

Research Article

AVAILABILITY OF INFORMATION RESOURCES, UTILIZATION OF COLLEGE LIBRARIES AND ACADEMIC PERFORMANCE OF UNDERGRADUATE STUDENTS IN CRAWFORD UNIVERSITY

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ABSTRACT

Academic library provide access to information resources that facilitates research endeavours and human resources development of its users, hence the study investigated the availability of information resources, utilization of college libraries and academic performance of undergraduate students in Crawford University. Five research objectives were developed to guide the researchers. Descriptive survey design was adopted for the study; the study population was 400 levels undergraduate students of 2021/2022 academic year. Only the two hundred and ninety five registered students as at the time of the research, constitutes the sample size for the study. Questionnaire was the instrument of data collection, data collected was analyzed with SPSS version 20. Results obtained were presented in percentage and frequency with bar chart. The hypothesis was tested at 0.05 level of significant and it was concluded that there is a significant relationship between utilization of information resources and academic performance of undergraduate students. It concluded that effective utilization of information resources in the college libraries would result in improvement of the academic performance of the undergraduate students. It recommended that the University Management should continually approve budgets for the acquisition of current information resources both print and electronic copies, databases and internet subscriptions among others.

Keywords: Availability of Information Resources, Utilization of College Libraries, Academic Performance, Undergraduate Students, Crawford University.

INTRODUCTION

The academic performance of students play considerable roles in producing top quality graduates who will become great leaders, nation builders and total men and women in all sectors of the nation's economy in the future. Academic performance connotes any academic involvement that results in educational excellence. It is usually ascertained at the end of every semester after test or examinations have been conducted to the students. Hence, the idea of measurement of students' academic performance is inevitable in a formal educational setting. According to Molepo (2018), academic performance is the ability of students to study and remember facts and being able to communicate their knowledge verbally or written on a paper in an academic environment. The undergraduate students encompass all the students studying and pursuing diploma (OND and HND) or first degree programmes in any academic discipline in institutions of higher learning. They are the imminent hope of any nation; their ambitions among others is to become ambassadors, administrators, scientists, engineers, doctors, senators, governors and possibly the president of a nation in the near future.

Folorunso & Lucky (2016) defined academic library as a warehouse of information resources, processed and made accessible for research works and human resources development. They added that academic libraries are at the forefront of providing information services to their respective communities which comprises of students, lecturers and researchers in order to support their teaching, learning and research needs. Scholars have emphasized on the crucial role of academic libraries in research and scholarship in institutions of higher learning. Academic libraries have also been referred to as the heart or nerve centres of institutions of higher learning where all academic

activities revolved (Folorunso & Lucky, 2016). Therefore, the establishment of college library is a medium of providing a conducive space within the college for independent study, resource consultation, information retrieval, research and leisure.

Alcober (2022) stated that library users perceive the library as a better place to visit when the atmosphere is conducive to study, noise-free, state-of-the-art facilities and equipment, access to the internet, relevant and updated information resources. A lecturer may not have all the time, requisite resources and facilities to teach the students all they need to know from formal classroom lectures. The students must equally learn how to gather and utilize information resources by their own efforts from the college library and develop their professional capabilities effectively. Lateef, Omotoso & Fagbola (2016) stated that college library is meant to bring information services to the door steps of the users. The authors further added that it is expected to enjoy high patronage especially if it is well equipped and adequately staffed.

Though a college may have the best stocked library, but the utilization of its resources (the college library can also be utilized by college lecturers' even researchers as the case may be) does not depend on the number of resources available in the library. Therefore, factors like availability of a rich, relevant and current source of information, tight schedules, workload, internet connection, e-resources and databases which the users can access in their comfort zones could affects library utilization. Rathnakara, *et al.*, (2011) detailed that factors such as personal preferences, the general environment in the library, inconveniences of the working hours and distance from the place of residence to the library may influence the use of the library. However, whatever be the case, the use of library and its resources is fundamental for students' academic performance. Information resources comprise not only traditional printed based like textbooks, journals, newspapers, magazines, dictionaries, encyclopedias and the likes. Computer, electronic and online sources are also

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indispensable for undergraduate students' academic performance. Nonetheless, low level of usage may result in low academic performances by the students. The computerized, electronic and online information sources include but not limited to website, databases, internet, search engines and browsers, Wi-Fi, e-books, e-journals, social media channels, audio, visuals and audio visuals, CD-ROMs, flashshare, xender and soon. Rhima (2014) posits that library information services may be viewed as those mechanisms designed and deployed by the library to delivery services to users. These mechanism include reference, current awareness services (CAS), selective dissemination of information (SDI), inter-library loan, (ILL), indexing and abstracting, CD-Rom database search etc., as well as digital age internet based and business bureau services such as e-mail, world wide web (www), photocopying, facsimile, word processing etc. These services are provided to link the users to library resources. On the other hand, library information resources may be defined as those information bearing materials that are in both printed and electronic format, including textbook, journals, indexes, abstracts, newspapers and magazines, reports, CDRom, databases, internet/Email, videotape/cassettes, diskettes, magnetic disk, computers etc. Information resources are the stock in trade of librarians. These are the materials in the library which the users come to consult, read or borrow, and they play significant roles in education and also meeting the information needs of the library users (Enidiok, Basse & Babatunde (2018). The authors added that information resources are many and varied, but they can be divided into two broad categories namely printed and non-printed materials. The printed materials are books, pamphlets periodicals, newspapers and reference resources. Non-printed materials are, however, often referred to as audio-visual resources, as they can be grouped into three (i.e. Audio, visual and audio-visual). They are the product of advanced technology, some of which require special equipment to operate. Some information resources also come in the electronic format and are usually stored on a server accessible through the internet or local server; examples include e-books, ejournals, e-magazine, web sites and databases (Enidiok, Basse & Babatunde (2018).

Crawford University is a private University, owned by the Apostolic Faith Mission, located at Igbesa in Ogun State, Nigeria. It was established in 2005 by Rev (Dr.) Paul Oge Akazue, the then leader and third Overseer of the Apostolic Faith work across Africa. The University presently runs eighteen (18) academic programmes in three (3) Colleges namely: College of Business and Social Sciences, College of Natural and Applied Sciences and College of Arts and Communications Studies (Crawford University Website, 2022).

The students have a colossal part to play in order to achieve their endeavours of optimal academic excellence as the college libraries are targeted towards providing information materials that will aid in developing the their potentials. The students therefore, must be encouraged to avail themselves the opportunities of utilizing the library resources. The effectiveness of any library as an instrument of learning is determined by the attainment with which it's capable of providing the users with the information that they need (Lisbdnetwork, 2018 cited Lancaster, 1977). As a result, it's necessary for institutions of higher learning with large number of students to make efforts to investigate the level of utilization of their library resources from time to time. The responses which are thus generated may help in framing new policies and procedures for improving services about what is anticipated as against what is obtainable. In view of the above mentioned, this study hence attempts to investigate the availability of information resources, utilization of college libraries and academic performance of undergraduate students in Crawford University.

Objectives of the study

The major objective of this study is to investigate the availability of information resources, utilization of college libraries and academic performance of undergraduate students in Crawford University. The study has the following specific objectives:

1. To find out the types of information resources available in college libraries of Crawford University for the utilization of undergraduate students
2. To ascertain the level of physical condition of services available in college libraries for undergraduates in Crawford University
3. To determine how frequent the undergraduate students utilizes the information resources available in college libraries of Crawford University.
4. To find out the purpose of utilization of the information resources available in Crawford University college libraries
5. To determine the relationship between utilization of information resources in college libraries and academic performances of undergraduate students

Research Questions

1. What are the types of information resources available in college libraries of Crawford University for the utilization of undergraduate students?
2. What is the level of physical condition of services available in college libraries for undergraduate students of Crawford University?
3. How frequent do the undergraduate students utilized the information resources in college libraries of Crawford University?
4. What are the purposes of utilizing the information resources available in the college libraries?

Hypothesis

The Hypothesis will be tested at 0.05 significance level.

H01 There is no significant relationship between utilization of information resources and academic performance of undergraduate students in Crawford University.

LITERATURE REVIEW

The importance of libraries and its information resources in institutions of higher learning cannot be overemphasized. According to Aladeniyi and Arikawe (2017), libraries are very essential in any organization, especially in higher institutions of learning. The relevance of a library depends on the utilization of its resources. Agboola and Bamigboye (2011) agreed that the need for good libraries in higher institutions of learning cannot be over-emphasized, as the quality of education depends on the library, not the library as a magnificent building but the use of it. They also noted that, it is important that libraries serving academic communities have the broadest possible collections of books and other essential materials. Barfi, Afful-Athur and Agyapong (2018) affirmed that availability of library resources creates an enabling environment for the utilization of library resources and this will provide teaching and learning. Adegun (2015) conducted a research on Effectiveness of Library Service and Resources in an African University and observed that if library service and resources are adequate and readily available, it would result to increase in use. Also if there is improvement in the response to users' needs, the end result will thus be an increase in the library's role in the pursuit of user's educational goals, research and needs. Agyekummer and Filson (2012) found in their study that most of the

students use library resources and services to supplement their class notes, assignment and helped them in examination preparation. Olajide and Adio (2017) examined the effective utilisation of University library resources by under-graduate students at the Federal University Oye-Ekiti, Nigeria. They found that library resources like abstract, indexes, yearbooks, atlas were neither satisfactory nor readily available for use. The study carried out by Foloruso and Njoku (2016) showed that most prominent purpose of using the library resources was to study and read for examinations. They added that many of the students also use the library to search for materials for assignments and to do research work, as well to read newspaper or participate in a group discussion.

Onye (2016) observed that the objectives of library may not be realizable unless its resources reach optical capacity and use by faculty and students who depend on its information resources for different purposes. Regarding the type of information resources available in the library, Onye reported that all the participants in their study (100%) indicated that textbooks are available in the library while (84%) confirmed that the library has computers, (46.1%) showed the presence of internet and (13.2%) indicated that the library possessed films (audio-visual). Amusa and Iyoro (2013) observed in their study that majority of the students; precisely (60%) used the library resources to study, read and also for research. Aladeniyi and Owokole (2018) revealed that the students of the University of Medical Science, Ondo use the library resources for obtaining general information 231 (98.7%), for examination 224 (95.7%), for assignment 220 (95%) and for research 217 (92.7%). The study by Agboola and Bamigboye (2011) reported the extent of use of library resources either in print or electronic form in each of the three Universities they examined. Their findings showed that at University of Ibadan, 181 (49%) respondents said they made use of it very often, 120 (32%) said often, 40 (11%) said occasionally while only 31 (8%) said they made use of resources in the library. At UNAAB, 110 (40%) indicated very often, 95 (34%) said often, 53 (19%) said occasionally while 20 (7%) indicated never. In OOU, 60 (23%) indicated very often, 56 (21%) said often, 88 (34%) said occasionally while 58 (22%) said never. The study by Oluwatobi, Ehiogbae, Aluko-Arowolo and Onasote (2014) revealed that most frequently used library materials is online database and this is followed by Dictionaries, textbooks, encyclopedia which are used daily while the least use materials is CD-ROM database. Also, the study by Aladeniyi and Owokole (2018) carried out a study on the utilization of library information resources by undergraduate students in University of Medical Sciences, Ondo State, Nigeria. Their findings showed that textbooks were the most consulted library information resources 118 (50.4%). This was followed by internet (12.8%). They further revealed that majority of the respondents 119 (50.9%) agreed that they use the library information resources occasionally while 73 (31.2%) of the respondents indicated that they use the library information resources often 73 (31.2%).

According Mamo and Amidu (2016) lack of current information resources and improper shelving of information resources were the major factors hindering the effective use of library resources. The findings of Olajide and Ogunla (2015) indicated that the major challenge faced by respondents is lack of time. The study of Barfi, Afful-Arthur and Agyupong (2018) also indicated that non-involvement of lecturers in book selection, few up-to-date materials, and users not informed of new arrivals, poor library instruction, unavailability of automatic generator to power sockets and inadequate library staff are factors that actually hinder or the use of library materials. Uzogbu, Ezukwuoke and Chingbu (2012) reported in their study that factors such as unavailability of resources ranked highest with (42%), power failure followed with (27%) while disorganized materials ranked third

with (17%), while those who claimed that there was no problem were (11%) of the respondents.

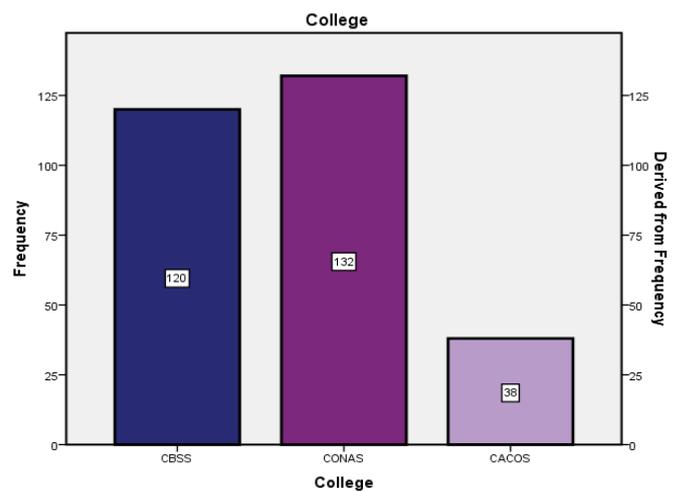
METHODOLOGY

Descriptive survey design was adopted for the study because it not encourage manipulation of data. It requires systematic and scientific collection of data or information from the population or sample of the population (Popoola, 2012). The study population comprised all 400 levels undergraduate students of 2021/2022 academic year, Crawford University, Igbesa, Ogun State, Nigeria. According to the data obtained from the three colleges, as at the time of carrying out this research, June/ July, 2022. Two hundred and ninety five 400 levels students were registered and that constitutes the sample size for this study. Questionnaire was used as the only instrument for data collection. A total of two hundred and ninety five (295) questionnaires were administered and two hundred and ninety (290) were retrieved from the respondents and found useful for the study. The data gathered from the respondents were analyzed with SPSS and the results obtained were presented in bar charts.

DATA ANALYSIS AND PRESENTATION OF RESULTS

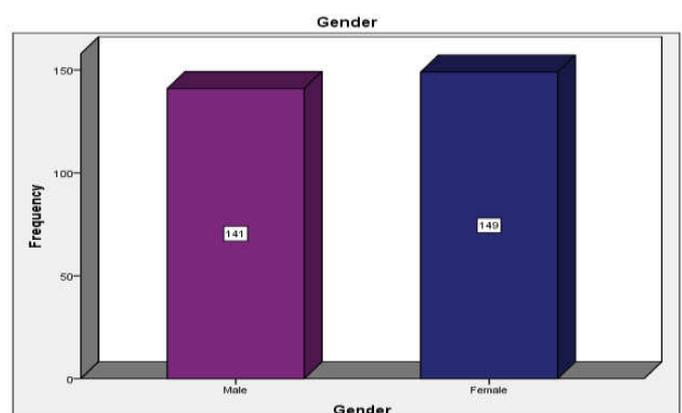
Data for this study was analyzed with the help of the SPSS, version 22.0 and the findings were presented using percentage, frequencies and charts for suitable summary

Fig.1: Distribution of respondents by College



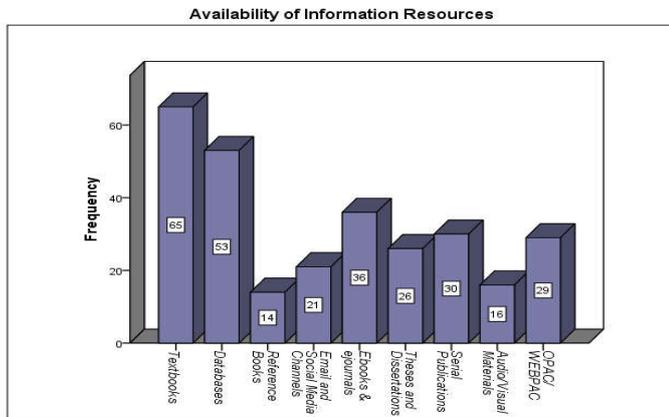
The above chart shows the number of respondents according to College. The analysis revealed that respondents from CONAS 132 (45.5%) were the most followed by CBSS 120 (41.4%) while CACOS were 38 (13.1%) respectively.

Fig. 2. Distribution of Respondents by Gender



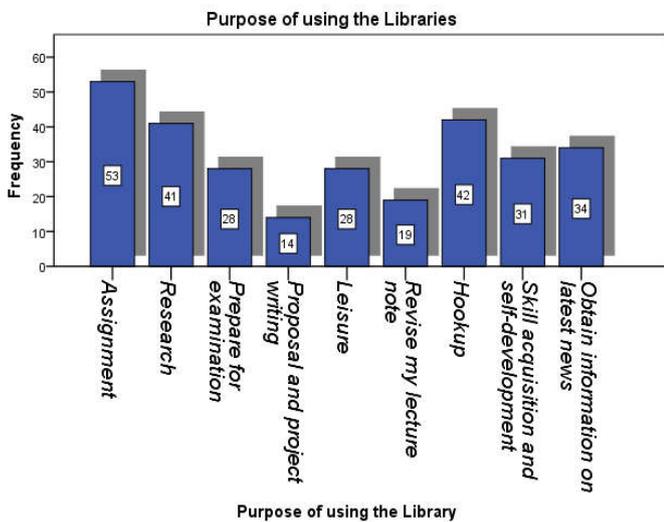
The above chart shows that the male respondents were 141 (48.6%), while the female respondents were 149 (51.4%) indicating that the female students were more than the male students.

Fig. 3. Distribution according to Availability of Information Resources



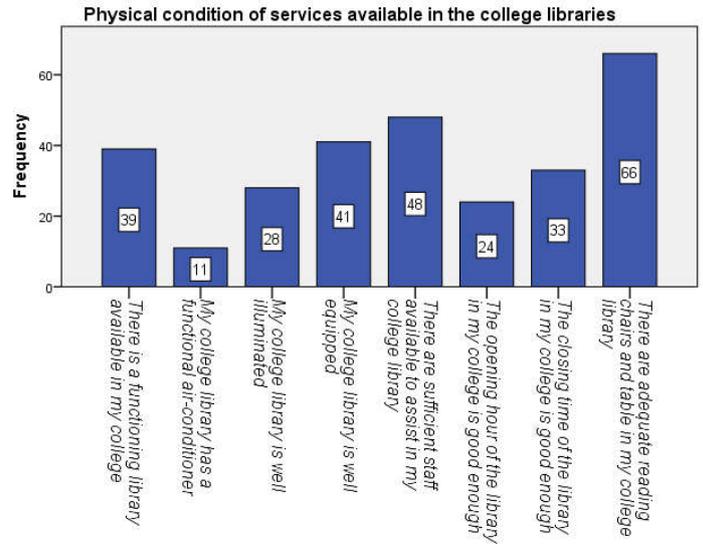
The above chart revealed the availability of information resources in the college libraries. 65 (22.4%) textbooks, 53(18.3%) databases, 36 (12.3%) e-books and e-journals, 30 (10.3%) serial publications, 29 (10.0%) OPAC/WEBPAC, 26 (9.0%) Theses and dissertations, 21 (7.2%) emails and social media channels, 16 (5.5%) audio and visual materials and 14 (4.8%) reference books. This implies that the most available information resources in the collage libraries were textbooks and references resources were least available.

Fig. 4. Distribution according to the Purpose of Using the Library



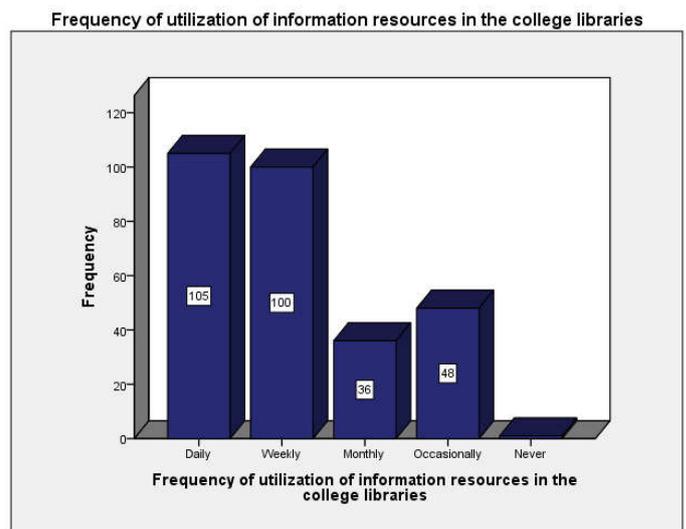
The above chart revealed the purpose of using information resources in the college libraries. 50 (18.3%) assignment, 42 (14.5%) hookup, 41(14.1%) research, 34(11.7 %) obtain information on latest news, 31(11.7%) skill acquisition and self-development, 28(9.7%) prepare for examination, 28 (9.7%) leisure, 14(4.8%) proposal and project writing. The result implies that the majority of the students use the library for assignment, hook-up and research purposes.

Fig. 5. Distribution according to the Physical Condition of Resources and Services



The above chart revealed the physical condition of resources and services available in the college libraries. 66 (22.8%) of the respondent reported that there are adequate reading chairs and tables, 48 (16%) reported that there are sufficient staff available to assist, 41 (14.1%) reported that the college libraries are well equipped, 39 (13.4%) reported that the college libraries are functional, 33 (11.4%) reported that the closing time of the college libraries are not good enough for them, 28(9.7%) reported that the college libraries are well illuminated, 24 (8.3%) reported that the opening hours of the libraries in the colleges are not good enough for them while 11 (3.8%) reported that the college libraries has a functional air-conditioners. This implies that the college libraries needs maintenance and the opening hours of the college libraries are not really encouraging the students and needs to be reviewed.

Fig. 6. Distribution according to frequency of utilization of information resources



The above chart represents the frequency of utilization of information resources in the college libraries. 105 (36.2%) use information resources daily, 100 (34.5%) use information resources weekly. 48 (16.6 %) use information resources occasionally while 1 (0.3%) has never used information resources in the college libraries. The implies that majority of the respondents use information resources in the college libraries either daily or weekly.

Table 1: Testing of the Research Hypothesis

There is no significant relationship between utilization of information resources and academic performance of undergraduate students in Crawford University

One-Sample Test

	Test Value = 0.05					
	t	df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference	
					Lower	Upper
There is no significant relationship between utilization of information resources and academic performance of undergraduate students in Crawford University	43.486	289	.000	2.59483	2.4774	2.7123

The above table revealed that the test value at 0.05 is = 43.486 and the significant value Sig. (2-tailed) is .000 (which is less than 0.05), it can be concluded that there is a significant relationship between utilization of information resources and academic performance of undergraduate students in Crawford University. The null hypothesis was therefore rejected, which implies that an increase in students' utilization of information resources in the college libraries may lead to a corresponding increase in academic performance of undergraduate students in Crawford University. This means that students' use of college library information resources influences their academic performance.

DISCUSSIONS OF FINDINGS

It was found that the most available information resources in the college libraries were 65 (22.4%) textbooks, 53(18.3%) databases, 36 (12.3%) ebooks and e journals, 30 (10.3%) serial publications, 29 (10.0%) OPAC/WEBPAC, 26 (9.0%) theses and dissertations, 21 (7.2%) emails and social media channels, 16 (5.5%) audio and visual materials and 14 (4.8%) reference books. This collaborated the findings of Onye (2016) who reported that all the participants in their study (100%) indicated that textbooks are available in the library while (84%) confirmed that the library has computers, (46.1%) showed the presence of internet and (13.2%) indicated that the library possessed films (audio-visual). It was found that the purpose of using information resources in the college libraries were 50 (18.3%) assignment, 42 (14.5%) hookup, 41 (14.1%) research, 34 (11.7 %) obtain information on latest news, 31 (11.7%) skill acquisition and self-development, 28 (9.7%) prepare for examination, 28 (9.7%) leisure, 14 (4.8%) proposal and project writing. The result implies that the majority of the students use the library for assignment, hookup and research purposes. This was in support of the discovery of Amusa and Iyoro (2013) who observed in their study that majority of the students; precisely (60%) used the library resources to study, read and also for research. It also agrees with the findings of Aladeniyi and Owokole(2018) Swich revealed that the students of the University of Medical Science, Ondo use the library resources for obtaining general information 231 (98.7%), for examination 224 (95.7%), for assignment 220 (95%) and for research 217 (92.7%). The study equally revealed the physical conditions of resources and services available in the college libraries. 66 (22.8%) of the respondent reported that there are adequate reading chairs and tables, 48 (16%) reported that there are sufficient staff available to assist, 41 (14.1%) reported that the college libraries are well equipped, 39 (13.4%) reported that the college libraries are functional, 33 (11.4%) reported that the closing time of the college libraries are not good enough for them, 28(9.7%) reported that the college libraries are well illuminated, 24 (8.3%) reported that the opening hours of the libraries in the colleges are not good enough for them while 11 (3.8%) reported that the college libraries has a functional air-conditioners. These findings were against the discoveries of Awotola and Olowolagba (2018) which 71% indicated poor library staff/user relationship and lack of current and relevant materials, while 29% disagreed respectively. Also, 70% indicated inadequate library funding while 30% disagreed. Similarly, 69% indicated inadequate reading space, while 31% disagreed.

Others indicated erratic power supply 56%, inadequate staff strength 62% and lack of ICT resources (Internet) 37%.

The study also revealed the frequency of utilization of information resources in the college libraries. 105 (36.2%) use information resources daily, 100 (34.5%) use information resources weekly. 48 (16.6%) use information resources occasionally while 1 (0.3%) has never used information resources in the college libraries. This correspond the findings of Awotola and Olowolagba (2018) which revealed that 44% use the library resource weekly, 25% daily and 6% occasionally and Monthly among the respondents. It also collaborated the findings of Agboola and Bamigboye (2011) which likewise reported the extent of use of library resources either in print or electronic form in each of the three Universities they examined. Their findings showed that at University of Ibadan, 181 (49%) respondents said they made use of it very often, 120 (32%) said often, 40 (11%) said occasionally while only 31 (8%) said they made use of resources in the library. At UNAAB, 110 (40%) indicated very often, 95 (34%) said often, 53 (19%) said occasionally while 20 (7%) indicated never. In OOU, 60 (23%) indicated very often, 56 (21%) said often, 88 (34%) said occasionally while 58 (22%) said never.

The hypothesis was tested at 0.05 level of significant and it was concluded that there is a significant relationship between utilization of information resources and academic performance of undergraduate students in Crawford University. The null hypothesis was therefore rejected implying that an increase in students' utilization of information resources in the college libraries may lead to a corresponding increase in academic performance of undergraduate students in Crawford University.

CONCLUSION

Effective utilization of information resources in the college libraries may result to improvement in the academic performance of undergraduate students. Consequently, it is imperative for the management of universities and university libraries to ensure that necessary facilities, conducive learning environment, reading spaces, reading chairs and tables, internet facilities, computer systems, manpower etc., are put in place for efficient run of the college libraries. This will enhance high level of utilization of library resources.

RECOMMENDATIONS

The following recommendations were made based on the findings of this study:

1. The University Management should continually approve budgets for the acquisition of current information resources such as physical books and e-books, physical journals and e-journals (both print and electronic copies), internet subscriptions, subscription to databases and library software(s) as well as maintenance of air conditioners and other assets in the library.
2. Staff of college libraries and librarians should frequently carry out current awareness services and information literacy programmes to sensitize the students on the importance of the library to their academic accomplishment.
3. The University library authorities should review the opening and closing hours of college library.
4. The library staff and librarians should possess good human relation skills. This will encourage and promote patronage of the library resources and services.
5. A standby generator or solar system should be provided to supplement the unpredictable power supply system experienced in Nigeria.

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