about a specific subject but to enable one to develop proper understanding of the subject.

REFERENCE BOOK

A book designed to be consulted when authoritative information is needed, rather than read cover-to-cover. Reference books often consist of a series of signed or unsigned "entries" listed alphabetically under headwords or headings, or in some other arrangement (classified, numeric, etc.)

JOURNAL

A journal is a collection of articles (like a magazine) that is published regularly throughout the year. Journals present the most recent research, and journal articles are written by experts, for expert.

ABSTRACT

A brief, objective summary of the essential content of a book, article, speech, report, dissertation, or other work, which presents the main points in the same order as the original, but

has no independent literary value. An abstract can be indicative, informative, critical, or written from a particular point of view (slanted).

DICTIONARY

A single-volume or multi-volume reference work containing brief explanatory entries for terms and topics related to a specific subject or field of inquiry, usually arranged alphabetically (example: Dictionary of Neuropsychology).

ENCYCLOPEDIA

A book or numbered set of books containing authoritative summary information about a variety of topics in the form of short essays usually arranged alphabetically by headword or classified in some manner. An entry may be signed or unsigned, with or without illustration or a list of references for further reading.

BIBLIOGRAPHY

a systematic list or enumeration of written works by a specific author or on a given subject, or which share one or more common characteristics (language, form, period, place of publication, etc.). When a bibliography is about a person, the subject is called the bibliographe. A bibliography may be comprehensive or selective.

INDEX

An alphabetically arranged list of headings consisting of the personal names, places, and subjects treated in a written work, with page numbers to refer the reader to the point in the text at which information pertaining to the heading is found. In single-volume works of reference and nonfiction, any indexes appear at the end of the back matter.

MAGAZINES

A popular interest periodical usually containing articles on a variety of topics, written by various authors in a non-scholarly style. Most magazines are heavily illustrated, contain advertising, and are printed on glossy paper.

PAMPHLETS

A non-serial publication consisting of at least five but no more than 48 pages, stapled or sewn but not bound, usually enclosed in a paper cover. Pamphlets were first published in England to disseminate the polemical writings of 16th century reformers, but are now used mainly for material too ephemeral or too brief (500 to 10,000 words) to be printed in book form.

MEMOIR

The record or report of a person's investigations in a specialized field, especially one prepared for presentation to members of a scholarly society. Also, a record of research or observation issued by a scholarly society or institution.

MANUSCRIPTS

A work of any kind (text, inscription, music score, map, etc.) written entirely by hand. Also refers to the handwritten or typescript copy of an author's work as submitted for publication, before printing.

DIRECTORIES

A list of people, companies, institutions, organizations, etc., in alphabetical or Classified order, providing contact information (names, addresses, phone/FAX numbers, etc.) and other pertinent details (affiliations, conferences, publications, membership, etc.)

HANDBOOKS

A single-volume reference book of compact size that provides concise factual information on a specific subject, organized systematically for quick and easy access. Statistical information is often published in handbook form

YEARBOOKS

An annual documentary, historical, or memorial compendium of facts, photographs, statistics, etc., about the events of the preceding year, often limited to a specific country,

institution, discipline, or subject (example: Supreme Court Yearbook published by Congressional Quarterly)

II. Non-Printed Material

Is a type of Library materials in digital format which including e-zines, e-journals, e-books, reference works published online and on CD-ROM, online bibliographic and full-text databases, and other Web-based resources. Examples of Non-print material are:-

- i. Visual Materials
- ii. Audio-Visual
- iii. E-Book
- iv. E-Reference
- v. E-Journal
- vi. E-Zines
- vii. Works published online
- viii. CD-ROM
- ix. Online bibliographic

VISUAL MATERIALS: -

(Reitz, 2004) these are the materials that are seen. It is the opposite of audio. Audio materials are heard but not seen while visuals are seen but not heard. Visual materials are called visual aids when they are part of teaching aid. Visual materials include motion pictures, videocassette, slide, map, model, chart, photograph, art work.

AUDIO MATERIALS: -

(Reitz, 2004) are the information materials that are presented through sound only. The recipients only hear the content and not see any visuals. They are good information materials for the blind. There are many information materials that come in this format.

Examples are

- i. **Audio-books:** - (Reitz, 2004) these are books read aloud and recorded on audiotapes by the author or by a professional reader. Originally audiotapes were meant to be used by the blind but these days when everybody seem to be busy, people who are not blind could listen to audiotapes while driving or when relaxing in their homes. Audiobooks could also be called book-on-tape, recorded book, or talking book. They could come in cassette formats or audiotape format i.e. Audio Compact Disc (Audio CD). It could also come in flash drives and other modern media information recordings.
- ii. **Audio-cassette:** - as Reitz (2004) puts it, an audiocassette is “An audiotape permanently enclosed in a hard plastic case containing two take-up reels to which the ends of the tape are attached for playback and rewinding”. Audiobooks could be presented in audiocassette format. Audiocassettes could be flown forward or be rewound as the case may be.
- iii. **Audio-disc:** - is another format in which audio materials are presented. Audio-discs are popularly called phonographs or phonograph records or simply, records. A phonograph record is a thin, flat disc usually made of “vinyl impressed on one or both sides with a continuous spiral groove in which audible sounds are recorded” (Reitz, 2004).

E-Reference

Reference services requested over the Internet, usually via e-mail, instant messaging ("chat"), or Web-based submission forms, answered by the reference department of a library, independently or through a collective system.

E-Journal

An electronic journal is a periodical publication which is published in electronic format, usually on the Internet.

E-Book

A book composed or typed on a computer, or converted from print to digital (Machine-readable) format by scanning or some other process, for display on an computer screen.

Electronic Reserves

Items placed on reserve which an academic library makes available online to be read on a computer screen, downloaded to diskette, or printed as needed. Permission may be required to use works not in the public domain.

E-Zines

A Web site graphically modeled on an existing print magazine (example: The New Yorker) or which provides access to an online magazine that has no print counterpart.

Electronic Theses and Dissertations (ETD)

Master's theses and Ph.D. dissertations submitted in digital form rather than on paper, as opposed to those submitted in hard-copy and subsequently converted to machine-readable format, usually by scanning.

Electronic Records

Bibliographic or archival records stored on a medium, such as magnetic tape/disk or optical disk, that requires computer equipment for retrieval and processing.

Electronic Newsletter

A newsletter published online, usually via the Internet, with or without a print Counterpart (example: LITA Newsletter).

2.3 Availability of Library Resources

A library is an agency, which engages in the collection. Akande, (2008), described library as a collection of information materials and the place where the materials are kept for consultation. The person who makes the stored information accessible to users is referred to as the 'librarian. A collection of information resources like books in room without a systematic organization to ease the retrieval does not make a library.

Existing literature affirms that availability and accessibility of information resources are two inseparable factors in determining information resources utilization (John-Okeke, 2006).

Availability of information resources is key to use. After all, an information system that is not available to users when needed is almost as useless as none at all (University of Miami Leonard M. Miller School of Medicine, 2008).

Information availability establishes a new standard for system and network that are always on for applications and data that are always available and for end users that are always connected. Availability of information resources also entails acquiring and also providing means by which users could get necessary information resources needed. It tries to ensure that every user gets document, which could satisfy his/her quest for information.

Availability of information resources plays a major role in teaching and learning. For effective knowledge to acquire by student and serious user information resources must be provided and User must have access to various types of resources particularly in their areas of specialization. This will not only broaden their knowledge base but also prepare them ahead of the challenges that may face them in the course of imparting knowledge. A variety of activities that are performed by the Users in the course of carrying out their professional duties is hinged on close interaction with the various information resources in their areas of specialization. These include preparation of course materials, communicating in the language of the discipline, facilitation of learning activities with relevant materials, engaging in elaborate conversation with learners, lecturers, giving exercises that involve critical thinking to learners, and so on.

Availability of information resources refers to the presence of books and non-book materials in a library and information center.

Abdulsalami (2013) remarks that availability requires workable performance measure to back it up even if the ultimate benefit to the individual user and to the community is difficult to assess. The access to library resources of the library is also a factor of availability for without the physical presence of a document a user cannot access anything. This therefore, reveals that the effective use of any library is best measured in terms of access and demand of its resources and services.

Abdulsalami (2013) stated that “Book availability is an indicator of stock effectiveness”. Libraries consider their task to be that of collecting, storing and measuring of books. Most libraries consider it also as their task to make these books available to their users. The intellectual access to available information has since properly been a major pre-occupation of

libraries. Importance has been reflected in efforts devoted to the design and creation of bibliographies, catalog and classification scheme and other devices that help establish the existence of individual document and their relevance to specific inquiries.

Aguolu (2002), argue that availability should be viewed from both material and instructional levels. The attribute to lack of availability of information resources to the steady proliferation of universities: Federal, state and private, along with increase in students and faculties and the diversification of courses, academic and research programmed without adequate information source to meet the actual and information needs.

Buckland (2008) remarks that availability requires workable performance measures to back it up even if the resources are difficult to access by the users. Access to the facilities of the library is also a factor of availability for without the presence of the resources a user cannot access anything.

Buckland (2008) stated that, the effective use and application of library practices helps in performing their operations and services efficiently and effectively. Availability of resources in the Universities library has become inevitable on account of information explosion and widespread use of information. Defining availability in terms of immediacy is useful as an indicator of library services. Since a perfect immediate availability rate is ideal. The applications of information availability have contributed greatly to the knowledge of library functions, the availability of library resources provide overall benefit for users to postulate or reflect the general objectives for which it is established to serve. The available resources include book and non-book materials such as: books, charts, maps, magazines, journals, symposium, graphic materials, computer systems, projectors, microfiche readers, and audio cassette, radio TV Devices, CD, Internet facilities etc.

Aguolu opined that availability of library resources should be viewed from the both national and instructional levels. He attributes the lack of availability of information resources to the steady proliferation of universities in Nigeria: federal, State and private along with increases in students, faculty and the diversification of course and academic, research programmes without adequate information resource to meet information need of information user. He therefore identifies the obstacle to the development of adequate information resources.

Nwalo (2001) stated that library effectiveness measures are concerned with determining how well the library meets the needs of users, relative to the library's goals and objectives.

Books and other information disseminating media are very important in libraries so that they can function properly to achieve the objectives for which they are set up to attain. The materials which should be current should be made available and accessible to the potential users in good time.

Adeoye and Popoola (2011) observed that in every society there are facilities other than classrooms that can contribute in no small measure to teaching and learning process. For learning to take place effectively, learners must have access to necessary information materials and resources. Therefore, accessibility of information sources is an important recurring theme in the literature

Indeed, availability of information resources could justify the existence of the library or information center.

2.4 Awareness of Library Resources

A library is an organization responsible for the acquisition, organization, storage, retrieval, and dissemination of information to users and also the repacking of such information into formats suitable to users. Saharan (2013) opined that the reason behind the existence of any library is to acquire and organize recorded information in such a way that permits access by users.

Awareness is to know that something exists or to understand a situation or a subject at current moment found on information/experience. It can also be understood as knowledge of a situation, truth, conscience, knowledge, achievement, understanding and perception. Recognition of attention and intimacy in a given position or development. The use of resources and information services is the amount the library resources and services are used in teaching, learning and research. The extent to which library resources are used in university libraries is generally reflected in library statistics, compiled daily by library staff. Identify use as an activity that measures the value of a library article or information system. Therefore, use is the only measure we adopt to determine why a document is retained in the library collection, and its use is necessary for the development of the library collection.

According to Macmillan Dictionary (2013) awareness is the knowledge or understanding of a subject, issue or situation. Akpojotor (2016) asserts that awareness is the knowledge or

perception of a situation, fact, consciousness, recognition, realization, grasp and acknowledgement concern about and well-informed interest or familiarity in a particular situation or development. Therefore, awareness is the knowledge of how informed users of the library are in the provision of information resources and services. Its emphasis is to make staff and students informed of what the library has, in terms of new acquisition, new services, new rules or condition governing the library use as well as opening hours and days of service.

Ultimately, awareness is paramount to user's utilization of information resources and services. Therein, creating awareness to information resources and services in the library is a catalyst to user's utilization which may positively influence their poor perception of the library. Griffin (2008) asserts that perception is the set of processes by which an individual becomes aware of and interprets information about the environment. It is also an inner disposition towards an object, or individual with an outcome that is either positive or negative. However, faculty perception of the library ultimately influences students' use/non-use of the library (Cahoy and Moyo, 2007).

Therefore user behaviour is based on perception of what reality is, this is why users selectively interpret what they see on the basis of their knowledge, understanding, use, experience and the meaning they attach to it. The way users perceive the information resources and services in the library determines its value and rate of utilization. The value of the library is best determined when users' views and opinions on the nature of the information resources and services are sought; and necessary actions are provided by the librarian to meet the demands of the users. However, user's perception will help to guide and direct the library management on how best to provide information services. Thus, Webb, Gannon-Leary and Bent (2007) opine that libraries need to take stock of where they are now, list the services and resources they currently provide, ask users what they want from the library and combine the results of these investigations with new ideas and developments in order to provide a comprehensive and effective service to researchers.

Afebende and Ebaye (2008) noted that the effectiveness of a library does not depend on only its collection/resources and other facilities per se, but also the success of its awareness of its available resources in the library. The functionality of a university library lies in the robustness of its collections which should cater for information needs of the members of the university community and beyond.

The bottom-line of all the activities and collections in the library is quick accessibility and use of the resources by library patrons. To achieve this, responsibility rests on the librarians to continually create an awareness of the resources in the library to patrons especially the academic staff. Aina (2014) explained that awareness of library resources means users of the library have information and knowledge of e-resources been subscribed to. When users of a library have adequate information on the resources that are available in the library, they are encouraged to use them as the need arises. Library resources should be packaged and marketed in such a way that will attract patronage. Academic librarians should regularly organize orientation and training programmes for library users in order to create awareness of the resources in the library since information availability does not necessarily equate to information accessibility and use (Popoola, 2001). Therefore, there is need for academic libraries/librarians to facilitate accessibility to their resources and services to attract patronage. This is very crucial so as to achieve their objectives especially in this age of information explosion.

(Adeoye & Popoola, (2001); Adomi (2008); and Roa, (2005). Iyandave and Salawu (2006) stressed that the strength of every library lies in its awareness of resources and information services to the people. In other words, a library will be adjudged good or otherwise by its ability to meet, to a large extent, the information needs of its clientele.

Extensive study has been carried out on awareness and use of library resources by faculties but in recent years scholars and researchers have focused on studying the changing information resources environment on libraries. Most recent studies are on printed material, use of internet and other electronic sources of the library (Thanuskodi & Ravi, 2011; Okiki, 2012; Aina, 2014). Ifijeh (2011) conducted a study on faculty use of library collection and services in Nigeria. Findings from the study revealed that majority of the academic staff visit the library once or twice a month to borrow textbooks or use facilities at the library's media centre. The study indicated that faculty makes use of the library resources for personal research and classroom teachings, stating that majority of the respondents are not fully aware of the available resources the library holds.

Also, Popoola (2008) maintains that: how well a university library is able to render effective information services such as lending, referral, microfilming, indexing and abstracting, current awareness, document delivery, photocopying, E-mail, facsimile, bindery, translation,

consultancy, on-line database searching, user education, current contents listing, technical writing, selective dissemination of information and data processing has functional relation with the resources available at its disposal. Such library resources include the caliber of staff and their information handling skills, adequate finance, materials and availability of equipment for information acquisition, processing, storage and dissemination.

However, Eyiolorunshe, Eluwole and Aregbesola (2017) in their study revealed that faculty members of Landmark University, Nigeria were very much aware of the resources in the library and could easily access them yet results showed that the frequency of usage was low compared to the level of awareness. The study of Amad and Panda (2013), awareness among the users about the availability of online journals was found highly satisfactory in Indian Institutes in Dubai international academic city (diac). Okiki (2012) carried out a survey on electronic information resources awareness, attitude and use by academic staff members of University of Lagos.

Another study by The findings of Popoola (2008), Ifijeh (2011), Namugera (2014) and Aina (2014) revealed that lack of awareness of library materials / services as the greatest problem militating against faculty's use of the library. These studies also suggest that a problem of low awareness "... could be solved by more aggressive marketing of information services and active participation of librarians in faculty meetings. It is therefore imperative\ that librarians should create proper awareness in order to market their information resources and services among the faculty member to stimulate their interests in patronizing the library.

2.5 Information need of Distance Learning and E-learning Students

The term information need has been referred to as a desirous (want) situation that requires solution to address a problem (Evans & Suporano, 2005). Information thus, is an essential resource to the individual, government, businesses and institutions alike as it enhances the empowerment of man in his bid to attain the goals for developmental activities.

Needs "refers to required elements for students to achieve an educational objective" (Hawkins & Baker, 2005). Information has become a critical factor for all sectors in the world, organisations and individual use information as a basis for competition (Babalola, Sodipe, Haliso, & Odunlade, 2012). Distance learners are not left out as categories of those that need information. Thus distance learners depend on information through online communication to be in contact with lecturers; nevertheless, distance learners still experience information poverty

despite the supposed availability of information. Ayorinde (2001) classified distance learners and E-learner based on certain characteristics and certain categories such as age range or those who study on part-time.

Information needs have been defined in different ways. Lin (2000), described information needs as the necessity of what an individual ought to have for his work, research or education. It is a piece of information recorded or not recorded, which an individual or member of a group requires for effective functioning in their daily activities. Information needs are influenced by factors such as range of information available, the intended purpose for the information, background, motivation and the individual characteristics of the users (Wilson, 2000). Other factors according to Nwagwu and Oshiname (2009) are the socio-political, economic, legal and regulatory factors guarding the use and users of information.

Nicholas (2002) cited in Wasike and Munene (2012) explained the essential need for distance learners, he said they need information for the following five broad functions.

- i) Fact finding function, which provides an answer to specific questions
- ii) Current awareness functions, which keeps the information up to date
- iii) Research function, which investigates a new field in-depth
- iv) Briefing function, which obtains a background understanding of issues
- v) Stimulus functions, which provides ideas to obtain stimulus (Nicholas, 2000).

Singh (2002) also argues the general needs of distance learners and E-learners include information services, loans of specific book/reference book, journal articles, e-zines, e-book, e-journal and other electronic material, photocopy of previous examination papers for their course, information material on a particular subject, self-instructional materials either audio or video form and having access to different library collection and facilities available. Furthermore, Boadi and Letsolo (2004) investigated the information needs and seeking behaviour of distance students and E-learners at the Extra- Mural Studies in Lesotho. The study revealed that course materials seemed to be popular with the distance students and the expectation of the students was that more course materials would be produced by the Institution

In another study conducted by Adesoye and Amusa (2011), found that though distance students were aware and make use of the institutional libraries to meet their information needs, there were, however, impediments to the students utilization of library and information

resources. These impediments among others were inadequate library facilities, lack of time due to the intensive nature of their program and reliance on study materials.

From a document that details establishing and managing distance librarianship, the Commonwealth of Learning (Oladokun, 2002) also notes that the basic information services distance learners need are access to information resources, such as texts, 6 supplementary reading and reference services; learning how to find the information they need from the information that is available and developing ways to apply the information for the intended purpose and to make sound, information-based decisions.

Bibb (2003) also observes that as a result of poor use of library by distance students and E-learner in South Missouri State University, the Library made effort to serve the students through innovative techniques and resources to attract usage of resources by the students to satisfy their information needs and these include the Library's links/access to a number of open access online databases. A study conducted by Lui and Yang (2004) reported that distance learners and E-learners showed preference for information that is easily available. They also found that the learners' fields of study also affected their use of information sources in Texas A & M University which was the study area.

Adesoye and Amusa (2011) observe that due to the flexibility of distance education and E-learning program both old and young alike irrespective of gender have undertaken the program. Mabawonku (2004) conducted a survey of library use in distance learning and E-learner in three Nigerian universities. She found that students use of the library resources for information and self-development was inadequate. According to her, the students attributed their low use of the library to their tight schedules which were fully occupied with lectures and interactions with tutors. Adetimirin and Omogbue (2011) also concluded in a study underscored that distance students were not using the libraries because of their tight schedules which were fully occupied with tutorials. Oladokun (2002) found that learners of Open University of Tanzania depended more on the public and private library system to meet their information needs; however he concluded that it was not an adequate solution in the sense that the stock was not relevant to the information needs of the students.

Furthermore, Boadi and Letsolo (2004) investigated the information needs distance students and E-learners at the Extra- Mural Studies in Lesotho. The revelation was that course

materials seemed to be popular with the distance students and the expectation of the students was that more course materials would be produced by the Institute. They concluded that however useful these course materials may be as sources of information for the distance students, dependence on them could breed parochialism which could endanger the whole educational processes.

In another study conducted by Adesoye and Amusa (2011), found that though distance students E-learners were aware and make use of the institutional libraries to meet their information needs, there were, however, impediments to the students utilization of library and information resources. These impediments among others were inadequate library facilities, lack of time due to the intensive nature of their program and reliance on study materials. Oladokun (2010) reports a survey conducted at the University of Botswana, on their off campus students. The findings of the study revealed that students have preference for print format; only few numbers would have preferred electronic format. He also found that students rely mostly on their lecture notes dictated to them in class and also relied on their colleagues as their major sources of information.

The study of Hensley and Robin (2010) on distance learners in University of Illinois concluded that distance learners at the University generally appreciate the library and make use of the services and resources to satisfy their information needs but the scope of library services accessed is limited. On the other hand, Aliakbar et al. (2009) in a study conducted on distance learners in Iran reported that although distance learners had positive perception toward the use of information resources, the University had no formal library services for the students to use during their study.

However, in Nigeria, distance learners and E-learners depend a lot on course material produced by the institution involved.

2.6 Problem affecting Library Usage

It is generally agreed that library usage/use is indeed beneficial (or even indispensable) for students to achieve their educational outcomes. But to prove that it really does so, or to what degree it contributes to students' attainment of educational outcomes is not at all easy.

Agboola and Bamigboye (2011) believes that library use is an important measure of output or services provided by libraries and suggests that it is a possible index by which such

measurement can be made. Salaam, Ajiboye and Bankole (2013) investigated the use of library electronic information resources by academic staff. It was revealed that there was a very high level of awareness (93.8%) of the existence of electronic resources at 'Nimbe Adedipe Library among the academic staff of FUNAAB and the scientists believed that the library EIR has enhanced their academic activities by generally holding very positive opinions on the contribution of EIR to their job performance. Ansari and Zuberi (2010) as cited by Salaam, Ajiboye and Bankole (2013) analyzed the use of electronic resources using a sample of 70 academics at the University of Karachi. The study found that only 18% of respondents agreed to know much about electronic resources, while about 80% knew little about electronic resources.

Ali & Bakshi (2011) explored that LIS profession is facing many problems which affecting library usage such as lack of finance, inadequate infrastructure, lack of knowledge and training, lack of high quality teaching staff, lack of permanent faculty for distant programs, lack of admission policy and evaluation, absence of accreditation body and supporting policy at national\ level, lack of global perspective and lack of library visits. It was suggested that admission test should be conducted before admission in LIS and practical hours should be increased. Attendance should be made compulsory and syllabus should be up-dated. Availability of high caliber staff should be ensured. Mobile based learning programmes should be adopted for distance learning. For the purpose of imparting practical training, there should be complete infrastructure. It was concluded that to support learning and teaching ICT should be used because e-learning would be the future of education.

Ugah (2011) noted that information sources in the university library are inadequate in size, and not of high quality in terms of the needs of users.

Nimsomboon and Nagata (2003) stated problems affecting library usage by Users which include library collections, accessibility, insufficient space, and quality of the service provided. The most problems are about the insufficient and outdate collection and inaccurate accessibility. Adeniran, (2011) adds that re-shelving and inadequate number of physical facilities such as reading chairs and tables as well as lighting could result in low level of use of the libraries (Oyedum, 2011). It is more important than ever for libraries demonstrate to students and stakeholders the value of using the library's resources and services. The challenge, however, is that the value delivered by libraries is often considered to be of a social, educational or cultural value; values which are difficult to measure (Jantti and Cox, 2010).

Bakare et al. (2013) noted that factors affecting library usage by academic staff and students satisfied with library resources because they faced challenges to retrieve information. Iwhiwhu (2012) adds that poor status of information resources and inadequate services rendered by the library staff, coupled with their poor attitude to work leads to unsatisfied users. However, Andalee and Simmon (2001) revealed that the use of academic libraries is influenced by a user's perceived familiarity with the library and its resources; those who are more familiar with the library are more likely to use academic libraries. Kumar (2012) found out that when quality of services rendered by the university libraries is moderately good, users will be satisfied with various aspects of service quality. Bogale (2010) added that inadequate type of information sources and services; lack of qualified (trained library staff) both in quantity and quality and shortage of budget was the main problems facing university libraries in provision of information resources and services to their target users.

Abosede and Ibikunle (2011) observed that gender, age and marital status can affect library use while closing hour and location of the library have no a negative effect on the use of the library. Oyedum (2011) argued that physical facilities could always influence the use of libraries in the universities. Without adequate number of seats and bright lighting systems users would always find it difficult to achieve any meaningful academic work in the university libraries.

In Iran Gavgani, Shokraneh & Shiramin (2011) concluded that librarians do not have traditional skills and sufficient background knowledge to meet the changing needs of their customers. They need to be empowered by new skills and information before going to empower their patrons. So there must not be a gap between librarian's professional/technological knowledge and their societies informational need that to be answered by librarians. Need for changing the syllabus of medical library and information science education in Iran was also felt. Omotosho and Okiki (2012) agreed that inadequate funding is the major challenge faced by the library staff in the provision of effective library services to users.

Libraries must improve the quality of their services to enable them face the challenges of information explosion. Service oriented organizations have identified the customer or user as the most critical voice in assessing service quality.

2.7 Summary

This chapter reviews various researches conducted worldwide that are related to awareness, availability and accessibility of Library /information resources and services in University libraries.

From the review, it was evident that information resources needs of Distance learner and E-learner have occupied a central place in library and information work to the extent that the success and strength of any library is dependent upon awareness, availability and accessibility and use of library information resources and services.

CHAPTER THREE RESEARCH METHODOLOGY

This chapter presents the method and research design used to carry out this study. The focus is as follows:

- 3.1 Research Design**
- 3.2 Population of the study**
- 3.3 Sample and sampling Technique**
- 3.4 Instrument for data collection**
- 3.5 Validity and Reliability of Research Instrument**
- 3.6 Procedure for data collection**
- 3.7 Method of data Analysis**

3.1 RESEARCH DESIGN

Research design is a systematic outline which guide the researcher in his effort to generate data, test hypothesis, or answer research question Best (2000) and Kelinger (2001). The research design that will be adopted for this particular study is the descriptive survey research design. According to Ifidon (2007), a survey research method gathers data from member of the population in other to determine the current status of the population with respect to one or more variables.

3.2 POPULATION OF THE STUDY

Population can be define as a group of individual with at least one common characteristics which distinguish as that group of individual. The population for this study comprises (1,134) Idel Student in Kwara State University library, Malete, Ilorin Kwara state.

S/N	College	Number
1.	Agriculture and Veterinary Sciences	141
2.	Education	51
3.	Humanities, Management and Social Science	386
4.	Information and Communication Technology	432
5.	Pure and Applied Science	124
	Total	1,134

3.3 SAMPLE AND SAMPLING TECHNIQUE

Sample is a small proportion of a population that is selected for observation and analysis. The sampling techniques to be used and adopted for this study is Simple random sampling techniques because the population is very small and This is to give every idel student of kwara State University the equal chance of being selected from all the colleges, a total number of 291 respondents will be drawn to represent the sample for this study. Please see the table below

S/N	College	Population	Sample Size
1.	Agriculture and Veterinary Sciences	141	36
2.	Education	51	13
3.	Humanities, Management and Social Science	386	99
4.	Information and Communication Technology	432	111
5.	Pure and Applied Science	124	32
	Total	1,134	291

3.4 INSTRUMENT FOR DATA COLLECTION

The study will be carried out with the use of a questionnaire designed by the researcher. The questionnaire consists of two sections. Section A contains demographic data while Section B contains questions concerning the research question.

3.5 VALIDITY AND RELIABILITY OF RESEARCH INSTRUMENT

In order to validate the research instrument, the research instrument will be given to the project supervisor and other expert to assess the content validity and corrections. To achieve the reliability of the instrument used for data collection in this study, a split half reliability will be used and reliability of the instrument will be calculating using Pearson Moment Correlation.

3.6 PROCEDURE FOR DATA COLLECTION

The researcher will personally administer the instrument on the respondents and the respondents are expected to complete and return them on the spot.

3.7 METHOD OF DATA ANALYSIS

Data will be analyzed using frequency count and simple percentages. Tables and figures will be used to present relevant data. The overall treatment of the data, therefore, is intended to provide answers to each research question as obtained.

CHAPTER FOUR

PRESENTATION AND ANALYSIS OF DATA

This research work was conducted to investigate awareness, availability and accessibility of library resource by Institute of Distance and E-learning Students in kwara state university, Malete. This chapter deals with the presentation and analysis of the research data and discussion of findings. A total of two hundred and ninety-one (291) questionnaires were distributed and two hundred and sixty-nine (269) were retrieved representing 100% return rate. The analyses were carried out under the following sub-headings:

Analysis of Demographic Data

Analyses of Data to Answer the Research Questions

Analysis of Demographic Data

Table 1 Percentage distribution of respondents' Demographic Information

Gender	Frequency	Percentage (%)
Male	94	34.0
Female	192	66.0
Total	291	100
Marital Status		
Single	279	95.9
Married	12	4.1
Divorced	0	0
Total	291	100
Age		
16 – 20	84	28.9
21 – 30	197	71.1
31 – 40	0	0
41 – 50	0	0
51 – 60	0	0
61 and Above	0	0
Total	291	100
Level		
100	114	39.2
200	89	30.6
300	66	22.7
400	22	7.5
500	0	0
Total	291	100

College		
Agriculture and Veterinary Sciences	33	11.3
Education	11	3.8
Humanities, Management and Social Science	100	34.4
Information and Communication Technology	120	41.2
Pure and Applied Science	27	9.3
Total	291	100.0

Source: Field survey, 2020

Demographic data in Table 1 revealed that there are 99 male respondents representing 34.0% and 192 female respondents representing 66.0% that responded to the questionnaire which implies that female IDEL students are more in number than male in Kwara State University, Malete. Also the table showed that all the respondents are single. Table 1 also revealed the percentage distribution of respondents based on age. The table showed that 84 (28.9%) respondents are between the ages of 16 to 20, while 207 (71.1%) respondent indicated 21 to 30 years of age. This means that majority of the students used for the study are between the ages of 21 to 30. The table revealed that 114 (39.2%) respondents are in 100 level, 89(30.6%) respondents are in 200 level 66(22.7%) respondents are in 300 level, while 22 (7.5%) respondents are in 400 level This implies that majority of the students who responded to the questionnaire are in 100 level. In addition, the table shows the percentage distribution of the respondents based on the colleges offering IDEL programme. The table revealed that 33 (11.3%) respondents are from Agriculture and Veterinary Sciences, 11(3.8%) respondents are from Education, 100(34.4%) respondents are from Humanities, Management and Social Science, 120(41.2%) respondents are from Information and Communication Technology while 27(9.3%) are from Pure and Applied Science. This implies that majority of the IDEL students are from College of Information and Communication Technology.

4.2 Analyses of Data to Answer the Research Questions

Analysis of data to answer the research questions are presented in Tables 2 to 6 as follows:

Research Question 1: What are the library resources available to distance learners in Kwasu?

Table 2: Frequency and percentage distribution of responses on the library resources available to distance learners in KWASU

S/N	Item Statements	Agreed		Disagreed		Remark
		F	%	F	%	
1.	Text books	227	78.0	64	23.0	Agreed
2.	Encyclopedias	208	71.5	83	28.5	Agreed
3.	Bibliographies	220	75.6	71	24.4	Agreed
4.	Indexes	226	77.6	65	22.4	Agreed
5.	Magazines	239	82.1	52	17.9	Agreed
6.	Pamphlets	45	15.5	246	84.5	Disagreed
7.	Handbooks	156	58.0	113	42.0	Agreed
8.	Yearbooks	85	31.6	184	68.4	Disagreed
9.	Guides	45	15.5	246	84.5	Disagreed
10.	Journal	192	71.4	77	28.6	Agreed
11.	Abstracts	54	18.6	215	81.4	Disagreed
12.	Serial	32	11.9	237	88.1	Disagreed
13.	Thesis/dissertation	166	61.7	103	38.3	Agreed
14.	Dictionaries	221	82.2	48	17.8	Agreed
15.	Visual Materials	25	9.3	244	90.7	Disagreed
16.	Audi Visual	54	18.6	215	81.4	Disagreed
17.	E-Dictionaries	54	18.6	215	81.4	Disagreed
18.	E- Encyclopedias	54	18.6	215	81.4	Disagreed
19.	E-Book	45	15.5	246	84.5	Disagreed
20.	E-Reference	45	15.5	246	84.5	Disagreed
21.	E-Journal	45	15.5	246	84.5	Disagreed
22.	E-Zines	45	15.5	246	84.5	Disagreed

23.	Works published online	45	15.5	246	84.5	Disagreed
24.	CD-ROM	226	77.6	65	22.4	Agreed
25.	Online Bibliographic	33	12.3	236	87.7	Disagreed
Average Frequency and Percentage		74	28.9	195	71.1	Disagreed

Source: Field Survey, 2020

The data in table 2 shows the frequency and percentages distribution of responses on the library resources available to distance learners in KWASU. The table revealed that the respondents agreed to items 1 to 5, 7, 10, 13, 14 and 24 with percentage ranges from 37.0% and disagreed with items 6, 8, 9, 11, 12, 15 to 23 and 25 with percentage ranges from 63.0%. The table has a ground calculated average percentage of 37.0% agreed and 63.0% disagreed. This implied that some of the library resources available to distance learners are text books, encyclopedias, bibliographies, indexes, magazines among others. The list of resources on table 2 is in conformity with Mason 2010 who stated that an academic library has the mission to build and maintain a collection that will support and enhance the needs of the institution. It also agrees with Rao 2005 who argued that in a library's effort to provide a broad array of resources to meet the needs of their users, it collects resources in various sizes and formats over a period of time.

Research Question 2: What are the available resources that are accessible to users?

Table 3: Frequency and percentage distribution of responses on the available resources that are accessible to users

S/N	Item Statements	Accessible		Not Accessible		Remark
		F	%	F	%	
1.	Text books	227	78.0	64	23.0	Accessible
2.	Encyclopedias	258	88.7	33	11.3	Accessible
3.	Bibliographies	191	73.2	78	26.8	Accessible
4.	Indexes	222	76.3	69	23.7	Accessible
5.	Magazines	215	79.9	54	20.1	Accessible
6.	Pamphlets	54	18.6	215	81.4	Not Accessible

7.	Handbooks	206	76.6	63	23.4	Accessible
8.	Yearbooks	27	10.0	242	90.0	Not Accessible
9.	Guides	55	20.4	214	79.6	Not Accessible
10.	Journal	222	76.3	69	23.7	Accessible
11.	Abstracts	54	18.6	215	81.4	Not Accessible
12.	Serial	222	76.3	69	23.7	Accessible
13.	Thesis/dissertation	169	62.8	100	37.2	Accessible
14.	Dictionaries	222	76.3	69	23.7	Accessible
15.	Visual Materials	54	18.6	215	81.4	Not Accessible
16.	Audi Visual	54	18.6	215	81.4	Not Accessible
17.	E-Dictionaries	38	14.1	231	85.9	Not Accessible
18.	E- Encyclopedias	43	16.0	226	84.0	Not Accessible
19.	E-Book	37	13.8	232	86.2	Not Accessible
20.	E-Reference	40	14.9	229	85.1	Not Accessible
21.	E-Journal	67	24.9	202	75.1	Not Accessible
22.	E-Zines	15	5.6	254	94.4	Not Accessible
23.	Works published online	52	19.3	217	80.7	Not Accessible
24.	CD-ROM	211	78.4	58	21.6	Accessible
25.	Online Bibliographic	46	17.1	223	82.9	Not Accessible
Average Frequency and Percentage		110	41.2	159	58.8	Not Accessible

Source: Field Survey, 2020

The data in table 3 shows the frequency and percentages distribution of responses on the available resources that are accessible by distance learners in KWASU. The table revealed that the respondents indicated accessible to items 1 to 5, 7, 10, 12 to 14 and 24 with percentage ranges from 62.8% to 91.4% and indicated not accessible to items 6, 8, 9, 11, 12, 15 to 23 and 25 with percentage ranges from 72.9% to 92.2%. This implied that some of the library resources accessible to distance learners are text books, encyclopedias, bibliographies, indexes, magazines, handbooks, Serial, Thesis/dissertation, dictionaries and CD-ROM. This finding is similar to the

study conducted by Eyiolorunshe, (2017) on Awareness, accessibility and use of library resources, on the level of accessibility of available resources, results showed that faculty members were able to access all resources easily. Furthermore, the result further showed that they were able to access print resources easily compared to e-resources. However, to achieve an effective use of the library resources, users need to be aware that they are available and accessible. This is why Popoola (2001) asserted that information availability does not necessarily equate information accessibility and use and that information sources which users are not aware of would be underutilized.

Research Question 3: What are the levels of awareness of library resource by IDEL Students?

Table 4: Frequency and percentage distribution of responses on the levels of awareness of library resource by IDEL Students

S/N	Item Statements	Aware		Not Aware		Remark
		F	%	F	%	
1.	Text books	226	77.6	65	22.4	Aware
2.	Encyclopedias	246	92.1	23	7.9	Aware
3.	Bibliographies	201	76.6	68	23.4	Aware
4.	Indexes	223	84.2	46	15.8	Aware
5.	Magazines	251	93.8	18	6.2	Aware
6.	Pamphlets	232	86.2	37	13.8	Aware
7.	Handbooks	259	96.6	10	3.4	Aware
8.	Yearbooks	233	72.5	80	27.5	Aware
9.	Guides	69	23.7	222	76.3	Not Aware
10.	Journal	222	76.3	69	23.7	Aware

11.	Abstracts	83	28.5	208	71.5	Not Aware
12.	Serial	246	92.1	23	7.9	Aware
13.	Thesis/dissertation	201	76.6	68	23.4	Aware
14.	Dictionaries	222	76.3	69	23.7	Aware
15.	Visual Materials	81	30.1	188	69.9	Not Aware
16.	Audi Visual	100	34.4	191	65.6	Not Aware
17.	E-Dictionaries	65	24.2	204	75.8	Not Aware
18.	E- Encyclopedias	54	20.1	215	79.9	Not Aware
19.	E-Book	69	23.7	222	76.3	Not Aware
20.	E-Reference	44	15.1	247	84.9	Not Aware
21.	E-Journal	67	23.0	224	77.0	Not Aware
22.	E-Zines	69	23.7	222	76.3	Not Aware
23.	Works published online	81	35.4	188	64.6	Not Aware
24.	CD-ROM	254	94.4	15	5.6	Aware
25.	Online Bibliographic	100	34.4	191	65.6	Not Aware
Average Frequency and Percentage		144	49.5	147	50.5	Aware

Source: Field Survey, 2020

The data in table 4 shows the frequency and percentages distribution of responses on the levels of awareness of library resource by IDEL Students. The table revealed that the respondents indicated that they are aware of items 1 to 8, 10, 12 to 14 and 24 with percentage ranges from 62.8% to 96.3% but indicated not aware for items 6, 8, 9, 11, 12, 15 to 23 and 25 with percentage ranges from 69.9% to 91.8%. This implied that the resources IDEL students are aware of are text books, encyclopedias, bibliographies, indexes, magazines, handbooks, Serial, Thesis/dissertation,

dictionaries and CD-ROM. This supports the findings of Ojo and Akande (2005) on students' level of awareness of electronic information resources at the University College Hospital (UCH) Ibadan, Nigeria where students' awareness level was low. Added to this, Abinew and Vuda (2013) in Akpojotor (2016) found that awareness of e-library resources by students was quite low as majority of the respondents indicated they had limited awareness about the existence of e-libraries resources.

Research Question 4: Are the information needs of distance learner adequately met?

Table 5 Frequency and percentage distribution of responses on how adequate the information needs of distance learner are met

	Frequency	Percentage (%)
Very often	62	23.3
Occasionally	229	78.7
Not at all	-	-

Source: Field Survey, 2020

Data in table 5 shows the frequency and percentages distribution of responses on the extent to which information needs of distance learner are adequately met. The table revealed that 229 respondents representing 78.7% indicated that their information needs are often met while 62 respondents representing 23.3% indicated that their information needs are occasionally met. This implied that the information needs of distance learners are occasionally met. This supports the finding conducted by Adesoye and Amusa (2011), found that though distance students E-learners were aware and make use of the institutional libraries to meet their information needs, there were, however, impediments to the students utilization of library and information resources. This also align with the study conducted by Hensley and Robin (2010) on distance learners in University of Illinois concluded that distance learners at the University generally appreciate the library and make use of the services and resources to satisfy their information needs but the scope of library services accessed is limited.

Research Question 5: What are the problems faced by IDEL students when seeking for information?

Table 6: Percentage distribution of responses on the problems faced by IDEL students when seeking for information

S/N	Challenges of seeking for and using library resource	SA %	A %	D %	SD %	Remarks
1.	Information resources are not readily available	44.6	13.0	37.2	5.2	Agreed
2.	Information resources are not easily accessible	33.5	15.6	49.4	1.5	Agreed
3.	Library staff are not accommodating	63.2	5.6	29.0	2.2	Agreed
4.	Information is sometimes not timely	4.5	20.1	47.6	27.9	Disagreed
5.	Difficulty in using the library catalogue	24.5	60.6	12.3	2.6	Agreed
6.	Inadequate search skills	33.8	37.5	17.5	11.2	Agreed
7.	Mutilating and stealing of library materials has deprived my access to information needs	38.3	34.2	18.2	9.3	Agreed
8.	Information is not relevant to my needs	8.6	28.6	38.7	24.2	Disagreed
9.	Problem of wrong shelving of library materials on the shelves	16.7	51.3	22.7	9.3	Agreed
10.	I have problem of searching for and retrieving information materials online in the library	16.7	57.2	15.6	10.4	Agreed
11.	Library is far	8.9	19.0	58.0	14.1	Disagreed
12.	Poor internet services	5.6	24.2	59.9	10.4	Disagreed
Average Frequency and Percentage		35.5	25.7	25.0	13.8	Agreed
		61.2%		38.8%		100%

Source: Field survey, 2020

The data in table 6 shows the percentages distribution of responses on the problems faced by IDEL students when seeking for information. The table revealed that out of the twelve item constructs, the respondents agreed to seven constructs and disagreed to five. The findings revealed that the problems faced by IDEL students when seeking for information are difficulty in using the library catalogue, Library staff are not accommodating, inadequate search skills, Information resources are not easily accessible, mutilating and stealing of library materials has deprived my access to information needs, Information resources are not readily available, problem of wrong shelving of library materials on the shelves and problem of searching for and retrieving information materials online in the library. This finding aligns with Kumar, Singh and Yadave (2011) who asserted that access to the right information is a difficult task because

information is abundant, but users do not know whether it is available and where to locate it. Yebowaah and Plockey (2017) further established in their study that the prime challenges to the use of e-library resource by users were low internet speed and inadequate skilled Librarians to assist users of library resources. Aguolu and Aguolu (2002) noted that availability of information source does not necessarily imply its accessibility, because the source may be available but access to it prevented for one reason or the other. However, Ibeun (2011) observed that the use of modern communication technologies will create awareness, visibility and accessibility for library resources in the 21st Century.

CHAPTER 5

SUMMARY OF THE FINDINGS, CONCLUSION AND RECOMMENDATION

This chapter focuses on the final summary of the entire research findings and conclusion. It also gives recommendation on the identified challenges associated with Awareness, Accessibility and Availability of library resources by IDEL students in Kwara State University library, Malete, Kwara State. The chapter comprises the following:

5.1 Summary

5.2 Conclusion

5.3 Recommendation

5.1 Summary

The study was conducted and investigate the Awareness, Availability and accessibility library resources by idel students in Kwara State University library, Malete, Kwara State. Availability refers to the physical presence of information resources while accessibility refers to permission or opportunity to get close to and use information resources. The study revealed relevant literature on the conceptual and theoretical framework of the problem under study. This has been necessary in order to lay the foundation for the research.

IDEL students in Kwara State University were used as the population of the study out of whom the sample was drawn. The instruments used for collecting data were questionnaire. The simple random techniques sample method was adopted for the study. The finding from this study are summarized and listed below:-

- i. The findings indicated that some of the library resources available to distance learners are text books, encyclopedias, bibliographies, indexes, magazines among others i.e. electronic resources are not available to IDEL students
- ii. The findings revealed that some of the library resources accessible to distance learners are text books, encyclopedias, bibliographies, indexes, magazines, handbooks, Serial, Thesis/dissertation, dictionaries and CD-ROM i.e. electronic resources are not accessible by the IDEL students.
- iii. The findings indicated that the resources IDEL students are aware of are text books, encyclopedias, bibliographies, indexes, magazines, handbooks, Serial, Thesis/dissertation, dictionaries and CD-ROM. i.e. electronic resources are not aware by the idel students.
- iv. Information needs of distance learners are occasionally met.
- v. The findings revealed that the problems faced by IDEL students when seeking for information are difficulty in using the library catalogue, inadequate search skills, mutilating and stealing of library materials has deprived my access to information needs, problem of wrong shelving of library materials on the shelves and problem of searching for and retrieving information materials online in the library.

5.2 Conclusion

This study has investigate the Awareness, Availability and accessibility library resources by IDEL students in Kwara State University library, Malete, Kwara State. This study generally indicate that IDEL students are aware of printed information resources available which they make use of and has helped them in their different way but it also been noticed that they face some challenges which as not make them to utilize this information sources well. And also this result shows in terms of awareness of electronic library resources by Idel students in the Kwara State University, the study concludes that students awareness level is very low as majority of the IDEL students hardly aware about the e-resources in the library, e-resources are not available and not accessible by IDEL students.

This study has shown that the principle of information usage is on the premise that there is awareness for the existence of a particular information material (most printed resources) and that the material is available and accessible unlike E-resources. This responsibility rest first and foremost on the producer of the information and the book seller. However, in academic setting, this responsibility rest squarely on the librarian.

5.3 RECOMMENDATION

Based on the findings from this study, the following suggestions are put forward to improve and maximize awareness, availability and accessibility library resources by IDEL students in Kwara State University library, Malete, Kwara State. Summarily, it is hoped that the library management, will implements some of the recommendations stated below.

- i. The library should be more proactive in the area of awareness of its resources to IDEL students by employing proactive marketing strategies such as the use of flyers, newsletters and brochures which could be widely distributed to their department and also information on library resources could be publicized during university's ceremonies;
- ii. Management of the University's library should embark on intensive sensitization on the availability of e-library resources and its utilization. With this, many students would become aware of the availability of this important e-learning resource and as such will make use of it;

- iii. Librarians should coordinate with various departments to organize user education sessions during seminar/workshops/conferences on difficulty in using the library catalogue by IDEL students;
- iv. The library should create time to explain the usefulness of some of the resources which students show ignorance of, such as manuals, reports, atlases, almanacs, gazettes etc. these are quick sources of information if students know their usefulness and usage. This can be achieved by display at the entrance where knowledgeable staff stands by to explain to in coming users;
- v. Library staff should be friendly, there should be channel of identifying unfriendly staff and any staff found misbehaving to library users should be sanctioned. Therefore the ethics of the profession should be brought to the notice of the staff during staff meetings. This to enhance mutual relationship between students and staff of the library, the staff should always tolerate student and they should always accommodate student irrespective of age, level and among others;
- vi. Library orientation on library use with regard to the use of the catalogue/OPAC and online resources should be intensified and made compulsory for all year one students. This should be practical in nature where students should be able to identify the different resources;
- vii. Librarians and the other library staff should be friendly and willing to help students who have problems in locating what they need in the library.
- viii. Relevant Information resources for learning and research purpose should be made available for the IDEL students.
- ix. Awareness on the availability of these resources must be created but importantly, access to the resources must be enhanced. This is because access to available information resources was found to be fundamental to students' learning effectiveness.

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APPENDIX

**KWARA STATE UNIVERSITY MALETE
COLLEGE OF INFORMATION COMMUNICATION AND TECHNOLOGY
LIBRARY AND INFORMATION SCIENCE**

**AWARENESS, AVAILABILITY AND ACCESSIBILITY OF LIBRARY RESOURCES BY IDEL
STUDENT IN KWARA STATE UNIVERSITY LIBRARY, MALETE, KWARA STATE.**

Department of Library and Information Science,
 College of Information and Communication
 Technology,
 Kwara State University, Malete

Dear Respondent,

REQUEST TO COMPLETE QUESTIONNAIRE

I, **SHARAF ABDULRAHMAN** student of the above department, undertaking a research on the **Awareness, Availability and Accessibility of Library Resource by Idel Student in Kwara State University Library, Malate, Ilorin, Kwara State**. Humbly prepare and present the attached questionnaire for collection of data for my project.

Please kindly complete each question by either putting your answer in the space provided or ticking the appropriate response. This study is being undertaken for the award of B.Sc. in library and information science. Information provided will be used for academic purpose and will be held in strict confidence,

Thank you in advance for taking time to complete this survey. God bless.

Abdulrahman Sharaf

.....

(Researcher)

QUESTIONNAIRE

Introduction:

Please fill appropriately

SECTION A: DEMOGRAPHIC DATA

Please specify by ticking the right option

Gender: Male () Female ()

Marital status: Single () Married () Divorced ()

Age: 16-20 () 21-30 () 31-40 () 41-50 () 51-60 () 61 and above

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

Please indicates appropriately by ticking ()

College	Yes
Agriculture and Veterinary Sciences	
Education	
Humanities, Management and Social Science	
Information and Communication Technology	
Pure and Applied Science	

SECTION B

RESEARCH QUESTIONS

Please indicates appropriately by ticking ()

1. What are the library resources available to you?

S/N	Available Resource	Agree	Disagree
i.	Textbook		
ii.	Encyclopedias		
iii.	Bibliographies		
iv.	Indexes		
v.	Magazines		
vi.	Pamphlets		
vii.	Handbooks		
viii.	Yearbooks		

ix.	Guides		
x.	Journal		
xi.	Abstract		
xii.	Serial		
xiii.	Thesis/dissertation		
xiv.	Dictionaries		
xv.	Visual Materials		
xvi.	Audio-Visual		
xvii.	E-Dictionaries		
xviii.	E-Encyclopedias		
xix.	E-Book		
xx.	E-Reference		
xxi.	E-Journal		
xxii.	E-Zines		
xxiii.	Works published online		
xxiv.	CD-ROM		
xxv.	Online bibliographic		

Please indicate appropriately by ticking ()

2. What are the available resources that are accessible by you?

S/N	Accessible Resource	Accessible	Not Accessible
i.	Textbook		
ii.	Encyclopedias		
iii.	Bibliographies		

iv.	Indexes		
v.	Magazines		
vi.	Pamphlets		
vii.	Handbooks		
viii.	Yearbooks		
ix.	Guides		
x.	Journal		
xi.	Abstract		
xii.	Serial		
xiii.	Thesis/dissertation		
xiv.	Dictionaries		
xv.	Visual Materials		
xvi.	Audio-Visual		
xvii.	E-Dictionaries		
xviii.	E-Encyclopedias		
xix.	E-Book		
xx.	E-Reference		
xxi.	E-Journal		
xxii.	E-Zines		
xxiii.	Works published online		
xxiv.	CD-ROM		
xxv.	Online bibliographic		

Please indicates appropriately by ticking ()

3. What are the levels of awareness of library resources know by you?

S/N	Available Resource	Aware	Not Aware
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i.	Textbook		
ii.	Encyclopedias		
iii.	Bibliographies		
iv.	Indexes		
v.	Magazines		
vi.	Pamphlets		
vii.	Handbooks		
viii.	Yearbooks		
ix.	Guides		
x.	Journal		
xi.	Abstract		
xii.	Serial		
xiii.	Thesis/dissertation		
xiv.	Dictionaries		
xv.	Visual Materials		
xvi.	Audio-Visual		
xvii.	E-Dictionaries		
xviii.	E-Encyclopedias		
xix.	E-Book		
xx.	E-Reference		
xxi.	E-Journal		
xxii.	E-Zines		
xxiii.	Works published online		
xxiv.	CD-ROM		
xxv.	Online bibliographic		

Please indicates appropriately by ticking ()

4. Are your information needs adequately met by the library?

(a) Very Often () (b) Occasionally () (c) Not at all ()

Please indicate appropriately by ticking ()

5. What are the challenges you encounter in the process of seeking for and using library resource?

S/N	Challenges	Strongly Agree	Agree	Disagree	Strongly disagree
i.	Information resources are not readily available				
ii.	Information resources are not easily accessible				
iii.	Library staffs are not accommodating				
iv.	Information is sometimes not timely				
v.	Difficulty in using the library catalogue				
vi.	Inadequate search skills				
vii	Mutilation and stealing of library materials has deprived my access to information needs				
vii	Information is not relevant to my needs				
ix.	Problem of wrong shelving of library materials on the shelves				
x.	I have problem of searching for and retrieving information materials online in the library				

xi.	Library is far				
xii	Poor internet services				